



CAP Phase 4: Degree Program Assessment Cohort Meeting 2

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Agenda



- Check-In (15 min)
- Pair/Share w/ one PLO (35 min)
- *Break (10 min)*
- Rubrics (30 min)
- Student Voice (30 min)

Outcomes for Today's Session

- Implement strategies to develop or find **rubrics** for your assessment plan.
- Articulate strategies to incorporate **student voice** in the planning and review phases.
- Develop **next steps** for drafting your plan.

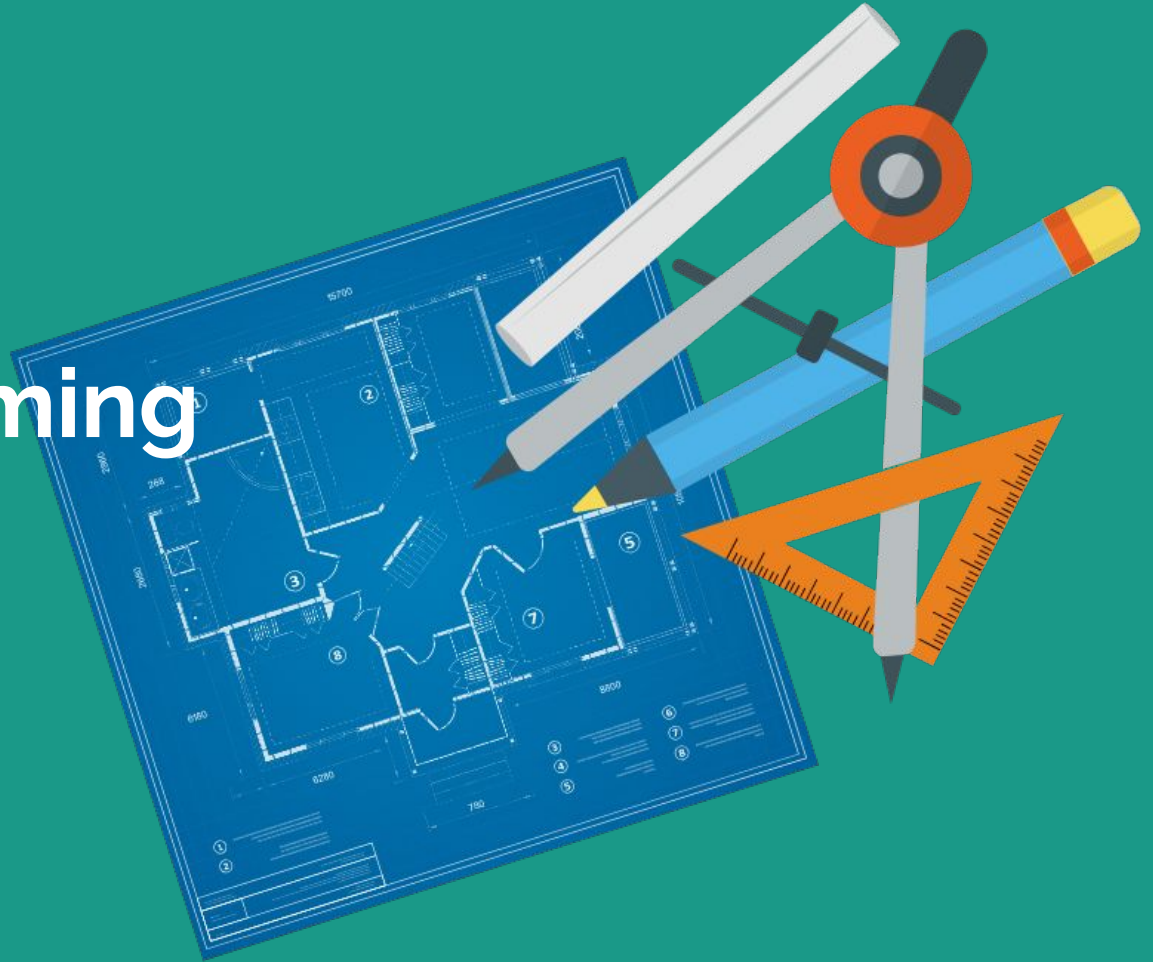
Checking In

- What wins have you had since our last meeting?
- Fun revelations?
- “Stuck points” have you encountered?

There is no perfect way to do this,
no single right way, so accept that
upfront and you will be happier.

*-Erika Eckert, Director of Assessment
Kent State University*

Draft Brainstorming



PLO 1: *Describe the social, political, economic, and cultural determinants of law.*

1. Title of measure: *Final exam essay question in LS 261*

2. Describe how the measure aligns to the PLO: *This essay question asks students to analyze the landmark Supreme Court case of Dred Scott v. Sandford (1857) which requires students to consider how political, economic, social and cultural changes of the 19th century affected legal and constitutional arguments.*

3. Type	<input checked="" type="checkbox"/> Direct Measure <input type="checkbox"/> Indirect Measure		
4. Domain (if Direct measure)	<input checked="" type="checkbox"/> Examination <input type="checkbox"/> Product <input type="checkbox"/> Performance		
5. Point in program assessment is measured	<table border="1"><tr><td>When? <input type="checkbox"/> In first year of program <input checked="" type="checkbox"/> In second year of program <input type="checkbox"/> In third year of program <input type="checkbox"/> In final year of program</td><td>Where does the assessment occur? Legal Studies (LS) 261, final exam essay question</td></tr></table>	When? <input type="checkbox"/> In first year of program <input checked="" type="checkbox"/> In second year of program <input type="checkbox"/> In third year of program <input type="checkbox"/> In final year of program	Where does the assessment occur? Legal Studies (LS) 261, final exam essay question
When? <input type="checkbox"/> In first year of program <input checked="" type="checkbox"/> In second year of program <input type="checkbox"/> In third year of program <input type="checkbox"/> In final year of program	Where does the assessment occur? Legal Studies (LS) 261, final exam essay question		
6. Population measured	<input checked="" type="checkbox"/> All students <input type="checkbox"/> Sample of students (Describe below)		
7. Frequency of data collection	<input type="checkbox"/> Once/semester <input checked="" type="checkbox"/> Once/year (each spring) <input type="checkbox"/> Once/two years <input type="checkbox"/> Once/three years <input type="checkbox"/> Other – describe below		
8. Proficiency threshold	Describe: <i>To be considered proficient in this PLO, the expectation is that individual students will score at the “Meets Expectations” level or higher for each criterion on the final essay rubric for this question.</i>		
9. Program proficiency target	Describe: <i>This is an essential outcome, and the expectation is that 70% of all students will met or exceed the threshold noted above.</i>		
10. Who is responsible for implementing this assessment?	Describe: <i>The instructors assigned to teach Legal Studies (LS) 261 each spring semester will ensure the question is asked on the final exam, use the provided rubric for that particular essay question, and send the de-identified set of individual student scores on that question to the undergraduate curriculum committee at the end of the spring semester.</i>		
11. Who is responsible for analyzing the results?	Describe: <i>The undergraduate curriculum committee analyzes this data in conjunction with other measures for PLO 1 to determine whether the expectations are Met, Partially Met, Not Met, or Unknown.</i>		

Sample from Template PLO Detail, Direct Measure #1

Describes in more detail how assessment is implemented including

- When the assessment happens
- Describes student population (all or sample?)
- Describes the minimum score to be considered proficient (threshold)
- Describes how many students need to meet that threshold for dept to see that PLO as met (target)
- Describes how evidence is collected and shared for analysis

Round 1 (10 min)	Table 1	Table 2
Presenter (share your PLO draft)	Trey	Zac
Listener/Questioners	Brian & Keeta	Lauren & Emily
Round 2 (10 min)	Table 1	Table 2
Presenter (share your PLO draft)	Lauren	Brian
Listener/Questioners	Trey & Keeta	Zac & Emily
Round 3 (10 min)	Table 1	Table 2
Additional questions/ideas/points of confusion about the drafting?	Zac, Keeta, Trey	Lauren, Brian, Emily

Stretch Break



Rubrics



Types of Rubrics for Program Assessment

Three Types



Analytic Rubrics: explicit descriptions of each rating scale; pinpoints specific areas of strength and weakness



Holistic Rubrics: short descriptions of each rating scale; provides overall view



Single-point Rubrics: describe one critical level of performance on the rating scale (meets expectations) with room for comments

Analytic Rubrics

Advantages

- Provide detailed evaluation of specific skills and knowledge, indicating each aspect
- May be useful when many faculty and/or other professionals will be rating student work, as descriptors can support consistency

Limitations

- Can be time-consuming to develop and refine
- Can be time-consuming for raters to use (especially for new raters)
- May be difficult to compare overall performance on multiple program-level SLOs (depending on the rubric, weighting of criteria, approach to data analysis, etc.)

Analytic Rubric

Example from Washington State University

Criteria from
WSU adapted
from AAC&U's
VALUE rubrics

	Advanced	Proficient	Developing	Beginning	Absent
Program SLO #1 – Students will be able to develop and express ideas in writing					
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	Does not demonstrate attention to context, audience, purpose, or to the assigned task(s).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Does not use appropriate and relevant content to develop ideas in the work.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers with few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that frequently impedes meaning because of errors in usage.
Program SLO #2 – Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating opinions or conclusions					
Student's Position	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.	Specific position (perspective, thesis/hypothesis) is not stated.
Influence of Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions.	Identifies own and others' assumptions.	Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).	Does not show an awareness of assumptions.
Conclusion	Conclusion is logical and reflects an informed evaluation and ability to place evidence and perspectives in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion).	Conclusion is inconsistently tied to some of the information discussed.	Conclusion is not tied to the information discussed.

Holistic Rubrics

Advantages

- Provide overall evaluation of performance on targeted program-level PLO
- Are fairly short and relatively easy to develop and to use
- Can save time by minimizing the number of decisions raters must make, and may be useful when evaluating a high volume of student work or complex student work (e.g., a portfolio)

Limitations

- Do not provide information on particular strengths and weaknesses (or where improvement is needed) within a single program-level SLO, since different component skills or characteristics are grouped together into a single score
- Can be difficult for raters to use consistently, as few pieces of student work will meet any one performance level description precisely

Holistic Rubric

Example from Washington State University

Criteria from
WSU adapted
from AAC&U's
VALUE rubrics

	Advanced	Proficient	Developing	Beginning	Absent
Program SLO #1 – Students will be able to develop and express ideas in writing	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. • Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. • Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. 	<ul style="list-style-type: none"> • Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). • Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. • Uses straightforward language that generally conveys meaning to readers with few errors. 	<ul style="list-style-type: none"> • Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). • Uses appropriate and relevant content to develop and explore ideas through most of the work. • Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. 	<ul style="list-style-type: none"> • Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). • Uses appropriate and relevant content to develop simple ideas in some parts of the work. • Uses language that sometimes impedes meaning because of errors in usage. 	<ul style="list-style-type: none"> • Does not demonstrate attention to context, audience, purpose, or to the assigned tasks(s). • Does not use appropriate and relevant content to develop ideas in the work. • Uses language that frequently impedes meaning because of errors in usage.
Program SLO #2 – Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating opinions or conclusions	<ul style="list-style-type: none"> • Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. • Thoroughly (systematically and methodically) analyzes own and others' assumptions. • Conclusion is logical and reflects an informed evaluation and ability to place evidence and perspectives in priority order. 	<ul style="list-style-type: none"> • Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. • Identifies own and others' assumptions. • Conclusion is logically tied to a range of information, including opposing viewpoints. 	<ul style="list-style-type: none"> • Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. • Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). • Conclusion is logically tied to information (because information is chosen to fit the desired conclusion). 	<ul style="list-style-type: none"> • Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious. • Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). • Conclusion is inconsistently tied to some of the information discussed. 	<ul style="list-style-type: none"> • Specific position (perspective, thesis/hypothesis) is not stated. • Does not show an awareness of assumptions. • Conclusion is not tied to the information discussed.

Single-Point Rubrics

Advantages

- Emphasize a critical performance level (such as meets expectations for a graduating senior)
- Can be designed to provide overall evaluation of performance on targeted program-level SLOs or more detailed evaluation of specific component skills and knowledge
- Offer raters more flexibility in evaluation, including space to provide qualitative comments with concrete detail about student's strengths and weaknesses on specific program-level SLOs
- Are fairly short and relatively easy to develop and to use
- Minimize the amount of rubric text that raters must navigate, and may be useful when evaluating a high volume of student work or complex student work (e.g., a portfolio)

Limitations

- Can be difficult for raters to score consistently, especially on scale levels where performance is not described
- Can be time-consuming for raters to provide comments, depending on the desired level of detail
- Compiling and interpreting qualitative comments may be difficult and time-consuming

Single-Point Rubric

Example from Washington State University

Criteria from
WSU adapted
from AAC&U's
VALUE rubrics

Program SLO #1 – Students will be able to develop and express ideas in writing					
Context of and Purpose for Writing	Advanced	Proficient	Developing	Beginning	Absent
	<i>Comments where performance exceeds expectations:</i>	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	<i>Comments where performance is below expectations:</i>		
Content Development	Advanced	Proficient	Developing	Beginning	Absent
	<i>Comments where performance exceeds expectations:</i>	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	<i>Comments where performance is below expectations:</i>		
Control of Syntax and Mechanics	Advanced	Proficient	Developing	Beginning	Absent
	<i>Comments where performance exceeds expectations:</i>	Uses straightforward language that generally conveys meaning to readers with few errors.	<i>Comments where performance is below expectations:</i>		
Program SLO #2 – Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating opinions or conclusions					
Student's Position	Advanced	Proficient	Developing	Beginning	Absent
	<i>Comments where performance exceeds expectations:</i>	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.	<i>Comments where performance is below expectations:</i>		
Influence of Assumptions	Advanced	Proficient	Developing	Beginning	Absent
	<i>Comments where performance exceeds expectations:</i>	Identifies own and others' assumptions.	<i>Comments where performance is below expectations:</i>		
Conclusion	Advanced	Proficient	Developing	Beginning	Absent
	<i>Comments where performance exceeds expectations:</i>	Conclusion is logically tied to a range of information, including opposing viewpoints.	<i>Comments where performance is below expectations:</i>		

Combination for Course/Program Assessment Needs?

Assess Course Goals with an Analytic Rubric (students see these feedback and results)

Assess Program Outcome(s) with a Holistic or Single-Point Rubric (students do not see these feedback or results; these results are shared with program/assessment coordinator(s))

AAC&U VALUE Rubrics

- Creative Thinking
- Critical Thinking
- Ethical Reasoning
- Global Learning
- Information Literacy
- Inquiry Analysis
- Integrative Learning
- Intercultural Knowledge
- Lifelong Learning
- Problem Solving
- Quantitative Literacy
- Reading
- Teamwork
- Written Communication

Student Voice



Myth 6

Myth 6: It is more efficient for one person to conduct all program assessments. Too many people and opinions make this work more complicated.



Who is involved in assessment?

- Involve all faculty in assessment at all steps
 - Programs are offered and led by faculty
- Consider strategies to collect input from faculty at each stage
- **Consider how student voice could play a part in the planning**
- Possibly create a committee to help
- Committee should provide leadership for assessment
 - Possible structure with ~3 faculty members
 - Develop an assessment plan
 - Oversee the implementation of the plan
 - Responsible for presenting and gathering input from faculty
 - Develop post-assessment action items

Incorporating Student Voice



Are we listening to what students need, or telling them what we think they need?



Incorporating Student Voice

- What do we mean by incorporation of student voice?
- Where might you be able to build student voice into the process?



Student partnership...

- Is a process, not an outcome
- Is reciprocal
- Requires and inspires mutual respect and responsibility

Levels of student engagement:



Consumer – Students get information



Input/Consultation – “Student voice” used to shape decisions



Representation – One student represents all



True Partnership – Equal contributions

Student Voice in the *Planning*



3 models found in the literature:

- Student Representation = elected/selected voices in the planning
- Students Partnership = students as co-creators in some or all components of the assessment plan
- Student Leadership = students leading the assessment process

Kremer, K.S.(2023). Including Authentic Student Voice in Your Assessment Story. *Intersection: A journal at the intersection of assessment and learning*. Association for the Assessment of Learning in Higher Education Conference Proceedings, 4(3).

Student Voice in the *Planning*



More specific examples:

- Create focus groups.
- Disseminate program-wide surveys.
- Invite students to participate in activities such as course planning or aligning rubrics with assignments. Allow students to co-design assessment practices.
- When designing rubrics, ask students to mark them against their own work. Does it accurately reflect their learning? Where might there be a missing element?
- Encourage students to reflect on their own learning and set goals for their development in the program. Students can choose different methods for reflection; written, vlog, journals, portfolios, etc.

University of Maine, Office of Institutional Research & Assessment website:

<https://umaine.edu/oira/assessment/student-voice-in-assessment/>.

How to Combine Students with the Assessment Process



Specifying Student Learning Outcomes

Partner with students to increase awareness of program outcomes, share the same vocabulary and understanding of importance



Creating and Mapping Programming to Outcomes

Partner with students to foster ownership and co-creation of their own program learning



Selecting Instruments

Partner with students to develop assessments with shared understanding



Examining Implementation Fidelity

Partner with students to increase awareness of intent and assess fidelity



Collecting Outcomes Information

Partner with students to ensure accurate information and true assessment of education



Analyzing Data, Reporting Results

Partner with students to understand why data is the way it is, and from the learning perspective



Using Results for Decisions

Partner with students to develop interventions from the learner's perspective

Parameters for Student Voice



- Assessment feedback should be about particular **qualities of the work**, with advice on what can be done for improvement, and should avoid comparisons with other learners.
- Learners should be **trained in self-assessment** so they can understand the main purposes of their learning and grasp what they need to do to achieve them.
- Learners and teachers should have thoughtful, reflective dialogues to explore understanding and give all learners the opportunity to think and express their ideas.

Student Voice in the *Analysis*

Check	Use	Include	Increase	Ensure	Make
Check biases and ask reflective questions throughout the data analysis process to address assumptions and positions of privilege	Use multiple sources of evidence appropriate for the students being supported and the related learning experience or support offering	Include student perspectives and take action based on those shared perspectives	Increase transparency in results and actions taken Invite alternative interpretations	Ensure collected data are meaningfully disaggregated and interrogated - including points of intersectionality	Make evidence-based changes that address issues of equity that are context specific

Steps to include student voice and student equity in assessment. (From the presentation of “Students and Assessment: Peas In a Pod” by Natasha Jankowski, PhD in March 2023 - as shared on U of Maine website)

Palo Alto Case Study



- Sought to broaden awareness of Institutional Learning Outcomes (ILO's) by engaging students as “active participants” in their learning. Increased visibility by hanging framed posters in classrooms, hallways and every common space describing the ILO's, which created uniformity of expectations among faculty and increased transparency for students.
- Held design assessment groups to see how their class outcomes aligned with the ILO's, which expanded to include faculty, staff and students.
- Including students broadened awareness of the ILO's and enhanced feedback to faculty on their assignments, but it also **increased the respect for the work of faculty**.
- Cross-disciplinary workshops with faculty and students allowed for collaboration and the spread of best-practices amongst faculty that might otherwise not have collaborated.

Bailey, S. & McDevitt, J. (2019). [*Palo Alto College: Faculty and Student Engagement through Assignment Design*](#). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

University of Scranton Case Study

- Started a “Provost Assessment Scholars” program that involved 13 students in the collection of quantitative institutional data. The students were trained on focus groups and research methodology before choosing their projects.
- Once their projects and questions were approved by stakeholders the student scholars held focus groups across campus, performed an analysis, and prepared a report to be given back to the stakeholders.
- The program had a very successful first year and expanded the program in the following year due to increased participation.

Truncale et al. (2018). [*Implementing a Student Assessment Scholars Program: Students Engaging in Continuous Improvement*](#). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

What's Next...

