Assessment Results & Improvement Plan

<table>
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<th>Department/Program and Degree:</th>
<th>Assessment Office</th>
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<td>Assessment Project Name:</td>
<td>How to Use a Rubric for Program Assessment</td>
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<td>Semester/Yr Evidence Collected:</td>
<td>Fall 2010</td>
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<td>Program Assessment Coordinator:</td>
<td>Marlene P. Lowe &amp; Monica Stitt-Bergh</td>
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<td>Person Submitting:</td>
<td>Marlene P. Lowe</td>
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<td>Date Submitted:</td>
<td>January 31, 2011</td>
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Executive Summary:

As part of the fall 2010 Practical Activities for Program Assessment workshop series, the Assessment Office (AO) offered a workshop entitled How to Use a Rubric for Program Assessment on December 16, 2010. The workshop was advertised as an intermediate level workshop. The facilitators guided participants through a 6-step “How-to” model with special attention on calibrating/norming, handling discrepancies, and reporting. The workshop outcome was assessed through the workshop evaluation.

All 16 of the workshop participants completed and returned the workshop evaluation.

The learning outcomes were met. Overall, participants were satisfied with the usefulness and effectiveness of the workshop.

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

   Outcomes
   You will know:
   1) how to use a rubric for program-level assessment
   2) how to help multiple scorers consistently apply a rubric

2. State the Type(s) of Evidence Gathered

   Workshop evaluation

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

   The AO student worker compiled the data; Marlene analyzed the data then discussed the results with Monica.

4. State How Many Pieces of Evidence Were Collected

   16
5. Summarize the Actual Results

See Attachment A for workshop evaluation

• 44% of respondents felt they were able to use a rubric for program-level assessment; 38% felt they could with some additional guidance (learning outcomes #1)
• 100% of respondents were able to name one way to help multiple scorers consistently apply a rubric (learning outcome #2).
• 100% of respondents rated the workshop “Useful” or “Very Useful.”
• 88% of respondents indicated the workshop was “Effective” or “Very Effective” in increasing their understanding of the topic.
• 88% of respondents rated the level of information as “About Right.”
• When asked about the most useful aspect of the workshop, many respondents cited the examples, handouts, and hints & tips.

The assessment benchmark is 80%.

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

Number of Attendees = 16
   Number Registered = 25
   Number of Registered “no shows” = 10
   Number of Registered Cancellations = 1
   Rate of registered attendees = 56%
   Number of Walk-Ins = 2

This information is being tracked in order to better plan future workshops.

7. Briefly Describe the Distribution and Discussion of Results

Results were distributed and discussed informally.

8. Use of Results/Program Modifications:

The AO is satisfied with the assessment results and at present has no plans for changes.

9. Reflect on the Assessment Process

10. Other Important Information
Appendix A:

*How to Use Rubrics for Program Assessment*

Workshop Evaluation Results

(n = 16)

1. **As a result of this workshop, do you think you are able to use a rubric for program-level assessment?**
   - 44% (7) Yes
   - 38% (6) Yes, with some additional guidance
   - 12% (2) Probably Not
   - 0 No
   - 6% (1) Unsure

2. **Name one way to help multiple scorers consistently apply a rubric.**

   100% Correct

   Responses:
   - Norm setting achieves prior to scoring/assessment, using sample anchors.
   - Use anchors beforehand.
   - Practice a lot with anchors.
   - Practice using representative anchors.
   - See sample/example of the different rubric scale.
   - Clarify rubrics and interpretation based on concrete examples.
   - Attach samples of work supporting each point described for the score (representative anchors).
   - Calibrate by using examples to score and discuss.
   - Use anchors, practice, and discuss.
   - Select the representative.
   - Two anchors for each descriptor. Have a third score if first two scores are off by more than one point on a four point scale.
   - Practice and calibrate.
   - Provide more precise explanations and guidelines along with the rubric.
   - Discussion before scoring may be helpful.
   - Take frequent breaks, say around 2 hours, provide food and caffeine.

3. **Please rate the overall usefulness of this workshop. (Check One)**
   - 44% (7) Very Useful
   - 56% (9) Useful
   - 0 Of Little Use
   - 0 Not Useful At All
   - 0 No Opinion
4. To what extent was this workshop effective in increasing your understanding of the topic? (Check one)
   63% (10) Very Effective
   25% (4) Effective
   12% (2) Somewhat Effective
   0 Not Very Effective
   0 Not Sure

5. Please rate the level of information presented.
   6% (1) Too Basic
   88% (14) About Right
   0 Too Advanced
   6% (1) Other - In between “About Right” and “Too Advanced”

6. What was the most valuable aspect of the workshop? Why?
   - Reviewing steps of applying rubrics in assessment.
   - The step by step on how to move from calibrating to presenting.
   - Better understanding of the function of rubric and evaluation of scoring.
   - Helped me to better understand how to more effectively use rubrics to assess programs.
   - I think I finally understand how best to use rubrics for program assessment.
   - Conversation about how to total numbers.
   - What to do with the result of the rubric scoring.
   - The discussion around managing multiple scorers and limiting range of responses.
   - (1) The actual application of the sample rubric. (2) Scoring and tabulating scores.
   - Activity and discussion [of] re-calibrating. Because [it] provides module to repeat in my program.
   - Handle discrepancies.
   - Power Point, examples of Written Communication scoring sheet.
   - Learning about how the results of the rubric are evaluated.
   - Well-organized – paced to allow for practice and questions.
   - Meet others who do assessment.

7. What was the least valuable aspect of the workshop? Why?
   - It was all helpful.
   - Just need more one-on-one guidance after workshop to talk about questions and specifics related to my program before I would feel confident to implement this.
   - The calculations and scores seem to come from individual dimensions, but the reporting gave global scores. How do you make this jump? I guess we need more time for Q & A.
   - Workshop was focused so each element was integral to understanding.
   - All valuable
   - None
   - None
8. **Other constructive comments?**
   - I look forward to attending future workshops if provided.
   - Offer this, advertise to wider audience (department chairs, directors). Re: *comps*, to get regular faculty on board.
   - Please provide more examples of presentation and analyze them.
   - Quality of video made me a little leery of being unfair to the student.
   - I know that the slides are probably not ready ahead of time, but it would be nice to have some more hand-outs. For example (not necessary) having the numbers with each score/%, what gets counted, I would like to have written my comments/thoughts on these slides during the talk.
   - Thank you for offering these workshops! Very helpful!
   - Thank you so much for offering this series. Your office has been great at reaching out to the UHM community.
   - Mahalo!
   - Thank you. Happy Holidays.
   - None