Ask a Question—Considering that the LSE Comps paper is a major end-of-program assessment for LSE:

- In what key areas of the LSE Comps paper are students doing well?
- What key areas of the LSE Comps paper need work/attention?
- What interventions can we use to address the areas that need work—in LSE courses, in Comps class, and in the rubric?
Collect Data

Data Collection Methods:

We reviewed TK20 data from the scoring of 12 LSE Comps papers from Spring 2014 (23 items on the rubric each scored by 2 ELP faculty).

We identified areas in which students are doing well, and areas that need improvement.

Reliability and Validity:

Inter-rater reliability for LSE comps rubrics was 93%
Reflect critically on your own learning and practices in relationship to the 4 key LSE learning areas.
Solution identifies effective leadership strategies needed for implementation
Analysis/Conclusions:

• Students are doing well in the preamble section of the comps paper, including addressing the 4 LSE learning outcomes.

• Students are doing well in writing, and in the literature review section, except that they need to substantiate their writing more.

• Most of the areas that need improvement on the comps papers have to do with the solution section of the paper—Are students running out of steam by the end of the paper/term? Are they prepared to write this section? Do they understand the expectations for this section of the paper?
Action steps:

1. Revise LSE comps rubric to make some items more clear for students and reviewers

2. Implement new teaching strategies in LSE comps class (i.e. students use LSE comps rubric to review solution section from last year’s comps papers)

3. New strategies in LSE courses to prepare for LSE Comps (i.e. additional leadership philosophy assignment)