



**Researching Assessment Methods in Tutorial Education:
College of Wooster, Lawrence University, Williams College**

Case Study Guidelines for SAM-2

Overview

The purpose of the Case Study (CS) is to describe and analyze your assessment of the student learning outcomes - - Independent Thinker, Intellectual Maturity, and Creativity - - that you used during your research tutorial. The CS should be written in a narrative style using first-person. Please refer to your student(s) by the first letter of their first name or surname. In your CS refer to all of the interviews, transcripts, rubrics and student work for which you have documentation.

Part 1. Your Tutorial: Provide a short description of the students and their subjects of study in your tutorial.

- Place a copy of your syllabus for the course in Appendix 1.
- Place copies of any student paper(s) in Appendix 2.
- Place copies of Discussion Transcripts (with your name and dates) and the Exit Interview in Appendix 3

Part 2. Your Overall Conclusions - Tutorials: Please summarize your overall experience in using SAM-2 to assess tutorial learning outcomes:

- How did SAM-2 influence your conduct of the tutorial? Assess your own ability to work with this approach.
- How did SAM-2 influence your student(s)' performance in the tutorial? Assess your student(s)' abilities to work with this approach?

Part 3. Your Overall Conclusions – Non-Tutorials: Please summarize your overall experience in using SAM-2 to assess non-tutorial learning outcomes:

- How did SAM-2 improve your understanding of student development in the non-tutorial courses?
- Assess your own ability to use the rubrics in non-tutorial courses.

Part 4. Your Assessment of the Traits:

4A. In this final assessment of SAM-2, we request that you assess **all the traits** in each of the Independent Thinker, Intellectual Maturity, and Creativity assessment outcome groups. Use the data you have generated – drawn from papers, discussions, presentations, rubrics, and orientation and exit interviews – that will enrich your discussion of each trait.

Use the following questions to guide your narrative of each trait. To make the process concrete we use the following trait as an example: Developing an inquiring mind – questioning ideas and self-questioning (Independent Thinker)

Developing an inquiring mind – questioning ideas and self-questioning

- 1) *How important was the Developing an inquiring mind trait in this tutorial? Why?*
- 2) *How did you encourage the development of the trait? Did the students encourage the development of this trait in each other through peer interaction? Cut, paste and interpret any parts of your discussion transcripts and exit interviews that support your conclusions.*
- 3) *Did your student(s) develop this trait over the course of the tutorial? Please review your discussion transcripts, student papers, exit interviews and rubric ratings and discuss the extent to which the student developed, learned or otherwise acquired this trait. Cut, paste, and interpret any data from your records that support your conclusions.*

4B. Discuss all of the other traits in the Independent Thinker assessment group and answer questions 1, 2, and 3.

4C. Discuss all of the traits from each of the Intellectual Maturity and Creativity groups and answer questions 1, 2, and 3 for each trait.

4D. Discuss any **new trait(s)** that you developed by answering questions 1, 2, and 3 above.

Part 5. Going Forward

Do you intend to use these rubrics in the future? Would these rubrics be applicable to tutorial evaluation on your campus? Do you intend to use these rubrics in non-tutorial courses?