

COLLABORATIVE RUBRIC DEVELOPMENT FOR PROGRAM ASSESSMENT

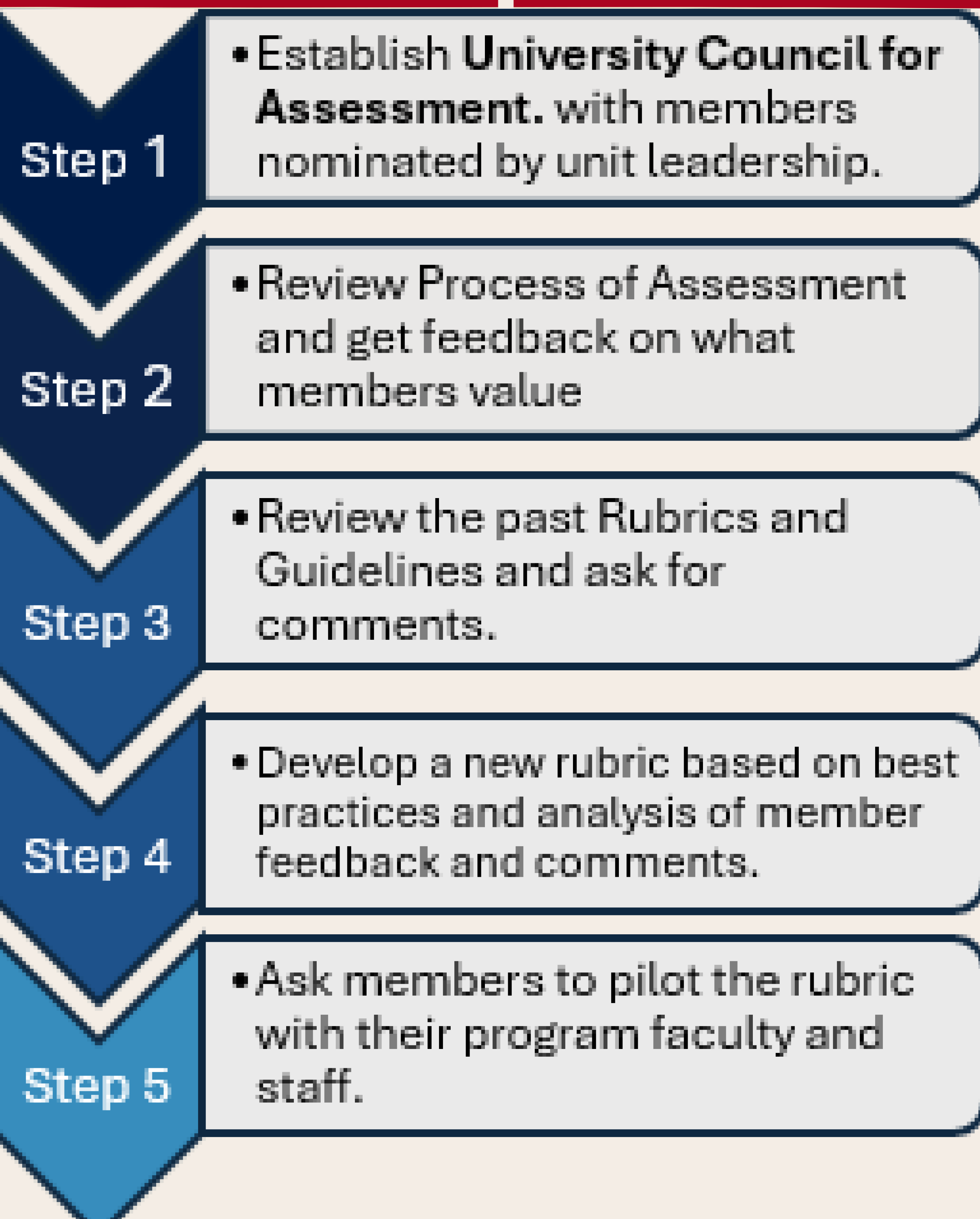
University Center for Assessment, Teaching and Technology

Vice Provost for Assessment, Teaching, and Technology: Lisa Elfring, Ph. D.; Associate Vice Provost for Digital Learning and Online Initiatives: Melody Buckner, Ph. D.
Assistant Director of Assessment, Elaine Marchello, Ph.D.
Assessment Coordinator, Laurie Sheldon, Ph.D.

Introduction

With the implementation of new assessment reporting software, the UCATT Assessment team recognized the need to develop a new Assessment Rubric. This recognition led us to embark on a collaborative journey to develop a rubric that would not only streamline the evaluation process but also provide clear guidelines and criteria for learning outcomes assessment success.

Collaborative Rubric Development



Assessment Rubric Components

Mission Statement	Serves as a foundation for goals and student learning outcomes. It should include a description of the broad purposes the program aims to achieve, the general activities the program engages in related to those purposes, the community and stakeholders the program serves, and the values and principles guiding the program's purposes and activities.
Process of Assessment	Reflects how the faculty, staff, and students of a department design, implement, communicate, and maintain their assessment plan.
Program Learning Outcomes	Identify the intended knowledge, abilities, skills, or values that students will be able to demonstrate upon successful completion of the academic program.
Curriculum Map	Is a matrix that visually represents the alignment between program learning outcomes and required courses/experiences.
Assessment Plan - is the structured evaluation of how well program learning outcomes are attained, utilizing both direct and indirect measures, and drawing conclusions based on valid principles supported by reliable and relevant evidence.	
• Measures and Descriptions	Every outcome needs at least one timely, direct (learning is demonstrated) and indirect (learning can be inferred) measure for assessing learning.
• Measure Targets	The target is the performance level considered the threshold for success in achieving the learning outcome.
• Measure Results	Results are reported from direct and indirect measures being engaged in the cycle.
• Measure Findings	Findings are the faculty's interpretations of the data and the conclusions they come to based on the data.
• Measure Actions	The findings are used to inform action plans to improve student learning.
Closing the Loop on Feedback	Feedback received on previous assessment plans needs to be addressed substantially.
Assessment Plan Outcome Analysis	Outcome analysis interprets the direct and indirect results at the outcome level; it includes reflecting on what the combined results mean and discussing appropriate actions.

Pilot Results

Feedback from the pilot process was gathered through a survey. Key themes from the responses include:

- The significance of closing the feedback loop
- The necessity to clarify assessment terminology
- The importance of clearly distinguishing between direct and indirect measures

Tips for Using the Rubric

The Rubric is a meta-assessment tool

- use it to improve your program's process of assessment
- review your annual feedback, discuss it with program faculty, and close the loop on this feedback by describing the actions taken in your next annual assessment report

The Rubric does not evaluate your program's success at meeting learning outcomes.

Next Steps

- Finalize the rubric based on the results of the pilot study
- Publish rubric
- Offer mini calibration workshops on applying the rubric
- Garner feedback to make continuous improvements to our teaching materials
- Consider how to report results to the Senior Vice Provost and for APR