

DukeTAP

Duke University Thesis Assessment Protocol

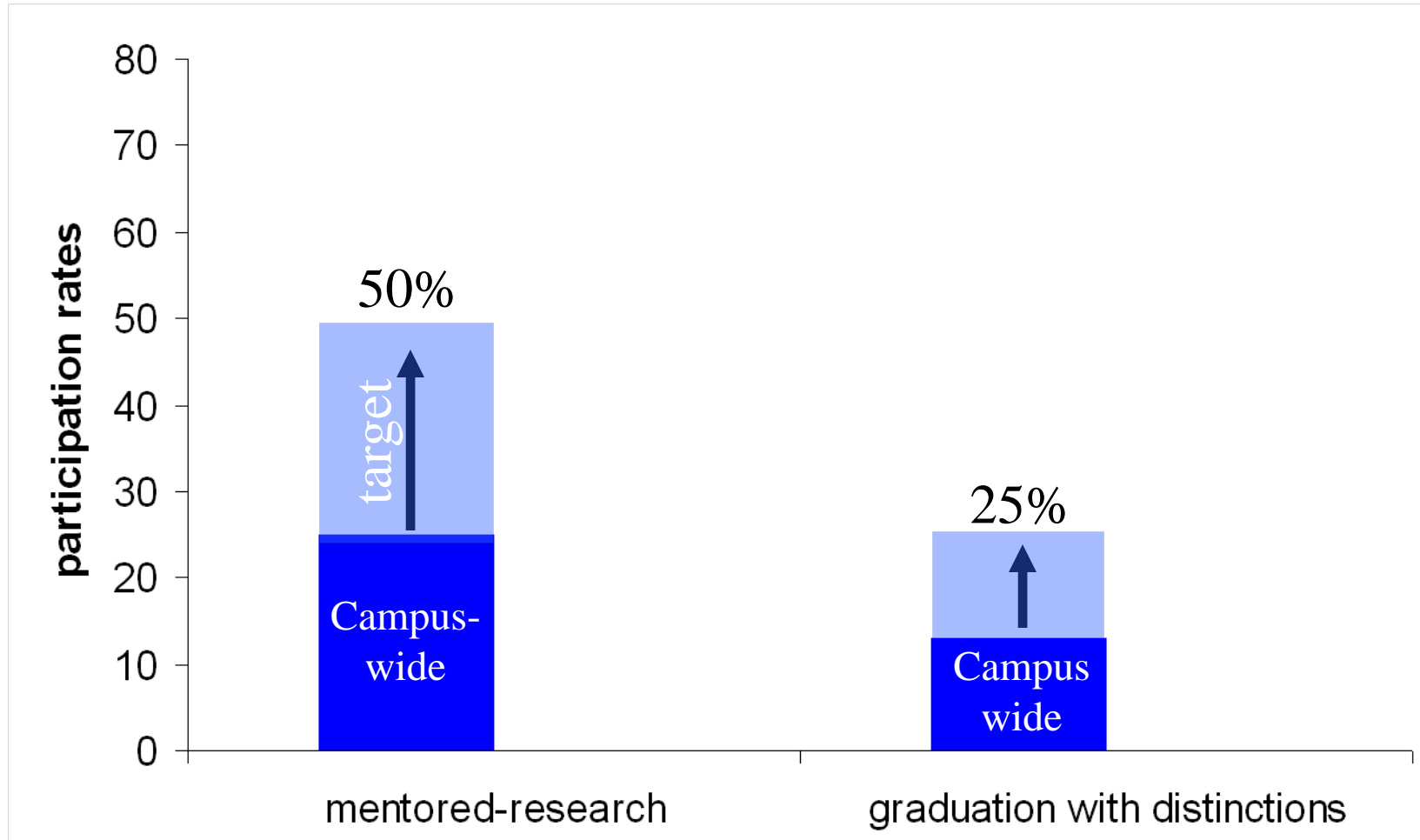


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Arts and Sciences Strategic Plan

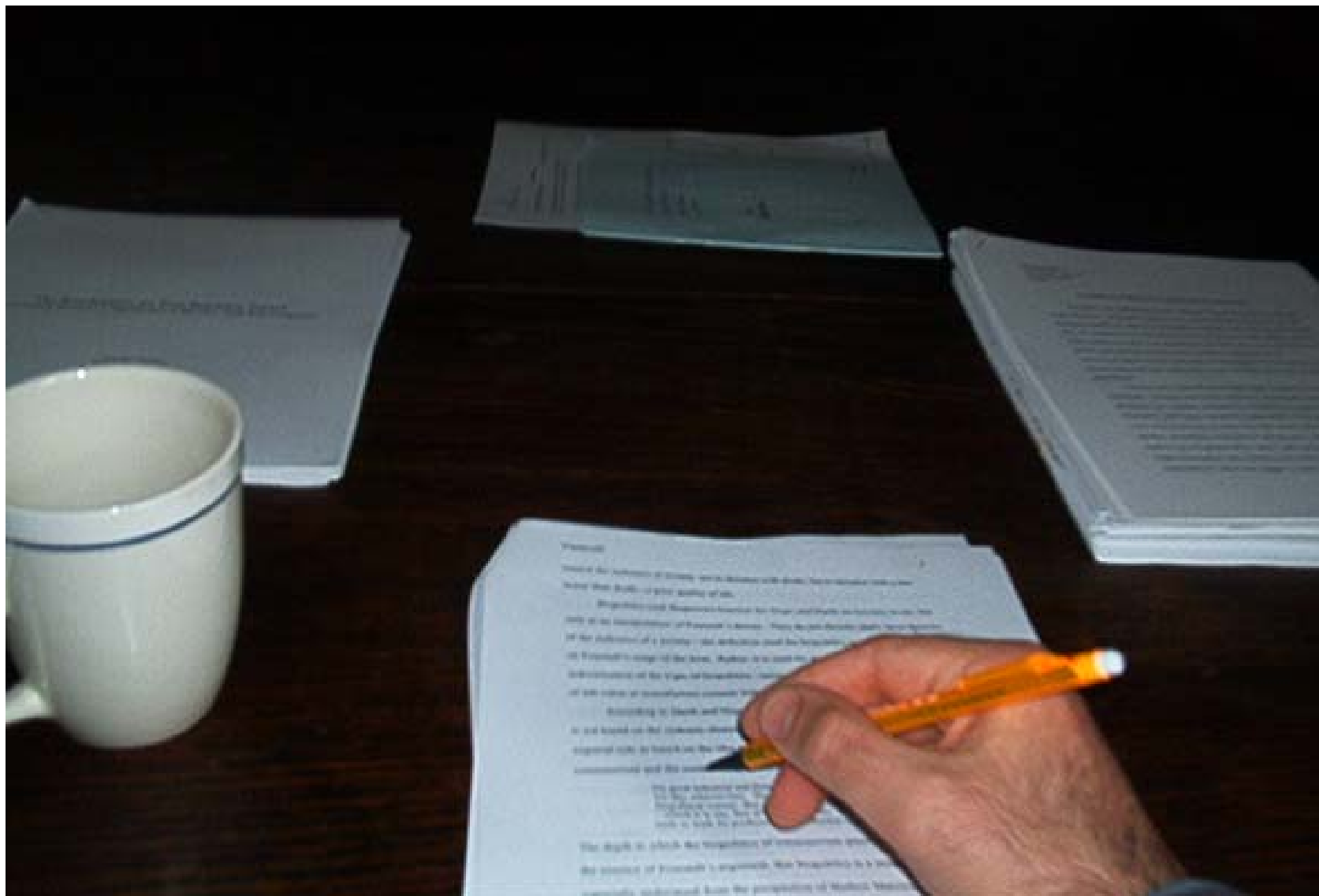
Duke University, June 1, 2006



OK, but....

- *How* will faculty manage the **increased workload**?
- *Who* will provide **guidance** on student writing?
- *What* will happen to **quality** as participation increases?
- *How* will we know if our approach is **successful**?

Traditional approach



DukeTAP

Duke University Thesis Assessment Protocol

Protocol

Rubrics

DukeTAP Goals

Protocol

- Encourage students to actively seek feedback on drafts
- Reduce the time faculty spend line-editing
- Empower student writers through point-by-point response to faculty comments



Timeline for revision



Guidelines for offering feedback



Methods for soliciting and responding to feedback

DukeTAP Goals

Formative and summative assessment



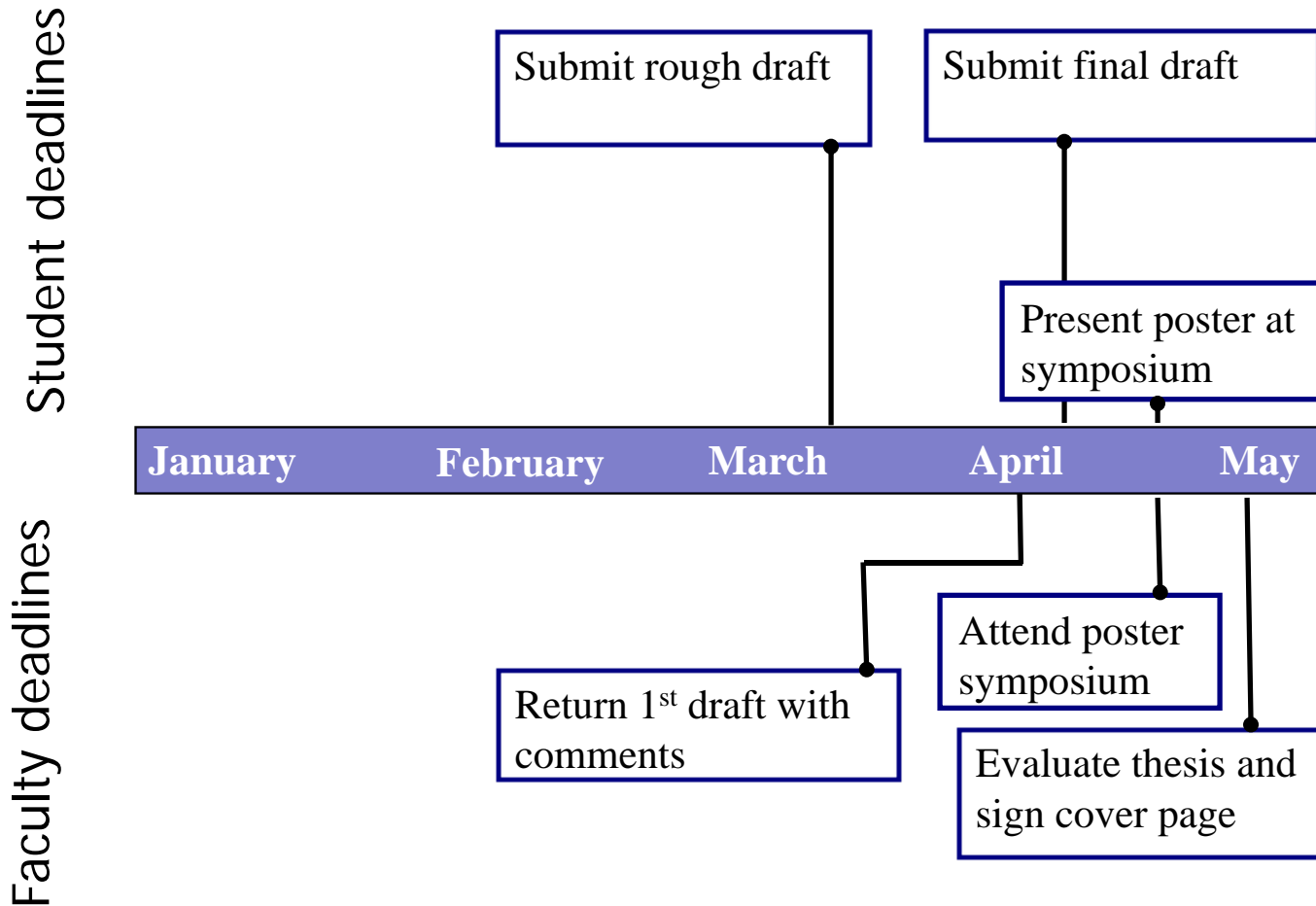
Rubrics

- **Articulate and communicate expectations**
 - Quality of writing
 - Accuracy and appropriateness of research
 - Overall quality
- **Facilitate quality control**
- **Help departments identify where more support is needed**

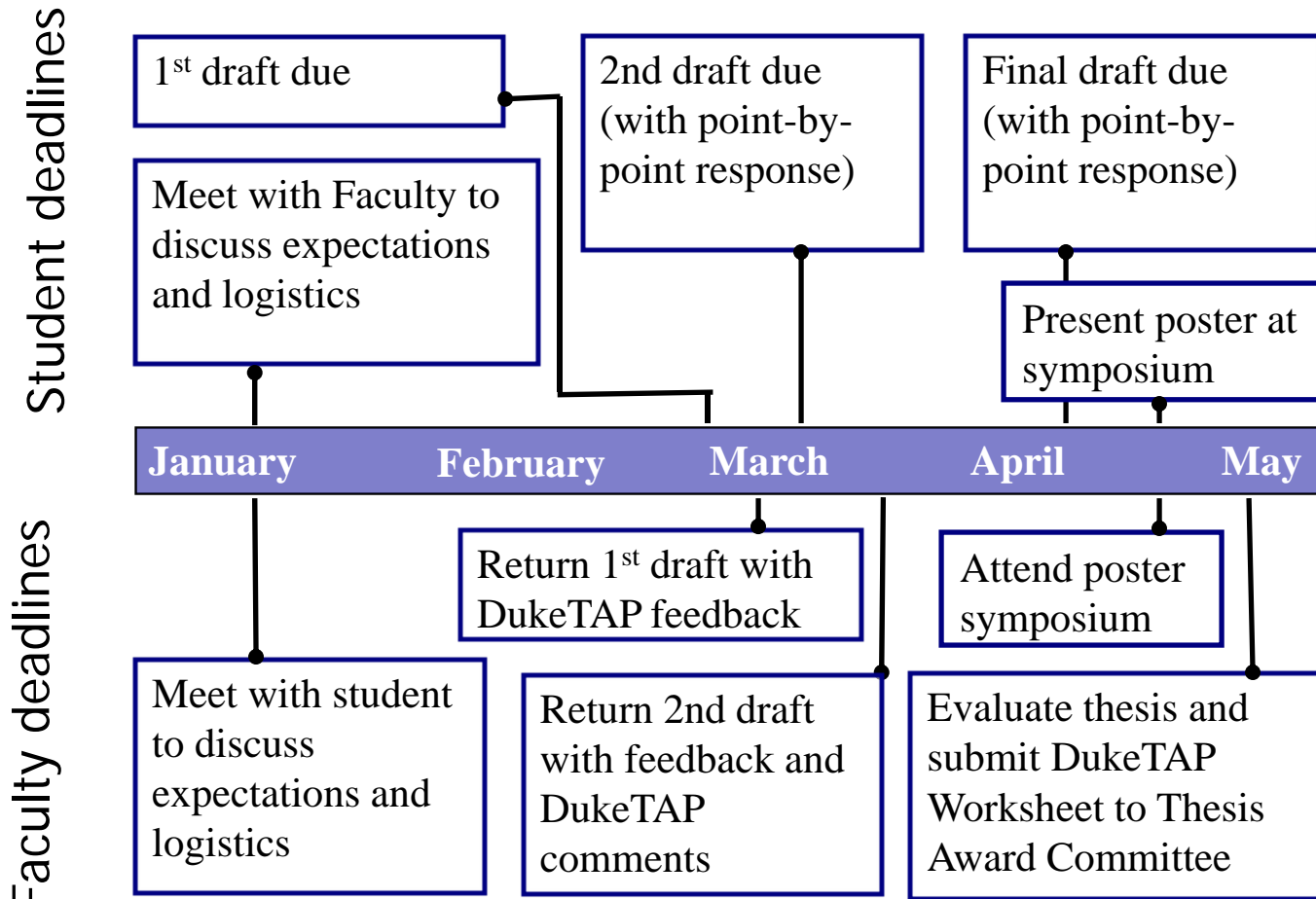
Protocol

- Timeline for revision
- Guidelines for offering feedback
- Methods for soliciting and responding to feedback

Timeline for revision (pre-DukeTAP)

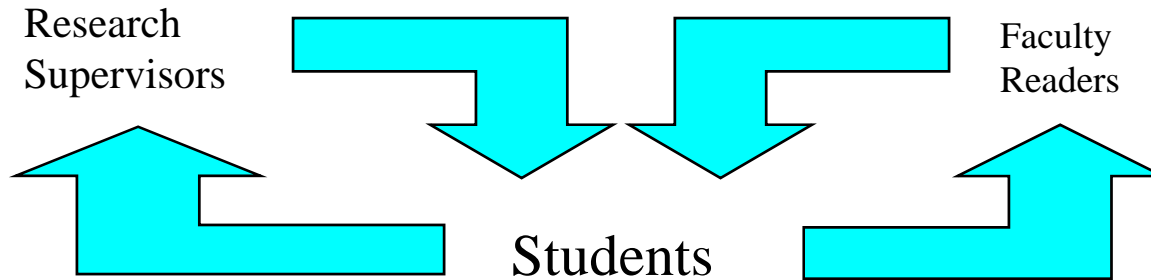


Timeline for revision

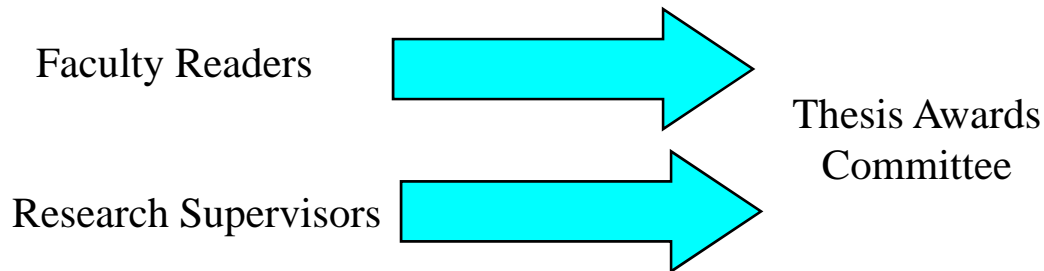


Guidelines for offering feedback

Feedback (formative assessment) → **Ask, don't tell**
(or edit!)



Evaluation (summative assessment) → **Justify grade**
(don't edit!)



Method for soliciting and responding to feedback

- *Students* request specific feedback
- *Students* respond to feedback and make writing choices

Ex: Faculty feedback

	The writing is too incoherent to assess	No	Somewhat	Yes
3. Does the thesis clearly articulate the student's research goals?			X	
<i>Comments:</i> My largest concern is about the actual goal of your research. If you will look at my comments on page 17, I ask if your actual goal was to “create a better mouse model” or was it to assess the effectiveness of an alternative mouse model? This subtle, but I think significant, shift in focus may move your thesis from acceptable to excellent.				

Student response to feedback

Summary of readers comment/Reader	Student response	Location in revised thesis
<i>Examples: 1. My Faculty Reader said she didn't see the relevance of the article by Smith and Jones (2002) to my research.</i>	<i>I rewrote the introduction to the paragraph in which I reviewed Smith and Jones' research, making it more explicit that this research influenced the choice of methods that are commonly used in this field.</i>	<i>Literature review (in Introduction)</i>
<i>2. My Research Supervisor said he didn't think I needed to provide so many background details in the Introduction.</i>	<i>I discussed this with my Faculty Reader who said that as an outside reader, she appreciated the extended background section. So, I decided to keep all the details I presented in the background section, but to revise it for conciseness.</i>	<i>Introduction</i>

DukeTAP Rubrics

Rubric I assesses writing (Q1-9)

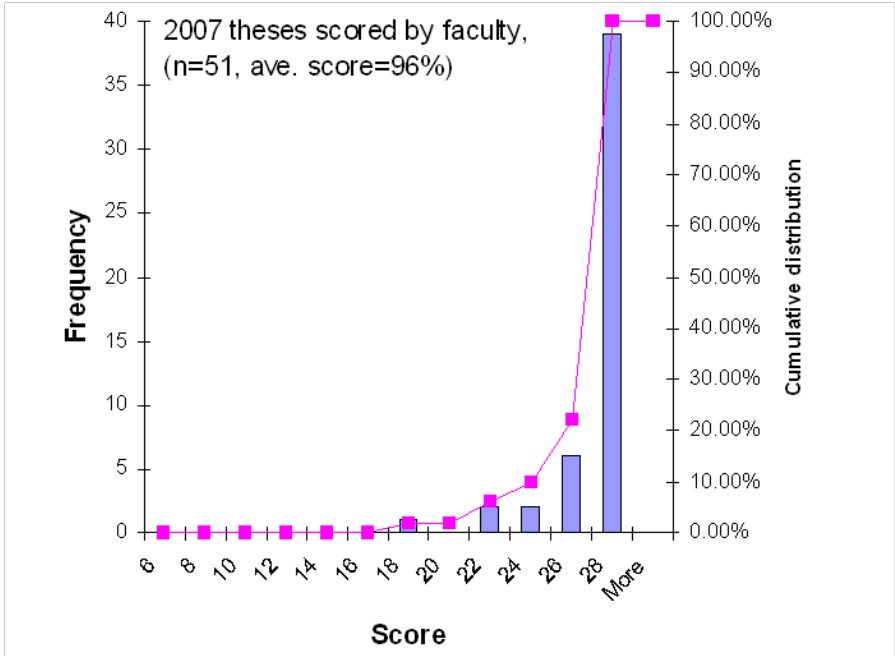
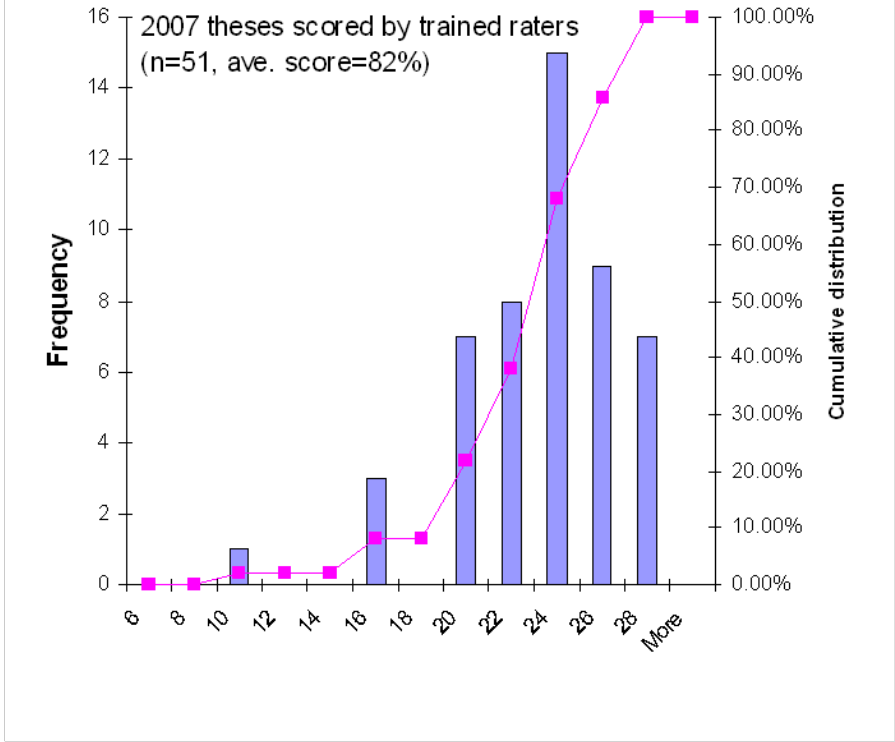
Rubric II assesses research (Q10-13)

**Rubric III outlines departmental standards
for Honors and High Honors**

How reliable is DukeTAP?

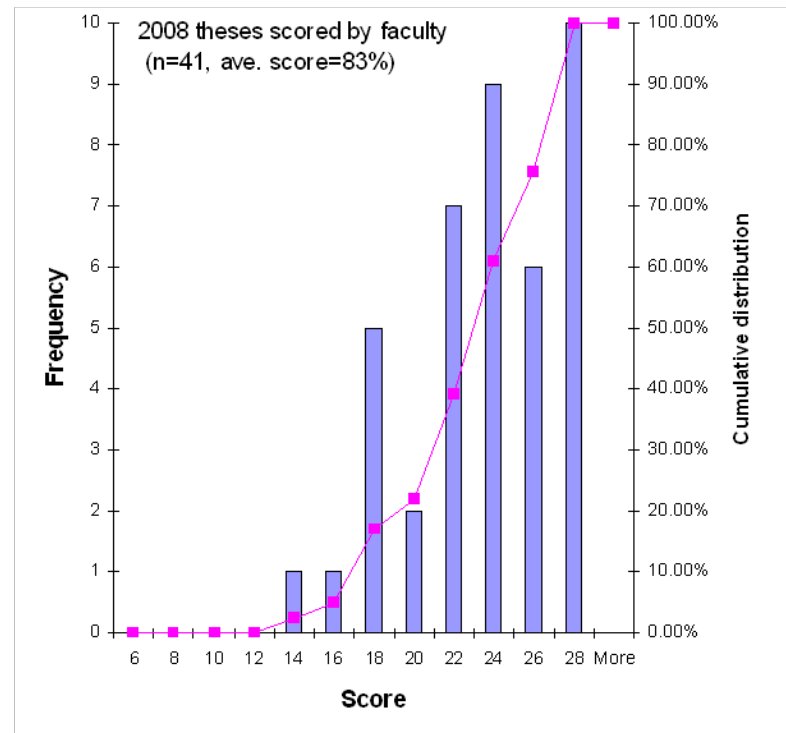
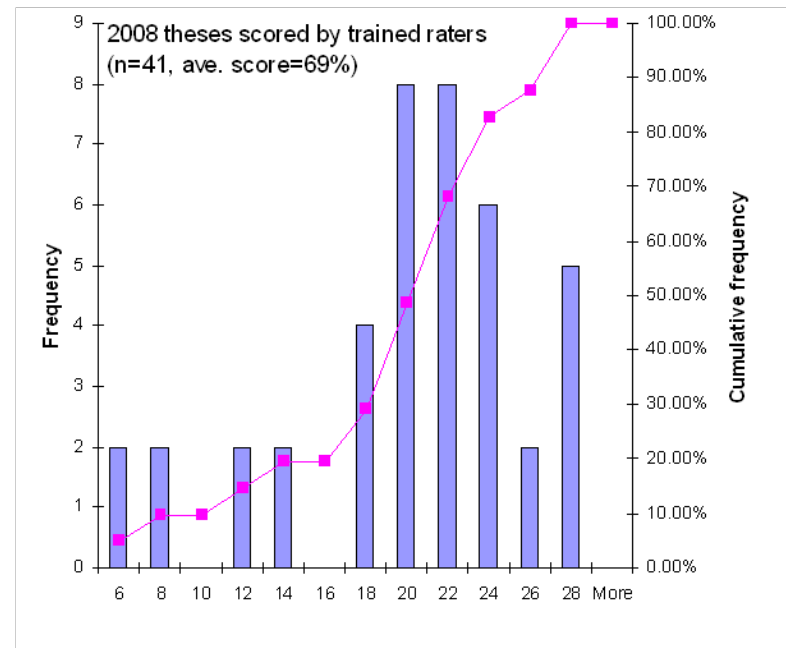
Use by faculty with no training:

- Correlation coefficient = 0.02
- Means significantly different ($p < 0.001$)



Use by faculty after 1-hour training

- Correlation coefficient = 0.41
- Means significantly different ($p < 0.001$)

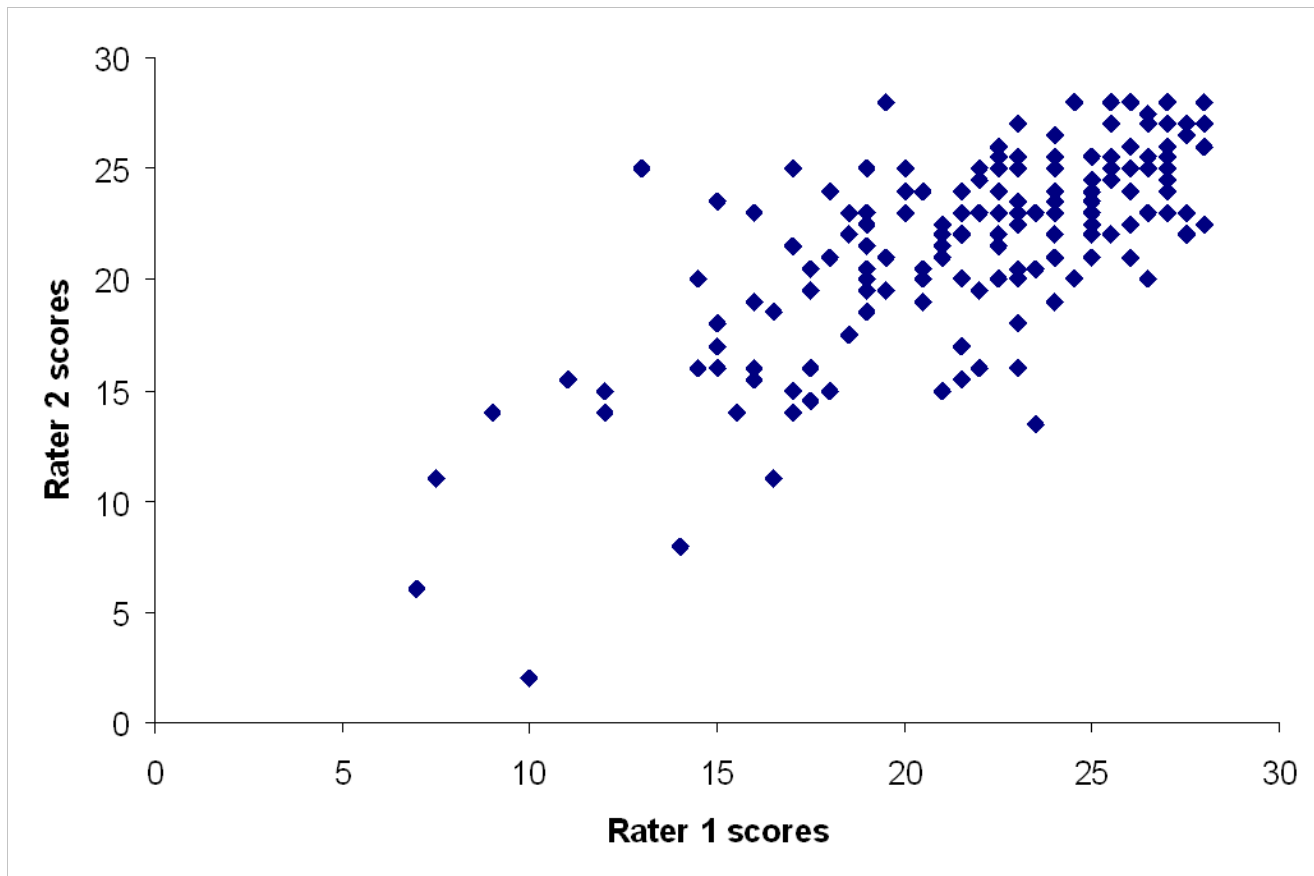


DukeTAP assessment

- 10 raters
- >10 hours training
- Each thesis was assessed by two independent raters

Overall inter-rater reliability

Pearsons's r correlation coefficient = 0.72 ($p < 0.01$)



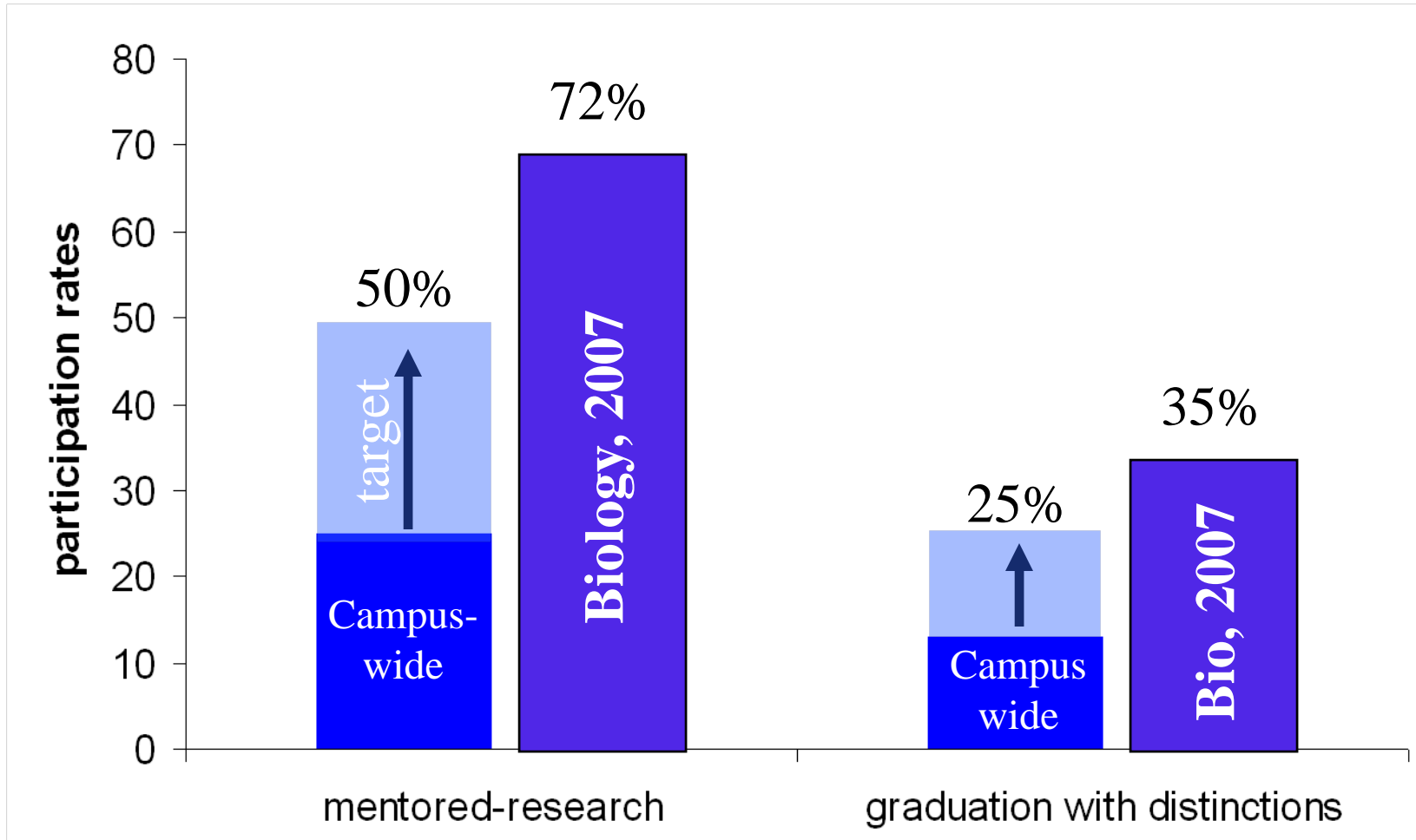
Inter-rater reliability

BioTAP question	Joint probability of agreement	Kappa coefficient	Level of agreement
1. Is the writing appropriate for the target audience?	76%	0.51	Moderate
2. Does the thesis make a compelling argument for the significance of the student's research within the context of the current literature?	78%	0.45	Moderate
3. Does the thesis clearly articulate the student's research goals?	77%	0.41	Moderate
4. Does the thesis skillfully interpret the results?	82%	0.55	Moderate
5. Is there a compelling discussion of the implications of findings?	84%	0.66	Substantial
6. Is the thesis clearly organized?	87%	0.67	Substantial
7. Is the thesis free of writing errors?	90%	0.55	Moderate
8. Are the citations presented consistently and professionally throughout the text and in the list of works cited?	82%	0.56	Moderate
9. Are the tables and figures clear, effective, and informative?	81%	0.61	Substantial

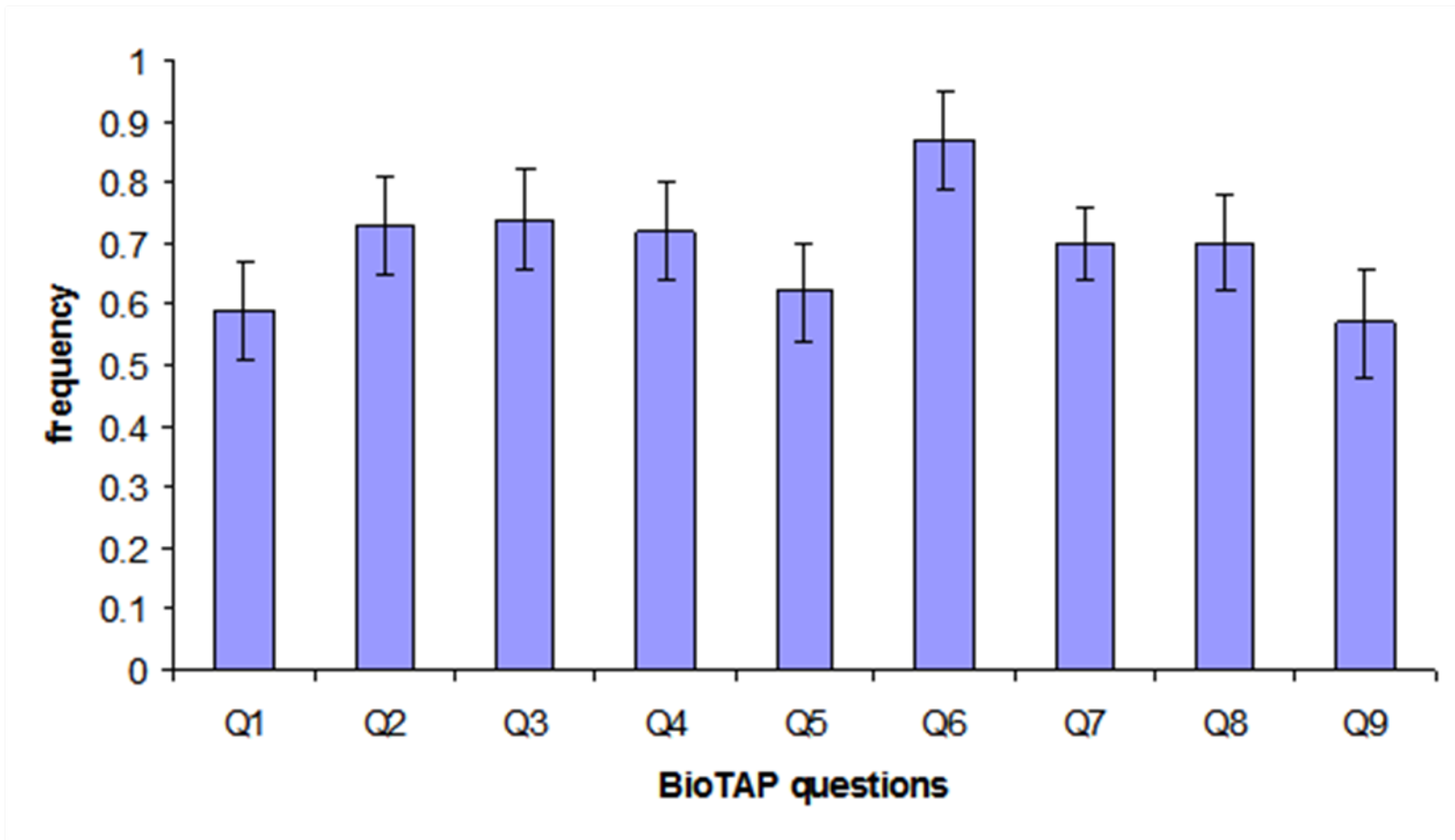
Tailoring DukeTAP to your needs

- Developed BioTAP from faculty focus groups

Participation rates in biology

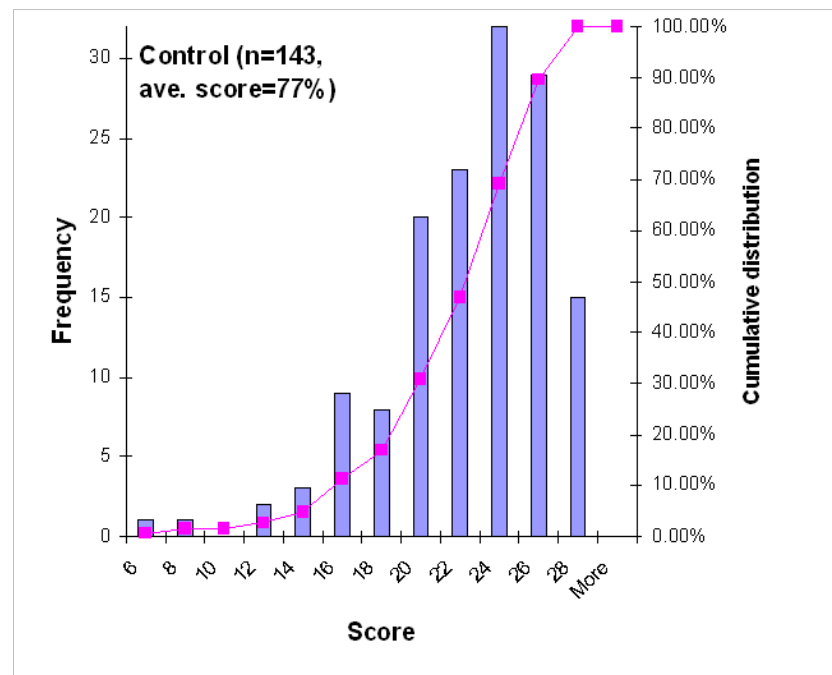
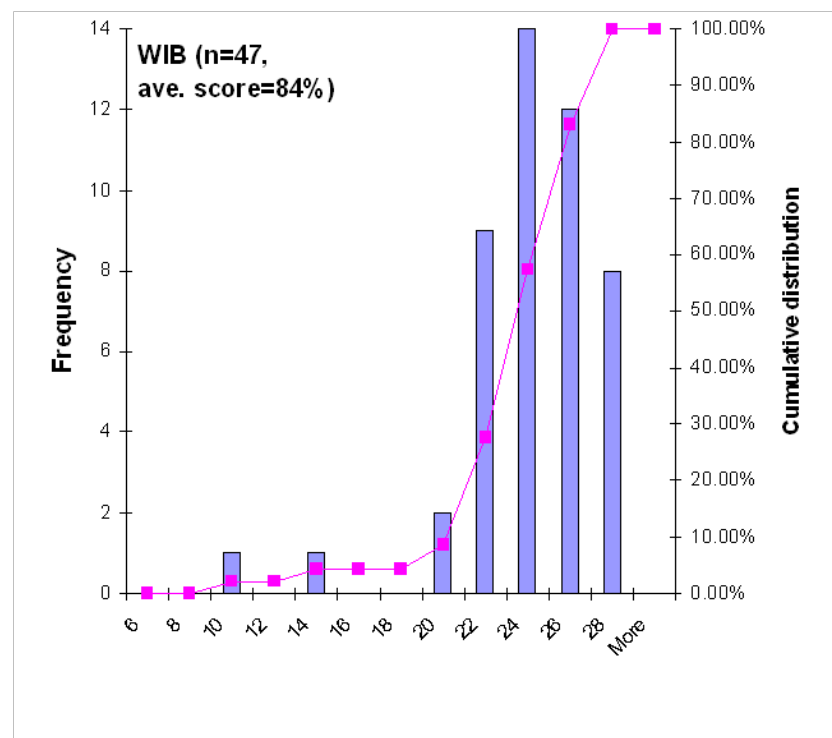
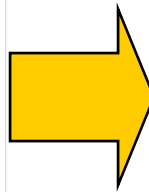
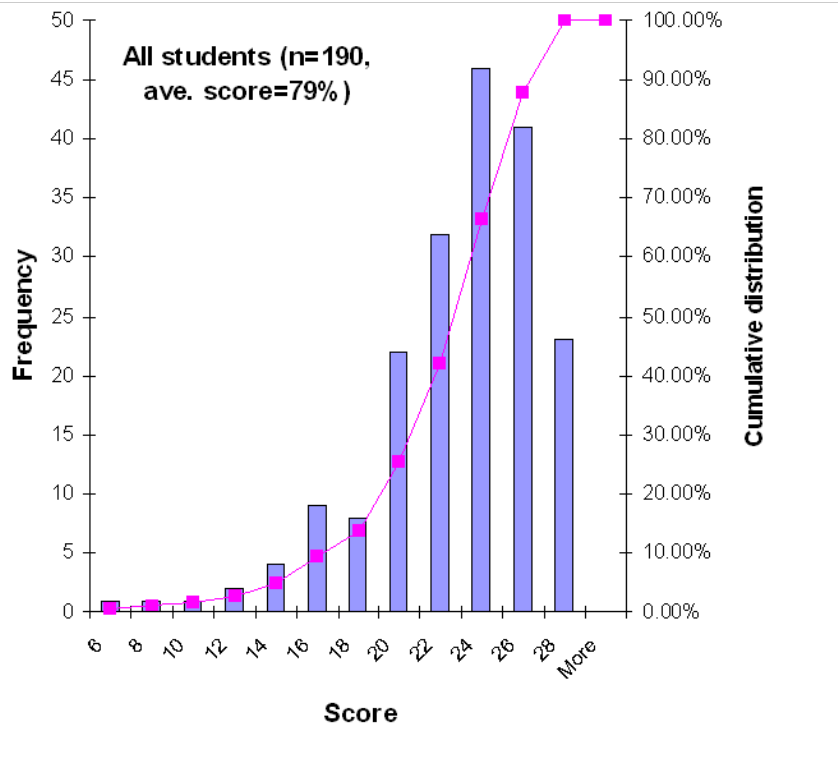


How are biology students doing?



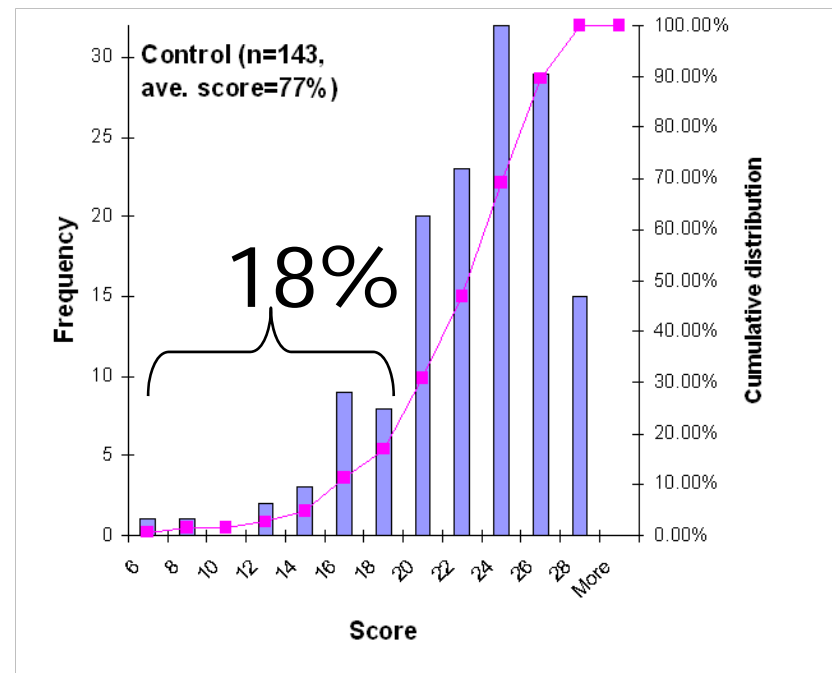
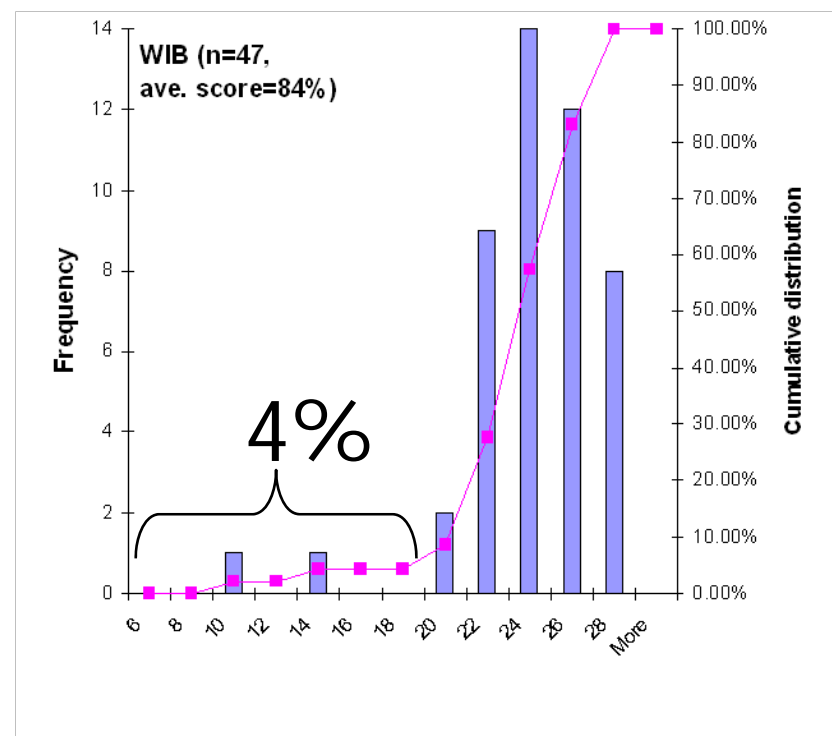
Frequency of theses that met or exceeded departmental standards of excellence for BioTAP questions 1-9 (n=190).

Is there a course effect?



Significant difference in mean scores for students enrolled in *Writing in Biology* (WIB) versus for students not enrolled in this course ($p < 0.001$)

Chi-squared analysis to compare the % of students scoring >20 points



Beyond DukeTAP

- Articulating goals and expectations of department
 - Minimum standards
 - Standards of excellence
- Faculty development and resistance
- Professional development for graduate student raters