

First Year Seminar: Multifaceted Approach to Assessment

The 2013 Assessment Institute Indianapolis, IN October 29, 2013

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History of First Year Seminar





Core II

Distribution across Disciplines

> **Humanities** Composition Communication **Fine Arts** Physical/Natural Science Social Science **Mathematics**

Outcomes of FYS	Description
Reasoning	Evaluating or forming conclusions, judgments or inferences.
Cultural Judgment	Understanding why people think the way they think.
Representations	Communicating information through a variety of media/genres (i.e. music, video, art, writing).
Information Literacy	Finding/accessing relevant information and using it in an ethical and legal manner.
Reflection	Understanding how you learn, building awareness of your learning process.
Integrative Thinking (Relationship among Core Domains of Thinking)	Making connections and transferring skills across and between varied disciplines, situations and domains.







- Initiatives
- Leaders
- Methods
- Projects

- An improved course
- A plan for continuous improvement



Summer Rubric development for each domain 2010

Design and development of electronic General Education Assessment Repository (GEAR)



AY 2010-FYS students uploaded course artifacts11to GEAR

FYS students tagged artifacts to appropriate domain/s



SummerFaculty workgroup evaluated random2011sample of artifacts.

Report is available at <u>www.marshall.edu/assessment/GenEd</u> <u>Assessment.aspx</u>



FallFaculty assessors evaluated the course2011assessment process and maderecommendations for improvement.



Fall 2011

- 7 interdisciplinary faculty teams (3 members each) reviewed the Core Domains.
 - Changed verbiage & philosophy
 - Developed outcome statements
 - Determined cognitive levels for each



Spring 2012

- 7 interdisciplinary faculty teams (3 members each) reviewed the Core Domains.
 - Domains \rightarrow Outcomes further refined
 - 2 Domains/Outcomes added
 - MU Degree Profile proposed



AY 2012-13

- 2- 7 interdisciplinary faculty teams (3 members each) reviewed the Core Domains.
 - Feedback from multiple groups
 - Faculty Senate passes MU Baccalaureate Degree Profile

The Revision of Marshall's Core Domains of Critical Thinking and Adoption of the MU Degree Profile

Original Marshall Domains	Revised Marshall Domains	Marshall's Baccalaureate Degree Profile Learning Outcomes
Oral/Written/ Visual Communication	Communication Fluency	Student will develop cohesive oral, written, and visual communications tailored to specific audiences.
Aesthetic/ Artistic Thinking	Creative Thinking	Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate innovations.
Ethical/Social/ Historical Thinking	Ethical and Civic Thinking	Students will determine the origins or core beliefs and ethical principles, evaluate the ethical basis of professional rules and standards of conduct, evaluate how academic theories and public policy inform one another to support civic well-being, and analyze complex ethical problems to address competing interests.
Information/ Technical Literacy	Information Literacy	Students will revise their search strategies and employ appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner.
None	Integrative Thinking	Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.
Multicultural/ International Thinking	Intercultural Thinking	Students will evaluate generalizations about cultural groups, analyze how cultural beliefs might affect communication across cultures, evaluate how specific approaches to global issues will affect multiple cultural communities, and untangle competing economic, religious, social, or geographical interests of cultural groups in conflict.
Scientific Thinking	Inquiry Based Thinking	Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.
None	Metacognitive Thinking	Students will evaluate the effectiveness of a project plan or strategy to determine the degree of their improvement in knowledge and skills.
Abstract/ Mathematical Thinking	Quantitative Thinking	Students will analyze real-world problems quantitatively, formulate plausible estimates, assess the validity of visual representations of quantitative information, and differentiate valid from questionable statistical conclusions.

Faculty Involvement: FYS Development and Revision

Summer Workgroup: 2011

Student Feedback

Greater course standardization

More uniform structure Faculty Feedback

Some common assignments

Retain instructorbased unique aspects

Summer Workgroup: 2011



Summer Workgroup: 2012

CLA Performance Task Academy

Developed bank of problem-solving tasks

• Baseline Assessment = 1; FYS Teaching/Learning = 2; FYS Assessment = 2

Tasks addressed FYS outcomes

• Information Literacy; Reasoning; Representations

Developed rubrics

Baseline Assessment



Paulbilt Trucking Scenario

- You are an assistant to Dana Thompson, the president of Coaltown Trucking, a locally owned long haul trucking company. Jim Evans, the operational manager, recommended that Coaltown Trucking buy 3 new trucks (Paulbilt 457) to accommodate new business. Dana was about to approve the purchase when there were two accidents involving a Paulbilt 457. You are provided documents in the Document Library.
- Prepare a memo that address several questions, including what data support or refute the claim that the type of transmission leads to more mechanical breakdowns, what other factors might have contributed to the accident and should be taken into account, and your overall recommendation about whether or not Coaltown Trucking should purchase the trucks.

Documents

- Newspaper article about the accidents
- Department of Transportation report on crashes of large trucks
- Dana's memo to you
- Jim's email to Dana
- Paulbilt performance characteristics
- Truck driver article comparing Paulbilt 457 to similar trucks
- Pictures and descriptions of Paulbilt models 457 and 501

Memo

Buying new Paulbilt trucks Jim Evans Sent: Monday, June 16, 2012 2:33 PM To Dana Thompson

President Thompson,

I am emailing you to ask for three more trucks. Our business is growing and the three Paulbilt 405s cannot handle some of our bigger loads. Paulbilt came out with a new line of trucks. We have been loyal customers to Paulbilt since 1999. All of our trucks are Paulbilt. The drivers like how comfortable the ride is and they have not had any major issues with the engines.

In order for our business to continue to grow, we need bigger trucks like the Paulbilt 457. Our largest competitor, Tri-State Trucking, just bought Paulblit and I heard received a large contract from Fried Eatery Foods. If we don't get these bigger trucks, our business will stop growing and will more than likely go to our competitors.

We need these Paulbilt 457 trucks.

Thank you,

Jim

Coaltown Dispatch

http://www.coaltowndispatch.com/news

Paulbilt Freightliners Under Scrutiny after Second Transmission Malfunction Leads to Death

By Shelby Davis

In the wake of the second fatal accident in less than 30 days, investigators from the Transportation Commission are meeting with officials from *Paulbilt Freightliners* manufacturing on Tuesday to discuss the transmission malfunctions that led to the accidents. The transmissions built specifically for the new Paulbilt 457 model freightliners failed on both trucks and the vehicles lost control, leading to the deaths of truck drivers Ricky Spencer on May 7, 2012 and Miguel Torres just 3 weeks later on May 28th. The gearboxes on both transmissions had defective parts that snapped during operation and led to the inability of the drivers to downshift and control their speeds during steep prolonged grades. One of Spencer's fellow truckers said they were talking with him on the phone and he said that something in his rig had "snapped" and he couldn't slow down shortly before the accident. Not only are the families of Spencer and Torres filing suit against *Paulbilt* for negligence but trucking companies *BigWhee*l headquartered in Poormond, VA and *WeHaul* headquartered in Wintersville, WV are also suing for damages.



Paulbilt became the country's third largest supplier of freightliners over the past 12 years but their newest model the 457, has been under scrutiny since it's inception. Early safety tests showed the vehicle was susceptible to rollover accidents due to its new innovative suspension system, which was designed to maximize diesel fuel efficiency and sharply

reduce emissions. However, the suspension issues were corrected prior to the first model 457 being shipped to the public. The latest issues involving the transmission defects were not detected during the testing completed at *Paulbilt's* research and development plant in Big Rock, Ar.

Officials from *Paulbilt* have not issued a statement regarding the two recent accidents and messages left by Coaltown Dispatch were not immediately returned. Photo by Tom Saunders, VDOT Flicker.com

Press Release

Press Release News

U.S. Department of Transportation Office of Public Affairs Washington, D.C. www.dot.gov/affairs/briefing.htm FMCSA 02-06 Thursday, March 23, 2006 Contact: Ian Grossman Tel.: (202) 366-8810

New Study Concludes Driver Behavior Causes Most Truck Crashes

WASHINGTON - Drivers of large trucks and other vehicles involved in truck crashes are ten times more likely to be the cause of the crash than other factors, such as weather, road conditions, and vehicle performance according to a new study released by the Federal Motor Carrier Safety Administration (FMCSA).

The Large Truck Crash Causation Study was commissioned by FMCSA to review the causes of, and contributing factors to, crashes involving commercial motor vehicles. While previous data focused on specific crashes and/or individual causes of crashes, this study was the first nation-wide examination of all pre-crash factors.

"This study makes it clear that we need to spend more time addressing driver behavior, as well as making sure trucks and buses are fit for the road," FMCSA Administrator Annette M. Sandberg said. "The multitude of data now available will allow us to analyze specific areas of behavior and work with our industry and safety partners to develop an agenda on driver safety that will improve commercial motor vehicle driver performance."

FMCSA will conduct analysis to further examine driver factors such as use of prescription and over-the-counter drugs, speeding, fatigue, inattention, distractions, work environment, and unfamiliarity with the road.

The study, conducted with the help of the National Highway Traffic Safety Administration, investigated a national sample of fatal and injury crashes between April 2001 and December 2003 at 24 sites in 17 states. Each crash involved at least one large truck and resulted in at least one fatality or injury. The total sample of 967 crashes included 1,127 large trucks, 959 non-truck motor vehicles, 251 fatalities, and 1,408 injuries. Action or inaction by the driver of either the truck or other vehicle was the critical reason for 88 percent of the crashes.

The data offer unprecedented detail about the events surrounding truck crashes that are not available anywhere else. The study database eventually will be available to the public to encourage further analysis and increase the knowledge about large truck crash factors.

Data

Table 2: Crashes by Severity Level

This table shows the number of crashes in the study sample cases by the highest injury severity level of any individual involved in the crash.

Crash Severity	Crash Count	Percentage
K – Fatal	221	23%
A - Incapacitating injury	277	29%
B - Non-incapacitating injury	465	48%
Total	963	100%

Table 5: All Trucks by Vehicle Configuration

This table shows the number of trucks in the study sample cases grouped by truck configuration.

Vehicle Configuration	Number	Percentage
Single Unit Trucks		
Two Axles	124	11%
Three Axles or more	157	14%
Axles Unknown	2	0%
Combination Trucks		
Truck Tractor – Bobtail	29	3%
Truck pulling Trailer(s)	40	4%
Tractor pulling Trailer	697	62%
Tractor pulling Two Trailers	54	5%
Other/Unknown/Missing		
Other/Unknown/Missing	20	2%
Total	1,123	100%

Data

/Table 6: All Trucks by Cargo Body Type This table shows the number of trucks in the study sample cases by type of truck cargo body.

Cargo Body Type	Crash Count	Percentage
Van	515	46%
Closed van	383	34%
Refrigerated van	105	9%
Open top van	27	2%
Dump	184	16%
Dump (rear)	164	15%
Bottom dump/hopper bottom	20	2%
Flatbed	163	15%
Flatbed	122	11%
Flatbed with sides	21	2%
Low boy	11	1%
Flatbed with equipment	9	1%
Tank	71	6%
Tank-liquid	56	5%
Tank-dry bulk	14	1%
Tank-compressed gas	1	0%
Other	190	17%
Garbage/refuse	44	4%
Cement mixer	24	2%
Pole/logging	12	1%
Auto carrier	6	1%
Livestock carrier	5	0%
Other - includes tow trucks, etc.	49	4%
Bobtail Unit – no cargo body	28	3%
Not Inspected/Unknown	22	2%
Total	1,123	100%

Coaltown Trucking



Fast Shipping. Deliberate Service.

Photo by dave_7 from flicker.com

Memo

To: U. R. <u>Stewdant</u>, Assistant From: Dana Thompson, President Date: 6/18/2012 Re: <u>Paulbilt</u> Trucks

I am sure you have heard by now that <u>Paulbilt</u> Freightliners are being investigated. Two of their trucks malfunctioned and crashed causing deadly accidents. This was the type of trucks Jim Evans wanted the company to buy.

Please research if this type of transmission causes more accidents and if there is another possibility for the accidents. I need to know before next week so I can either order three Paulbilt 457 or another line of trucks.

<u>Coaltown</u> Trucking <u>can not</u> get a reputation for buying bad equipment and putting lives in danger. If this were to happen, I would loose this business and a hundred citizens of <u>Coaltown</u> would be without a job.

Please respond to me in a memo your recommendation by no later than Friday afternoon.

Paulbilt Trucks Where we make the Best

The Production Class 457 is a model of versatility. It is equipped with a front engine power take off that will power any mounted equipment you would need. The front suspension can handle up to 20,000 pounds and single or dual steering gears, it will take on jobs previously unsuited for a truck its size.

Considering all of its power, the Production class 457 is amazingly agile. It features a wheel cut up to 50 degrees for getting in and out of tight spaces. The cab is made out of lightweight aluminum to maximize payload. Air-suspended seats with the option to get a high-back air-ride seat or a front bench.

The Production Class 457 is built for reliability. It has a 1,000 square inch radiator for increased cooling capacity. The 457's multiplex wiring makes body installation easier and improves diagnostic capabilities. With a bold new look and a broad range of horsepower and axle ratings, the Production Class 457 is the impeccable answer for specialized applications.

Direct Assessment of First Year Seminar

Academic Year 2012 – 2013

Direct Assessment of FYS

Baseline

 Collegiate Learning Assessment (CLA) or University Generated Problem-Solving Task



 University Generated Problem-Solving Task (complementary to baseline)

Review Procedures – Baseline

130 out of 1,113 (12%) baseline problem-solving tasks randomly selected

Problem-solving tasks deidentified Each problemsolving task assigned to two independent raters

Rubric norming session held

RUBRIC FOR Freshman Baseline and FYS Problem-Solving Tasks

FYS Outcomes	(4)	(3)	(2)	(1)
Information Literacy (Accessing, evaluating, and using information ethically)	 Assesses the need for more information and recommends specific research methods/sources that would address most unanswered questions. Deliberately acknowledges and evaluates multiple relevant sources of information from the DL. 	 Assesses the need for more information and recommends general research methods/sources that would address some unanswered questions. Clearly acknowledges relevant sources of information from the DL. 	 Acknowledges the need for more information but does not identify feasible research methods/sources that would address unanswered questions. Indirectly/vaguely acknowledges sources of information from the DL. 	 Does not acknowledge or assess the need for more information. Fails to acknowledge sources.
Reasoning (Demonstrating sound reasoning skills through the construction of an argument)	 Offers a specific, consistent, and actionable recommendation that addresses the problem identified. Explicitly links recommendation to relevant evidence from the DL; explains why some evidence has been disregarded because of inaccuracy, partiality/bias, or irrelevance. 	 Offers a broad recommendation with some inconsistencies; may only partially address the problem identified. Links recommendation to relevant evidence from the DL but does not explain why that evidence was chosen over other information. 	 Offers an overgeneralized or contradictory recommendation (does not take a clear position). Defends recommendation with a mix of appropriate and inappropriate evidence from the DL. 	 Discusses the scenario topic but fails to define the problem or provide a recommendation. Disregards most relevant evidence from the DL in favor of own ideas or biases.
Representations (Evaluating and constructing representational artifacts in a variety of genres)	 Produces a cohesive, readable document with only minor grammatical errors. Produces a professional document in the specified genre. 	 Organizes document in a cohesive way but makes just enough grammatical errors to diminish the perceived expertise of the recommender. Produces a document in the specified genre, but with minor formatting errors. 	 Produces a document that lacks a cohesive progression of ideas and/or makes significant grammatical errors. Produces a document in the specified genre, but format is incorrect/incomplete. 	 Produces a document that is confusing and disjointed; makes grammatical errors that seriously affect the accuracy and readability of the document. Makes no attempt to reproduce specified document format requested in the scenario.



Review Procedures: FYS

55 (42%)of 130 baseline Problem-Solving tasks had FYS matches.

FYS instructors returned FYS Problem-Solving tasks with scores. With instructor serving as first reviewer, final scores were determined as for baseline <u>except</u> that third readers were assigned when scores differed by > 1 point.
Baseline/FYS Comparisons



Baseline/FYS Comparisons: Information Literacy

Information Needed



Sources



Baseline/FYS Comparisons: Reasoning

Recommendation



Evidence



RUBRIC FOR Freshman Baseline and FYS Problem-Solving Tasks

FYS Outcomes	(4)	(3)	(2)	(1)
Information Literacy (Accessing, evaluating, and using information ethically)	 Assesses the need for more information and recommends specific research methods/sources that would address most unanswered questions. Deliberately acknowledges and evaluates multiple relevant sources of information from the DL. 	 Assesses the need for more information and recommends general research methods/sources that would address some unanswered questions. Clearly acknowledges relevant sources of information from the DL. 	 Acknowledges the need for more information but does not identify feasible research methods/sources that would address unanswered questions. Indirectly/vaguely acknowledges sources of information from the DL. 	 Does not acknowledge or assess the need for more information. Fails to acknowledge sources.
Reasoning (Demonstrating sound reasoning skills through the construction of an argument)	 Offers a specific, consistent, and actionable recommendation that addresses the problem identified. Explicitly links recommendation to relevant evidence from the DL; explains why some evidence has been disregarded because of inaccuracy, partiality/bias, or irrelevance. 	 Offers a broad recommendation with some inconsistencies; may only partially address the problem identified. Links recommendation to relevant evidence from the DL but does not explain why that evidence was chosen over other information. 	 Offers an overgeneralized or contradictory recommendation (does not take a clear position). Defends recommendation with a mix of appropriate and inappropriate evidence from the DL. 	 Discusses the scenario topic but fails to define the problem or provide a recommendation. Disregards most relevant evidence from the DL in favor of own ideas or biases.
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Baseline/FYS Comparisons: Representations

Cohesion



Genre



Interrater Agreement

Baseline



FYS



Difference > 1 pointAgree W/I one point

Indirect Assessment of First Year Seminar

2010 - Ongoing

National Survey of Student Engagement (NSSE)

First Year Results 2008 - 2012

Benchmark Trend Lines for First-Year Students



Active and Collaborative Learning

Level of Academic Challenge



Academic Challenge: 2013



Active and Collaborative Learning



Most Significant NSSE Results for Freshmen



NSSE Results

For comprehensive reports of NSSE results, visit

www.marshall.edu/assessment/SurveyReports.aspx

New Marshall Degree Profile Prompts FYS Revisions

Spring 2013

Fall 2012 Syllabus

Fall 2012 Syllabus **Course goal and Student Learning Outcomes**

The overall goal of this class is to start practicing using the tools and skills that any college graduate will need in work and in life. By the time you graduate from Marshall University, you will be a much better problem solver than you are now. You will have expertise in using seven major tools (alone or together) to understand an issue, accomplish a complex task, or fix a problem. The seven tools (aka Core Domains) are:

- scientific thinking
- social, ethical and historical thinking
- aesthetic and artistic thinking
- informational and technical literacy
- oral, written and visual communication
- multicultural and international thinking

original stories.

mathematical and abstract thinking

This class will give you the chance to dig in and practice using these tools right away. You will use your toolbox with these tools to achieve the following learning outcomes designed for this course: Student Learning Outcomes How you will practice the outcome in How your achievement of this course each outcome will be assessed in the course Reasoning You will engage in reading You will form conclusions, assignments, evaluate the material • Writing assignments judgments or inferences, and **Digital Story Final** you have read and express your _ evaluate those of others conclusions, judgments or inferences Project in writing assignments such as journal Final exam assignments and postings in our MUOnline class site. You will also test your ability to form conclusions, judgments and inferences through editing and producing your own digital story. By engaging in CLA-like activities in class and taking the final exam. you will exercise your reasoning skills. **Cultural Judgment** You will examine, consider, write Writing assignments -You will analyze why people about and discuss others' beliefs and This I Believe think the way they think your own in our This I Believe assignment (including yourself!) activities and assignments, which are Digital Story Final designed to help you with the Digital Project Story Final Project. You will be required to consider why people believe what they do - that is how one's cultural background and experiences help to build their beliefs. Representations You will analyze digital stories and You will evaluate and create will create your own by learning to This I Believe products from/in a variety of record, edit and produce your own assignment media & genres (i.e., music,

Digital Story Final

Spring 2013

Marshall University Degree Profile

Changes to FYS Outcomes

Marshall Degree Profile Outcomes	FYS Revised Outcomes
Communication Fluency	
Creative Thinking	
Ethical and Civic Thinking	
Information Literacy	Information Literacy
Inquiry Based Thinking	Inquiry Based Thinking
Integrative Thinking	Integrative Thinking
Intercultural Thinking	Intercultural Thinking
Metacognitive Thinking	Metacognitive Thinking
Quantitative Thinking	

Fall 2013 Syllabus

Fall 2013 Syllabus Course goal and Student Learning Outcomes

The overall goal of this class is to start practicing using the tools and skills that any college graduate will need in work and in life. By the time you graduate from Marshall University, you will be a much better problem solver than you are now. You will have expertise in using nine major tools (alone or together) to understand an issue, accomplish a complex task, or fix a problem. The nine tools (aka Core Domains) are:

- communication fluency
- creative thinking
- ethical and civic thinking
- information literacy
- integrative thinking
- intercultural thinking
- inquiry based thinking
- metacognitive thinking
 quantitative thinking

This class will give you the chance to dig in and practice using five of these tools (the highlighted ones) right away. You will use your toolbox with these tools to achieve the following learning outcomes designed for this course:

Student Learning Outcomes	How you will practice the outcome in this course	How your achievement of each outcome will be assessed in the course						
Information Literacy You will: - revise your search strategies and employ appropriate research tools, - intcgrate relevant information from reliable sources, - question and evaluate the complexity of the information environment, and - use information in an ethical manner.	 Read Ch 2 (CTIC): "Thinking Critically about Statistics" Read Ch 3 (CTIC): "The Power of Language" Banned Books performance task scenario Apple Ban performance task scenario International performance task scenario 	- Final exam: "performance task"						
Integrative Thinking You will: make connections among varied disciplines, domains of thinking, experiences, and situations. transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations. 	By engaging in Critical "Integrative" Thinking activities, such as the Apple Ban scenario, you will learn how to make use of variety of skills and how to combine knowledge from different disciplines to consider issues and solve problems.	 Critical Thinking (CLA- like) activities (Apple ban) Digital Story Final Project 						
Inquiry Based Thinking You will: - formulate focused questions and hypotheses, - cvaluate existing knowledge, - collect and analyze data, and - draw justifiable conclusions. (In this class, you will do this by forming conclusions, judgments or inferences, and evaluating those of others)	 You will engage in reading assignments, evaluate the material you have read and express your conclusions, judgments or inferences in writing assignments such as journal assignments and postings in our MUOnline class site. You will also test your ability to form conclusions, judgments and inferences through editing and producing your own digital story. By engaging in CLA-like activities in class and taking the final exam, you will 	 Writing assignments Digital Story Final Project Final exam 						

Faculty Continue to Review FYS

Summer 2013

Summer Workgroup: 2013



Moving Forward

Fall 2013 and Beyond

Ongoing Initiatives

Continuing Education

- Face to Face workshops
- Online modules

Theme-Based FYS Sections

• But, interdisciplinary

Community of Teaching

Ongoing Faculty Input



General Education Assessment Repository (GEAR) Assessment of FYS Artifacts

Moving Forward

Direct Assessment of FYS

Baseline

 Collegiate Learning Assessment (CLA) or University Generated Problem-Solving Task



- University Generated Problem-Solving Task
- Authentic Artifact



Artifact Title	Art

Artifact Type ---Select File Type--- V

Assignment Instructions

Select the Learning Outcome that this artifact most closely satisfies

--Select Learning Outcome--- 🗸

Tag Trait(s) - Check all that apply to this artifact

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.



Class Rank

Select Course - Please select the registered course from the list below that the artifact was created for

Submit Artifact



Artifact Title

Graphic Novel Assignment

Artifact Type Document

Assignment Instructions

Students were asked to answer a series of questions regarding graphic novels. These questions asked them to research a variety of sources of their own choosing to answer significant questions regarding graphic

Select the Learning Outcome that this artifact most closely satisfies

---Select Learning Outcome--- V

Tag Trait(s) - Check all that apply to this artifact

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

File Source

---Select File Source--- V

Class Rank

---Select Class Rank--- 🗸

Select Course - Please select the registered course from the list below that the artifact was created for

---Select Course---

~

Submit Artifact



Graphic Novel Assignment

Artifact Type
Document

Assignment Instructions

Students	were	asked	to	answer	a :	seri	es	of	questi	ion	s regard	ding	g graphic	2	\sim
novels.	These	quest	ion	s asked	i tl	hem	to	res	search	a	variety	of	sources	of	
their own	n choo	sing t	co a:	nswer s	ig	nifi	can	it q	questio	ons	regardi	ing	graphic		\sim

Select the Learning Outcome that this artifact most closely satisfies

Select Learning Outcome			
Communication Fluency			
Creative Thinking	this actifact		
Ethical and Civic Thinking			
Inquiry Based Thinking			
Intercultural Thinking	in completing this assignment and how you think this assignment		
Information Literacy	tagged it.		
Integrative Thinking			1
Metacognitive Thinking		~	
Quantitative Thinking			
	•		

File Source

---Select File Source--- V

Class Rank

----Select Class Rank---- V

Select Course - Please select the registered course from the list below that the artifact was created for

----Select Course----

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Artifact Title

Graphic Novel Assignment

Artifact Type
Document

Assignment Instructions

Students were asked to answer a series of questions regarding graphic novels. These questions asked them to research a variety of sources of their own choosing to answer significant questions regarding graphic

Select the Learning Outcome that this artifact most closely satisfies

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

Abv	Learning Outcome Name	Description
IBT-1	Problem/Question	•
IBT-2	Research of Existing Knowledge	•
IBT-3	Method of Inquiry	•
IBT-4	Data Analysis and Conclusions	•

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

File Source

---Select File Source--- V

Class Rank ---Select Class Rank--- V Select the Learning Outcome that this artifact most closely satisfies V

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

	Abv			Learning Outcome Name De						
		BT-1	Problem/Question			0				
						0				
BT-2 - Research of Existing Knowledge										
Av artifact d	lemonstra	tes tha	t I can do one of the foll	owing		Ũ				
ny arenace o	ie monser o			owing.						
(1) Inti	roductory	1	(2) Milestone	(3) Capstone	(4) Advanced	ent fulfills				
Locate and	select	1	Analyze and draw from	Compare and evaluate	Synthesize in-depth					
sources that	t might inf	orm r	eputable sources to	relevant sources to	information from relevar	nt 🦷				
the plan of i	inquiry.	i	nform the plan of	determine plan of	sources representing	<u>^</u>				
		i	nquiry.	inquiry.	various points of					
					view/approaches.					

File Source

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---Select File Source--- V



Artifact Title								Artifact Type					
Graphic Novel Assignment										Document		\sim	
Assignment	Instruct	ions											
Students	were	asked	to a	answer	a sei	ries	of	questio	ons	regarding	graphi	ic	~
novels.	These	e quest	tion	s asked	i ther	n to	res	earch a	a va	ariety of s	sources	s of	

their own choosing to answer significant questions regarding graphic

Select the Learning Outcome that this artifact most closely satisfies

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

	Abv	Learning Outcome Name	Description
	IBT-1	Problem/Question	٢
\checkmark	IBT-2	Research of Existing Knowledge	•
	IBT-3	Method of Inquiry	•
	IBT-4	Data Analysis and Conclusions	•

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

File Source

---Select File Source--- V

Class Rank ---Select Class Rank---- V



Artifact Title

Graphic Novel Assignment

Artifact Type Document

Assignment Instructions

Students were asked to answer a series of questions regarding graphic novels. These questions asked them to research a variety of sources of their own choosing to answer significant questions regarding graphic

Select the Learning Outcome that this artifact most closely satisfies

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

	Abv	Learning Outcome Name	Description
	IBT-1	Problem/Question	•
 Image: A set of the set of the	IBT-2	Research of Existing Knowledge	•
	IBT-3	Method of Inquiry	•
	IBT-4	Data Analysis and Conclusions	•

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

The Graphic Novel assignment addresses Inquiry Based Thinking (Research of Existing Knowledge) because, to answer the questions posed in this assignment I had to find appropriate sources of information.

File Source

---Select File Source--- V

Class Rank ---Select Class Rank--- V



Artifact Title	Artifact Type
Graphic Novel Assignment	Document V
Assignment Instructions	

ssignment Instructions

Students were asked	to answer a series	of questions regarding graphic
novels. These quest	ions asked them to	research a variety of sources of
their own choosing t	o answer significa	nt questions regarding graphic

Select the Learning Outcome that this artifact most closely satisfies

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

	Abv	Learning Outcome Name	Description
	IBT-1	Problem/Question	•
\checkmark	IBT-2	Research of Existing Knowledge	•
	IBT-3	Method of Inquiry	•
	IBT-4	Data Analysis and Conclusions	•

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

```
The Graphic Novel assignment addresses Inquiry Based Thinking (Research
of Existing Knowledge) because, to answer the questions posed in this
assignment I had to find appropriate sources of information.
```

File Source

Select File Source--Upload a file to GEAR Link to an outside file

Class Rank ---Select Class Rank--- 🗸

Artifact Title

Graphic Novel Assignment

Artifact Type

Document

Assignment Instructions

```
Students were asked to answer a series of questions regarding graphic
novels. These questions asked them to research a variety of sources of
their own choosing to answer significant questions regarding graphic
```

Select the Learning Outcome that this artifact most closely satisfies

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

	Abv	Learning Outcome Name	Description
	IBT-1	Problem/Question	٩
\checkmark	IBT-2	Research of Existing Knowledge	•
	IBT-3	Method of Inquiry	•
	IBT-4	Data Analysis and Conclusions	•

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

The Graphic Novel assignment addresses Inquiry Based Thinking (Research of Existing Knowledge) because, to answer the questions posed in this assignment I had to find appropriate sources of information.

File Source

Upload a file to GEAR 🗸

Upload File

Browse...

 \sim

Class Rank

---Select Class Rank--- V

Select Course - Please select the registered course from the list below that the artifact was created for

---Select Course---

Submit Artifact

Select the Learning Outcome that this artifact most closely satisfies

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

	Abv	Learning Outcome Name	Description
	IBT-1	Problem/Question	•
	IBT-2	Research of Existing Knowledge	•
✓	IBT-3	Method of Inquiry	•
	IBT-4	Data Analysis and Conclusions	0

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

```
This is an audio/video file of my interview with X. Throughout our FYS class, we have considered, discussed, and reflected on various aspects of critical thinking, including the beliefs of others as well as our own. For the final project in this class, we were assigned to vinterview a person who has made an impact on our lives. I chose to
```

---Select File Source---Upload a file to GEAR Link to an outside file

Enter Link (type or cut and paste URL)
Select the Learning Outcome that this artifact most closely satisfies

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

Abv	Learning Outcome Name	Description
IBT-1	Problem/Question	•
IBT-2	Research of Existing Knowledge	•
IBT-3	Method of Inquiry	•
IBT-4	Data Analysis and Conclusions	•

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

This is an audio/video file of my interview with X. Throughout our FYS	
class, we have considered, discussed, and reflected on various aspects	^
of critical thinking, including the beliefs of others as well as our	
own. For the final project in this class, we were assigned to	~
interview a person who has made an impact on our lives. I chose to	

File Source

Link to an outside file 🗸

Enter Link (type or cut and paste URL)

www.marshall.edu/go/yourname

Class Rank

Select Class Rank Freshman Sophomore Junior Senior Graduate	the registered course from the list below that the artifact was created for
Submit Artifact	



Upload New Artifact

Artifact Title

Jane Doe - FYS Interview

Artifact Type Audio

Assignment Instructions

We were asked to select and interview a person who has made a positive	~
impact on our lives. We used Story Corps' Question Generator as the	
basis of our questions. Assignment details are available at	\sim

Select the Learning Outcome that this artifact most closely satisfies

Inquiry Based Thinking

Tag Trait(s) - Check all that apply to this artifact

	Abv	Learning Outcome Name	Description
	IBT-1	Problem/Question	•
	IBT-2	Research of Existing Knowledge	•
\checkmark	IBT-3	Method of Inquiry	•
	IBT-4	Data Analysis and Conclusions	•

Describe the process you employed in completing this assignment and how you think this assignment fulfills the outcome(s) to which you tagged it.

This is an audio/video file of my interview with X. Throughout our FYS	
class, we have considered, discussed, and reflected on various aspects	
of critical thinking, including the beliefs of others as well as our	
own. For the final project in this class, we were assigned to	\sim
interview a person who has made an impact on our lives. I chose to	

File Source

Link to an outside file 🗸

Enter Link (type or cut and paste URL)

www.marshall.edu/go/yourname	

Class Rank

Select Course - Please select the registered course from the list below that the artifact was created for FYS 100 (2011 - Spring) - First Year Seminar

Currently Viewing Assessment Queue for Mary E Reynolds

Upcoming Assessment Deadlines

No Upcoming Deadlines

Schedule	Domain	Total	Completed	Remaining	
Mary Beth Test	IBT - Inquiry Based Thinking	13	0	13	Select

Assessment #3695 (IBT	- Inquiry Based Thinkin	g)	
Assigned On	Assessor	This is a third party re	eview
10/17/2013	Mary E Reynolds		
Artifact Details			
Submitted On	Artifact Type	Uploaded or Linked?	
4/29/2013	Document	Uploaded	
Artifact Title			
Group Project #1			
Artifact Description			
A group project from First Year	Seminar.		
Click to download file			
Abry Trait		Score Review	Description
IBT-2 Research of Existing	Knowledge		•
Add Any Assessor Comments H	lere (will not be viewable by the	student)	
			~
			~
Submit Assessme	nt and Load Another From TI	nis Domain (if available)	
Sub	mit Assessment and Return		
	Close Form and Return to Q	ueue	

Assigned On	Assessor	This is a	a third party revie	ew
10/17/2013	Mary E Reynolds			
Artifact Details				
Submitted On	Artifact Type	Uploaded o	or Linked?	
4/29/2013	Document	Uploaded		
Artifact Title				
Group Project #1				
Artifact Description				
A group project from Fi	irst Year Seminar.			
Click to download file				
41		Secre	Paulau	Descriptio

My artifact demonstrates that I can do one of the following:

(1) Introductory	(2) Milestone	(3) Capstone	(4) Advanced
Locate and select sources that might inform the plan of inquiry.	Analyze and draw from reputable sources to inform the plan of inquiry.	Compare and evaluate relevant sources to determine plan of inquiry.	Synthesize in-depth information from relevant sources representing various points of view/approaches.

Assessment #3695 (IBT	- Inquiry Based Thinkin	g)		
Assigned On	Assessor	This is a thi	rd party review	
10/17/2013	Mary E Reynolds			
Artifact Details				
Submitted On	Artifact Type	Uploaded or Li	nked?	
4/29/2013	Document	Uploaded		
Artifact Title				
Artifact fille				
Group Project #1				
Artifact Description				
A group project from First Year	Seminar.			
Click to download file				
Abry Trait		Score	Review	Description
IBT-2 Research of Existing	Knowledge	1		•
Add Any Assessor Comments H	lere (will not be viewable by the	student)		
The authors locate an	d select a number of a	ppropriate so	ources to	~
answer the questions analysis of the credi	bility of the sources	is evident.	no clear	
	-			\sim
Submit Assessmer	nt and Load Another From TI	nis Domain (if a	vailable)	
Sub	mit Assessment and Return	to Queue		
	Close Form and Return to Q	ueue		

Assessment #3665 (IB	T - Inquiry Based	l Thinking)		
Assigned On	Assessor	This is a thi	ird party review	
10/17/2013	Mary E Reynolds			
Artifact Details				
A that betans				
Submitted On	Artifact Type	Uploaded or Li	nked?	
4/25/2013	Document	Uploaded		
Artifact Title				
Research Assignment V				
Artifact Description				
Artifact Description				
This artifact is about how chil	Idren playing violent vid	ieo games can lead to adno	rmal behavior. I l	looked at different
video games lead to agression	netp support my nypoti 1.	iesis. Overatt i agreed with	my hypothesis th	ar playing violent
Click to download file				
		_		
Abry Trait		Score	Review	Description
IBT-2 Research of Existing	a Knowledge			ŏ
IBT-3 Method of Inquiry				O
IBT-4 Data Analysis and C	onclusions			•
_				
Add Any Assessor Comments	Here (will not be view	vable by the student)		
				~
				~
Submit Assessme	ent and Load Anoth	er From This Domain (it	f available)	
Su	bmit Assessment ar	nd Return to Queue		

Close Form and Return to Queue

Abrv Trait		Score	Review De
<u>BT-1 - Problem/Questi</u>	<u>on</u> hat I can do one of the fol	lowing:	
(1) Introductory	(2) Milestone	(3) Capstone	(4) Advanced
Recognize and explain a given problem and hypothesis.	choose an appropriate question to be studied that is focused and manageable in the timeframe allotted.	Formulate a focused and manageable problem/question that addresses a potentially significant area of inquiry. Propose a reasonable hypothesis.	Formulate a creative, focused, and manageable question and hypothesis that addresses potentially significant yet previously less-explored aspects of the topic.

Abrv Trait IBT-1 Proble IBT-2 Resea	m/Question rch of Existing Knowledge	Score	Review Descr
<u>IBT-3 - Method of Ir</u> My artifact demonstrat	i <mark>quiry</mark> es that I can do one of the fol	llowing:	
(1) Introductory	(2) Milestone	(3) Capstone	(4) Advanced
Identify and explain	a Examine and choose a	use a discipline-specific	Evaluate and potentially revise or synthesize

Abrv T IBT-1 P IBT-2 R IBT-3 M IBT-4 - Data Ana	rait roblem/Question lesearch of Existing Knowledge lethod of Inquiry alysis and Conclusions strates that I can do one of the	Score	Review Desc
(1) Introduct	tory (2) Milestone	(3) Capstone	(4) Advanced
Show evidence of exploring the dat	Analyze data in ta. discipline-specific manner.	Examine data to reveal patterns, differences, or similarities related to focus, leading to justifiable and non-judgmental conclusion.	Synthesize data and Apply results to other problems.

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Inquiry Based Thinking

Learning Outcome: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.

Traits / Performance Levels	Introductory	Milestone	Capstone	Advanced
Problem/Question	Recognizes and explains a	Chooses an appropriate	Formulates a focused and	Formulates a creative,
	given problem and	question to be studied that	manageable	focused, and manageable
	hypothesis.	is focused and manageable	problem/question that	question and hypothesis
		in the timeframe allotted.	addresses a potentially	that addresses potentially
			significant area of inquiry.	significant yet previously
			Proposes a reasonable	less-explored aspects of the
			hypothesis.	topic.
Research of Existing	Locates and selects sources	Analyzes and draws from	Compare and evaluate	Synthesizes in-depth
Knowledge	that might inform the plan	reputable sources to inform	relevant sources to	information from relevant
	of inquiry.	the plan of inquiry.	determine plan of inquiry.	sources representing
				various points of
				view/approaches.
Method of Inquiry	Identifies and explains a	Examines and chooses a	Uses a discipline-specific	Evaluates and potentially
	method of inquiry.	discipline-specific method	method of inquiry to collect	revises or synthesizes
		of inquiry.	data/evidence.	discipline-specific
				methodologies to collect
				data/evidence.
Data Analysis and	Shows evidence of	Analyzes data in discipline-	Examines data to reveal	Synthesizes data and
Conclusions	exploring the data.	specific manner.	patterns, differences, or	applies results to other
			similarities related to focus,	problems.
			leading to a justifiable and	
			non-judgmental conclusion.	

Abrv	Trait	Score		Review	Description
IBT-1	Problem/Question	1			0
IBT-2	Research of Existing Knowledge	2			0
IBT-3	Method of Inquiry	3			0
IBT-4	Data Analysis and Conclusions	1]		0

Add Any Assessor Comments Here (will not be viewable by the student)

The student's paper explained the hypothesis that playing violent video games leads to increased aggression. The student used an appropriate method of inquiry and explored the data, but did not analyze the data in depth.

Submit Assessment and Load Another From This Domain (if available)

Submit Assessment and Return to Queue

Close Form and Return to Queue

Currently Viewing Assessment Queue for Mary E Reynolds

Upcoming Assessment Deadlines

No Upcoming Deadlines

Schedule	Domain	Total	Completed	Remaining	
Mary Beth Test	IBT - Inquiry Based Thinking	13	6	7	<u>Select</u>

Artifact	Domain	Trait	Assessor	Score	Review
6939	Inquiry Based Thinking	Data Analysis and Conclusions	Assessor 1	1	
6939	Inquiry Based Thinking	Data Analysis and Conclusions	Assessor 3	1	
6939	Inquiry Based Thinking	Data Analysis and Conclusions	Final	1	
6939	Inquiry Based Thinking	Method of Inquiry	Assessor 1	1	
6939	Inquiry Based Thinking	Method of Inquiry	Assessor 3	0	
6939	Inquiry Based Thinking	Method of Inquiry	Final	0.5	
6939	Inquiry Based Thinking	Problem/Question	Assessor 1	2	1
6939	Inquiry Based Thinking	Problem/Question	Assessor 3	0	
6939	Inquiry Based Thinking	Problem/Question	Final	1	
6939	Inquiry Based Thinking	Research of Existing Knowledge	Assessor 1	1	
6939	Inquiry Based Thinking	Research of Existing Knowledge	Assessor 3	2	
6939	Inquiry Based Thinking	Research of Existing Knowledge	Final	1.5	
6943	Inquiry Based Thinking	Method of Inquiry	Assessor 2	0	
6943	Inquiry Based Thinking	Method of Inquiry	Assessor 5	1	
6943	Inquiry Based Thinking	Method of Inquiry	Final	0.5	

Questions