



Using Rubrics in Program Assessment Workshop Evaluation Report, October 2013

Executive Summary:

As part of the Fall 2013 *Making Program Learning Assessment Happen* workshops, the Assessment Office (AO) offered a workshop called *Using Rubrics in Program Assessment* on October 15, 2013. Yao Hill led the workshop with Monica Stitt-Bergh's assistance. The workshop was advertised as a beginner to intermediate level workshop suitable for faculty and assessment coordinators looking to increase their knowledge of sources of rubrics and skills in facilitating rubric adaptation and testing.

The workshop combines presentation and a facilitation simulation activity. All 11 participants submitted an evaluation survey (100% response rate). 100% of the participants reported the workshop as useful and effective.

1. State the SLO(s) that was Assessed, Targeted, or Studied

Upon completion of workshop participants will be able to use a rubric for program level assessment. Specifically, they are able to (1) access example rubrics, (2) facilitate collaborative adaptation of rubrics, and (3) help multiple scorers consistently apply a rubric.

2. State the Type(s) of Evidence Gathered

The facilitator distributed a paper evaluation form with three questions directly related to the intended outcomes.

3. State How Many Pieces of Evidence Were Collected

11 out of 11 attendees submitted an evaluation survey (100% response rate).

4. State How the Evidence was Interpreted, Evaluated, or Analyzed

The facilitator scored one quiz question, used descriptive statistics to summarize the results and identified themes from a close reading and coding of the open-ended responses.

5. Summarize the Actual Results

- 100% of the respondents successfully identified at least one source of rubrics that they found useful from the workshop (Question 1 for assessing Outcome 1). [N = 11]
- 100% of the respondents affirmed that the workshop helped them learn how to facilitate rubric testing and modification (Question 2 for assessing Outcome 2). [N = 11]
- 91% reported that they learned how to facilitate rater training/calibration (Question 3 for assessing Outcome 3). [N = 11]
- Overall, 100% of the attendees found the workshop useful and effective in increasing their understanding of using rubrics for program assessment.

The workshop received positive comments such as “the presenters are very knowledgeable” and “I really like the materials you gave to us. Good examples and clear directions”.

The most valuable aspect of the workshop recognized was the hands-on one hour rubric testing and adaptation activity (4). Other reported valuable aspects were understanding how to facilitate rubric development (n = 3), discussion of the rubric calibration steps (n = 2), and sources of rubrics (n = 1).

Participants also offered constructive comments as follows:

- Have the “expert” facilitator led the activity rather than the participant
- See an example at the co-curricular side
- Clarify the steps of doing rubric assessment
- Have the PPT available before the workshop
- Have all program outcomes available when modifying the rubric

Please see Appendix A for more detailed results.

6. In addition to the actual results, were there additional conclusions or discoveries?

The facilitation activity works well. Participants are able to give similar scores after discussion of the writing samples

7. Use of Results/Program Modifications

The workshop’s content and format will remain the same because of the positive evaluation of the workshop. The facilitator will make small modifications based on the constructive feedback, such as providing the PPT before the workshop, reiterating the process steps of rubric assessment throughout the workshop, and have all relevant program outcomes available when modifying the rubric (e.g., information literacy, critical thinking).

8. Reflect on the Assessment Process

Evaluation form was an effective method of collecting workshop evaluation data.

9. Other Important Information

None

Appendix A. Detailed Results

Q1. List at least one source of rubrics that is useful to you. (Open-Ended)

<u>Responses Given</u>	<u>Number of Respondents</u>
AAC&U Value Rubrics	4
Manoa Assessment Office	2
Benchmark	1
Capstone	1
All	1
NA	1
Left Blank	1

Q2A Did the workshop help you learn how to facilitate rubric testing and modification?

<u>Response Item</u>	<u>Number of Respondents</u>
Yes	11
Not Sure	0
No	0

Q2B Did the workshop help you learn how to facilitate rater training/calibration?

<u>Response Item</u>	<u>Number of Respondents</u>
Yes	10
Not Sure	1
No	0

Q3 Please rate the overall usefulness of this workshop.

<u>Response Item</u>	<u>Number of Respondents</u>
Very Useful	7
Useful	4
Somewhat Useful	0
Not Very Useful	0
Not Sure	0

Q4 Please rate the overall effectiveness of this workshop.

<u>Response Item</u>	<u>Number of Respondents</u>
Very Effective	5
Effective	6
Somewhat Effective	0
Not Very Effective	0
Not Sure	0

Q5 What was the most valuable aspect of the workshop? Why? (Open-Ended Question)

- “Understanding how to facilitate rubric development”
- “I appreciate the hands-on nature of the training”
- “rubric testing and modification activity”
- “The one-hour reading and rating session”
- “The discussion of the steps during the slides (more time for questions here)”
- “Discussion of calibration”
- “calibration activity”
- “How to develop the rubric with faculty”
- “Sources of rubrics and what to do once developed rubric”

Q6 What was the least valuable aspect of the workshop? Why? (Open-Ended Question)

- “the presenters are very knowledgeable”
- “everything is good”
- “having us facilitate did not work as well as it would have if we witnessed expert facilitation”
- “I wish there was an example for non-academic side”
- “Overall description of the process of rubrics, didn’t understand until the end that all was a part of a 4 step process. 1. Develop rubric 2. Calibrate, then immediately use 3. Get results 4. Report results”

Q7 Other Constructive Comments? (Open-ended):

- “Thank you for sharing your expertise”
- “The PPT files will be uploaded. But I hope that we can have it during the workshop as a handout as well.”
- “Thank you for your work and time! I learned a lot. I really like the materials you gave to us. Good examples and clear directions.”
- “When doing this process have the other program SLO’s listed so we know what can be left off the rubric changes under discussion.”