2013

Developing Rubrics for Assessment in Non-Degree Granting Academic Programs

Marilyn Duke  
Western Michigan University, m.duke@wmich.edu

Steven Miller  
Western Michigan University, steve.miller@wmich.edu

Follow this and additional works at: https://scholarworks.wmich.edu/assessment_faculty_grant

Part of the Educational Assessment, Evaluation, and Research Commons

WMU ScholarWorks Citation  
Duke, Marilyn and Miller, Steven, "Developing Rubrics for Assessment in Non-Degree Granting Academic Programs" (2013). Assessment Fellows Grant. 20.  
https://scholarworks.wmich.edu/assessment_faculty_grant/20

This Poster is brought to you for free and open access by the Assessment at ScholarWorks at WMU. It has been accepted for inclusion in Assessment Fellows Grant by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
Developing Rubrics for Assessment in Non-Degree Granting Academic Programs

Program & Grant Purpose

While assessment rubrics are available in many academic areas, they traditionally apply only to the degree-granting components in higher education. A collaborative effort among selected units of the Center for Academic Success Programs (CASP) is being undertaken to develop rubrics for use in assessment throughout the Academic Resource Center, Intellectual Skills Development Program, and Office of Transfer Student Services - three non-degree granting academic programs. Using the Association of American Colleges and Universities' (AAC&U) VALUE rubric as a model - both for style and mode of development, these three programs are working in partnership to develop and test rubrics which can then be adapted to other non-degree granting academic programs within the Center for Academic Success Programs and across the University.

The purpose of this grant is to support the design and analysis of the assessment component of the program. Specifically, the funding fostered:

- **Purpose I:** The design and test of the rubrics for assessing student learning in non-degree granting units
- **Purpose II:** The implementation of the assessment rubrics developed through Purpose I and
- **Purpose III:** The expansion of the program to other programs within the University.

Grant Objectives

The 2012-13 assessment grant funding has aided in working toward the following objectives:

- **Objective 1:** Establish rubrics to be used to assess student learning from participation in non-degree granting academic programs
- **Objective 2:** Test the validity of the rubrics by bringing professional staff and faculty into focus groups to use the proposed rubrics in trial settings
- **Objective 3:** Revise the rubrics as deemed appropriate after the testing in Objective 2 and
- **Objective 4:** Implement the use of rubrics throughout these programs.

Date Collection

When the focus groups complete the rubrics, an Excel spreadsheet is maintained to record the ratings, allowing us to compare validity and reliability of the rubrics.

Sample Rubrics

Below are samples of the rubrics being developed:

**Critical Thinking Rubric**

<table>
<thead>
<tr>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting evidence</td>
<td>Thoroughly interprets and evaluates evidence through various methods to support conclusions</td>
</tr>
<tr>
<td>Identifying assumptions</td>
<td>Identifies underlying assumptions in arguments and discusses their impact on conclusions</td>
</tr>
<tr>
<td>Analyzing complex problems</td>
<td>Analyzes complex problems by breaking them down into components and identifying relationships between components</td>
</tr>
</tbody>
</table>

**Written Communication Rubric**

<table>
<thead>
<tr>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of expression</td>
<td>Clearly and coherently communicates ideas and arguments, avoiding jargon and slang</td>
</tr>
<tr>
<td>Use of organization</td>
<td>Organizes content logically, following a clear structure that facilitates understanding</td>
</tr>
<tr>
<td>Use of evidence</td>
<td>Supporting arguments with relevant and accurate evidence, demonstrating effective use of evidence to enhance credibility</td>
</tr>
</tbody>
</table>

When the focus groups complete the rubrics, an Excel spreadsheet is maintained to record the ratings, allowing us to compare validity and reliability of the rubrics.

**Contact Information**

Marilyn Duke, Director: Academic Resource Center
T: 269.387.4442
E: m.duke@wmich.edu

Steve Miller, Director: Office of Transfer Student Services
T: 269.387.0740
E: steve.miller@wmich.edu

1) We’ve looked at samples of rubrics used in degree-granting areas.
2) We are still in the writing stage of the rubrics.
3) We will soon be working to develop the video-taped components to use for testing the rubrics on focus groups.
4) Then we will be conducting focus groups of professional staff and faculty.
5) Following comparison and analysis of the ratings using the rubrics as well as comments received from the focus groups, the rubrics will be revised and retested, if necessary.