

Palo Alto College Faculty Assessor Scoring Methodology

Palo Alto College places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Hence, full-time faculty are responsible for scoring student artifacts generated by the General Educational Assessment process. Faculty are called upon to serve as assessors at least once every three years, based on a rotating faculty schedule. Faculty assessor scoring teams consist of three faculty members, selected to align disciplines with the core objective to be assessed. Each team receives training in the Fall to include:

- ✓ Review of the core objective rubrics used to score student assignments.
- ✓ Norming of the core objective rubrics through scoring student sample assignments.
- ✓ Discussing scoring outliers to mitigate scoring variances.
- ✓ Review of faculty assessor scorer responsibilities

Faculty who submit assignments from those students sampled for General Education Assessment are asked to provide the assessment coversheet, a description of the assignment as provided to students, rubrics for the assignment as provided to students, and the student assignment itself without student identifiers. Faculty assessor scoring teams receive a set of student assignments to score and a faculty assessor scoring coversheet. One faculty member from each team is selected as the lead and will use the faculty assessor scoring coversheet to provide the agreed upon scores for each outcome. Faculty assessors on each team may either review the assignments as a group or review them independently, but each team will submit one collaborative score for each assignment. Scores are given as whole numbers as provided on the core objective rubric. Faculty assessors may also assign a “Not Assessable” (NA) for those outcomes for which the assignment did not provide the student an opportunity to demonstrate proficiency of the desired core objective.