PLO #4 Christian Connection

Seniors in the year’s capstone course (MA 136, MA 140, or MA 155) write an essay at the end of the semester reflecting on aspects of mathematics and the Christian faith. Multiple graders read each paper and score it on a rubric. Scores are agreed upon after a consensus is reached. The department’s initial benchmark was that 50% of students’ papers would be rated superior.

1) What we learned about students’ learning

The table below shows the scores from students from 2009 to 2013. Note that we stopped average scores and moved toward a consensus rating after 2008.

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Students are not achieving the level of performance we would like on this outcome.

2) Changes we have made and plan to make to improve student learning

We plan to discuss appropriate changes to improve student learning in this area during our upcoming 6-year cycle.

3) Effectiveness of our current methods for assessing student achievement

We are not satisfied with the effectiveness of our current assessment methods in this area. The essay assignment is not tied effectively to the material of the course. The three courses in which we do this assessment are sufficiently different that it is difficult to create an appropriate common essay prompt.

4) Potential changes to our assessment work

We plan to discuss appropriate changes to our assessment methods in this area during our upcoming 6-year cycle.