COLLEGIAL BONDING THROUGH RUBRIC-BASED PROGRAM ASSESSMENT

DR. MEREDITH REITMAN
REITMAN RESEARCH AND STRATEGY
YORK COLLEGE ASSESSMENT WORKSHOP, APRIL 4, 2019
WORKSHOP LEARNING OUTCOMES

At the end of this workshop, participants should be able to:

– Create a rubric for program assessment
– Work with colleagues to norm a rubric
– Use a rubric to conduct program assessment
QUICK OVERVIEW

REFRESHER
WHY RUBRICS
PLAY IT OUT
STAGES OF ASSESSMENT

IDENTIFY OUTCOMES
LOCATE EVIDENCE
EVALUATE EVIDENCE
TAKE ACTION
Upon graduation, our majors should be able to:

- Observable action (standard verbs)
# PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

<table>
<thead>
<tr>
<th>Spit</th>
<th>Synthesize</th>
<th>Speculate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Analyze</td>
<td>Plan</td>
</tr>
<tr>
<td>Identify</td>
<td>Discuss</td>
<td>Design</td>
</tr>
<tr>
<td>Match</td>
<td>Distinguish</td>
<td>Generate</td>
</tr>
<tr>
<td>Name</td>
<td>Compare</td>
<td>Compose</td>
</tr>
<tr>
<td>Recall</td>
<td>Explain</td>
<td>Propose</td>
</tr>
<tr>
<td>Recognize</td>
<td>Apply</td>
<td>Transform</td>
</tr>
<tr>
<td>State</td>
<td>Classify</td>
<td>Critique</td>
</tr>
<tr>
<td>Describe</td>
<td>Illustrate</td>
<td>Create</td>
</tr>
</tbody>
</table>

Note! No “demonstrate”, no “understand”!
PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

Upon graduation, our majors should be able to:

• Illustrate a sense of style, finesse, quality, attention to detail, clarity of movement and artistic performing ability

• Discern and interpret choreography's stylistic demands

• Incorporate inventiveness and creativity in movement material.
STUDENT ARTIFACTS

• Exams
• Papers
• Presentations
• Experiments
• Art
• Performances
STUDENT ARTIFACTS

LOCATE EVIDENCE
IF QUALITATIVE ARTIFACTS

Assignments or exams that

- Are based on text
- Are based on observation
- Cannot be electronically graded

Create rubric associated with learning outcomes and aggregate data by these outcomes
IF QUALITATIVE ARTIFACTS
CLOSE THE LOOP

Curriculum changes

– Reorder
– New/ modify/ retire course
– New/ modify/ retire experience (internship, field work, placement)

TAKE ACTION
CLOSE THE LOOP

New resources and partnerships

– New line, new facilities
– Partner with office, center or department

TAKE ACTION
Muddiest Point

What is unclear or confusing so far?
WHY RUBRICS

SO SPECIAL!
CHECKLISTS: WHETHER OR NOT

J.P. Patches' Checklist

- Mind Mommy and Daddy
- Say Your Prayers
- Wash Hands, Face, Neck, and Ears
- Share Your Toys
- Comb Hair
- Put Toys Away
- Brush Teeth
- Hang Up Clothes
- Drink Milk
- Eat All Your Food

Patches Pal

KIRO-TV Channel 7 Seattle
**SCALES: +HOW WELL**

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**Transit Board Self-Assessment Tool Level 1**

**Level 1 Survey Tool:** Please rate each measure below, using the rating system of 1 = Strongly Disagree through 5 = Strongly Agree.

<table>
<thead>
<tr>
<th>I. Board Processes</th>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>1. The Board sets policy, management implements policy. Board members do not become involved in specific management, personnel, or service issues except in a predetermined oversight role.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. a. Board members devote sufficient time to fulfilling their responsibilities.</td>
<td></td>
<td></td>
<td></td>
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<td>b. Board members attend meetings well prepared and participate fully in all matters.</td>
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<td>3. Board members work cohesively and cooperatively to try to minimize miscommunication and confusion.</td>
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<td>4. There is an orientation process for new board members.</td>
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**RUBRICS: +WHY**

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<tbody>
<tr>
<td>Make case for proposal within context of literature</td>
<td>Clear, convincing link between case and literature</td>
<td>Link between case and literature is present but limited</td>
<td>Case is present but does not draw on literature</td>
</tr>
<tr>
<td>Select appropriate methods/sources</td>
<td>Methods and/or sources are clear and appropriate for project</td>
<td>Methods and/or sources are clear but do not fit project</td>
<td>Methods and/or sources are not present or not clearly explained</td>
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<td>Communicate ideas clearly</td>
<td>Well-organized overall, clear flow beginning to end</td>
<td>Some organization in parts, but not overall</td>
<td>No or little organization</td>
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**LEARN:** WHETHER HOW WELL WHY
WHY RUBRICS

What makes for a good rubric?

- Clarity of meaning
- Comprehensive and mutually exclusive descriptors
- Input from students, colleagues, professionals
PROGRAM ASSESSMENT: DANCE

Upon graduation, our majors should be able to:

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• Discern and interpret choreography's stylistic demands

• Incorporate inventiveness and creativity in movement material.
Senior Project: Interpret and Perform Beyoncé’s Single Ladies Dance Routine
CREATE A PROGRAM ASSESSMENT RUBRIC

Draft
Norm
Finalize
## CREATE A PROGRAM ASSESSMENT RUBRIC

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<td>Follows a routine with accuracy</td>
<td>A few errors, does not interfere with performance</td>
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<td>Creates believable presence that is engaged with the audience</td>
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GROUP BRAINSTORM

WHAT DOES THIS DATA SUGGEST YOU SHOULD DO?
REMININDER: CLOSE THE LOOP

Curriculum changes
  - Reorder
  - New/ modify/ retire course
  - New/ modify/ retire experience
    (internship, field work, placement)

New resources and partnerships
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TAKE ACTION
THANK YOU!