Assessment and Rubric Workshop

1. Determine the outcome that will be assessed (10 min)
   a. Remember—one outcome per form
   b. Remember—at the end there will be one form per course (faculty data collected by one person and aggregated). Use form for data collection to send to lead.
   c. Remember—SLO should be identical to that found on the R drive, e.g. for math the path is:
      R:\Student Learning Outcomes\Course Level Assessment Reports\Math, Science, & Engineering\Math\SLO Documentation\MAT course SLOs

2. What assessment method will be used? (15 min)
   a. Gather information from participants about what they use
   b. Define the types and give examples where needed
   c. IMPORTANT—whatever instrument you are using, make sure it will measure the outcome. If not, you may have to adjust your assignment, test, checklist, etc.

3. A little more about rubrics (since they are part of the title of the workshop!) (25 min)

   a. Simplest version

   ![Smiley faces]
   "Oh my, no!"  "Good work!"  "Wow!"

   b. Want more detail: think about what constitutes adequate level of performance to meet your standard. **What does success look like?** That’s the middle, student has mastered the outcome. Anything less than that is not meeting the outcome. Anything better than that is fabulous!
   0=not mastered, 1=adequate level of mastery/proficiency/skill, 2= more than adequate.

   c. More detail still:
   What are the elements you will grade on? There may be more than one thing you will look at. What does success look like for each of them? 3 point scale is easiest, but you can use any point system you want. Just decide how many points constitute mastery/proficiency for each element. Below that is not mastered (“Oh my, no!”), above that is more than adequate (Wow!)

   d. Example of more complex rubrics (syllabus rubric, English dept rubric, etc.)

   e. Example of too complex ACCJC rubric!

   f. Something to think about: the severity of errors, a continuum from fatal error to minor mistake
i. Will vary by discipline, by outcome, by course level or type. Ideally will be relatively consistent from faculty to faculty within course being assessed. This may require discussion!

ii. What does success look like, what constitutes “well enough to meet our standards.”

4. Results of the Assessment (10-15 min)

   a. The numbers
      i. What number of students achieved mastery of the outcome?
      ii. What number of students were assessed?

   b. The math
      i. These will be aggregated if there are multiple sections. For a percentage for just your own class, divide number with mastery by total number assessed.
      ii. Once aggregated, divide number with mastery by total number assessed for the percentage mastery of all sections.

   c. The analysis
      i. How does the percentage that mastered the outcome seem? Too low, about right? What standard are you comparing to?
         1. Examples: Percentage of students mastering is better than last year? Percentage of students mastering is better than 75%?
      ii. What about the percentage mastery among only students who passed the class? Should any student who passes the class have mastered the outcome? If so, did they? If not, what does that mean?
      iii. If you have a more detailed rubric, are there patterns in the types of mistakes made? Looking at more detailed results can lead to good discussion.
      iv. Discuss results and possible actions that you could take to improve outcomes with your department. Invite part-time faculty into the discussion.

5. Last 25-30 min: Faculty work on their own to start planning their assessment, or join us for further discussion!