

## GERC Assessment Plan Clarifications - January 2023

1. **Sample size.** Smaller classes (fewer than 30 students) should assess all students. Larger classes may select a random sample of the class, with a minimum of 30 students. Classes with multiple sections should report assessment results for a minimum of 30 students, with students randomly selected among the sections. GERC recommends a random sample of 25% of the class, but if you find these standards burdensome, contact GERC to develop a reasonable process.
2. **Frequency of assessment.** All competencies should be assessed at least once in a two-year period. Departments should establish a schedule of when the competencies will be assessed. For example, competencies 1 and 2 may be assessed in the first semester, competencies 3 and 4 in the second semester, etc. In cases where closing the loop is required, a competency should be reassessed the semester after changes are implemented. Here is an example of what an [assessment calendar or schedule \(APPENDIX 1\)](#) might look like. Each course should submit one annual report that includes all competencies assessed in the academic year.
3. **Benchmarks.** Assessment plans should indicate what percentage of students meeting expectations is considered acceptable. For example, 70% of students should meet expectations. Please provide a benchmark and explain how you arrived at it.
4. **Rubrics/guidelines (APPENDIX 2).** Assessment plans should explain how students are determined to have met expectations using the assessment instruments described. Rubrics may be used, but if a rubric is not used, indicate how this determination is made.
5. **Direct vs indirect assessment.** Students' performance is of primary importance so please focus on direct assessment. Direct assessment includes [formative and summative assessments \(APPENDIX 3\)](#). While formative assessments are valuable tools, departments do not need to report this activity to GERC. Please report only the process and results for summative assessments, which likely will occur late in the semester.

Approved by GERC:            January 24, 2023

## APPENDIX 1

### An Example Assessment Schedule for Student Learning Outcomes/Competencies

Department Collects Data Each Term - Collect Data From All Sections & Early College  
 What did we find? Was it what we expected? What do we need to change?

Collect Data	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Competency 1	Fall initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked
Competency 2	Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked
Competency 3		Fall initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data
Competency 4		Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data
Competency 5	Fall & Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked
Competency 6		Fall & Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data
Competency 7	Fall & Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked

## APPENDIX 2



# Office of Assessment Ideas and Answers Series: Rubrics

### What is a link that will explain how to create rubrics or show examples of them?

The resource, *Writing Effective Rubrics* by Brophy, T. University of Florida Office of the Provost, Institutional Assessment, is a short handbook with examples and ideas to help faculty write rubrics.  
[http://web.cse.ohio-state.edu/~soundarajan.1/abet/writing\\_effective\\_rubrics\\_guide\\_v2.pdf](http://web.cse.ohio-state.edu/~soundarajan.1/abet/writing_effective_rubrics_guide_v2.pdf)

### How do we use rubrics when we assess student work?

Faculty should collaborate to develop and use rubrics consistently. Rubrics help standardize how faculty evaluate student work when there are multiple sections and faculty teaching the course. Programs and departments can decide if they want faculty to assess their own students or if they want to have two or more faculty grade the same student paper.

Rubrics set the standard for the work and are usually on a scale. It can be as simple as: **0 for did not do the work, 1 unacceptable, 2 acceptable, and 3 exceptional**. Faculty should collaborate to develop standards on the ratings and be descriptive enough on each level so everyone understands the criteria. Standards should be progressive to allow faculty evaluating student work to distinguish between work that is unacceptable and exceptional efforts.

### How do we use rubrics to evaluate student work?

How you do this is your choice. You can sit down together in a room, share work using methods that meet FERPA standards like Box or pass work and papers back and forth. If you are assessing projects or assignments that students submitted in Moodle, you can add other faculty to your class to access and read the papers or student work. Find a way that works best for you. To track students, you could download and create a roll sheet from Moodle, for example, and then put the assessment score next to the students' names. If you link assessment with students, make sure you follow what you learned in the FERPA training just as you learned to do for grades. If you connect the assessment score to your students individually, there is the possibility to study outcomes and incorporate demographic data. This can be helpful if your program is working to determine how best to help and support various demographic groups.

### Who do we share our rubrics with?

Both students and faculty should have access to the rubrics used to assess student work. Rubrics help students

understand your expectations. Faculty engaged in evaluating student work for assessment should use the rubrics, but everyone in the program should have access to them. General Education classes have rubrics to use that are posted on the State Board of Education site, but other programs or the ISU Objectives 7 - 9 have the flexibility to develop their own.

### **What are Value Rubrics?**

The AAC&U in its own words best describes their purpose as follows:

The American Association of Colleges and Universities is a global membership organization dedicated to advancing the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education (AAC&U,n.d.).

An important component of the organization's efforts was to develop and continue to revise Value Rubrics for seventeen areas or courses. The list is available at the [Value Rubrics AAC&U website](#) and the rubrics for each of the seventeen areas provide examples of how to create rubrics that progressively evaluate student performance. The value rubrics have four levels for each student learning outcome and illustrate how detailed descriptions of performance can distinguish among levels. These outcomes and rubrics were created through a rigorous process involving 2,700 institutions. The rubrics were tested and developed for both reliability and validity.

### **Conclusion**

Appendix A provides a brief overview of the kinds of rubrics and links to examples. Writing rubrics is an ongoing process that should involve collaborative efforts of all faculty. The goal of using rubrics is so that everyone shares a similar lens to use when evaluating student work associated with student learning outcomes.

### **References**

American Association of Colleges and Universities. (n.d.). Initiative: Value Rubrics. Retrieved January 4, 2023, from <https://www.aacu.org/initiatives/value-initiative/value-rubrics>

### **Appendix A: Rubric Basics and Examples**

The GEM Objectives One through Six, crafted by state-wide faculty representing their institutions, include suggested rubrics for each student learning outcome.

The ISU Objectives Seven through Nine did not have rubrics, but faculty who need to see examples can find them at the AAC&U site. The AAC&U VALUE rubrics are open educational resources (OER) that enable educators to assess students' original work. AAC&U offers a proven methodology for applying the VALUE rubrics to evaluate student performance reliably and verifiably across sixteen broad, cross cutting learning outcomes. There are AAC&U value rubrics for **critical thinking** (ISU Objective 7), **information literacy** (ISU Objective 8), and **cultural diversity** (ISU Objective 9). (AAC&U)

General Education courses come with example rubrics specific to the student learning outcomes for each objective. These can be adapted to meet the needs of faculty and the expectation is that when faculty "assess the assessment process" they will make changes to classroom activities and the process itself.

Program assessment occurs in your departments and discipline along with assessment for the General Education

classes you teach. The information in this flyer also applies to program assessment that occurs for accreditation or for the support of programs without external accreditation.

The [Massachusetts Institute of Technology](https://tll.mit.edu/teaching-resources/assess-learning/how-to-use-rubrics/) provides examples of the different types of rubrics. A brief description of the types of rubrics and links to class examples are provided below.

Type of Rubric	Description and Link to an Example
Checklist	<p>This is the simplest kind of rubric, which lists specific features or aspects of the assignment which may be present or absent. A checklist rubric does not involve the creation of a rating scale with descriptors.</p> <p><a href="#">Checklist Rubric Example</a></p>
Rating Scale	<p>This is like a checklist rubric, but instead of merely noting the presence or absence of a feature or aspect of the assignment, the grader also rates quality (often on a graded or Likert-style scale).</p> <p><a href="#">Rating Scale Example</a></p>
Descriptive	<p>A descriptive rubric is like a rating scale, but including descriptions of what performing to a certain level on each scale looks like. Descriptive rubrics are particularly useful in communicating instructors' expectations of performance to students and in creating consistency with multiple graders on an assignment. This kind of rubric is probably what most people think of when they imagine a rubric.</p> <p><a href="#">Descriptive Rubric Example</a></p>
Holistic	<p>Unlike the first 3 types of rubrics, a holistic scoring guide describes performance at different levels (e.g., A-level performance, B-level performance) holistically without analyzing the assignment into several different scales. This kind of rubric is particularly useful when there are many assignments to grade and a moderate to a high degree of subjectivity in the assessment of quality. It can be difficult to have consistency across scores, and holistic scoring guides are most helpful when making decisions quickly rather than providing detailed feedback to students.</p> <p><a href="#">Holistic Rubric Example</a></p>

**References:**

AAC&U. (2022, January 25). Value rubrics. Retrieved February 18, 2022, from <https://www.aacu.org/initiatives/value-initiative/value-rubrics>

Massachusetts Institute of Technology. (n.d.). How to Use Rubrics | Teaching + Learning Lab. Retrieved February 17, 2022, from <https://tll.mit.edu/teaching-resources/assess-learning/how-to-use-rubrics/>

## APPENDIX 3

### Formative Assessment

Diagnostic

Are Students Learning?

Training for a 5K

### Summative Assessment

Evaluative

Did Students Master the Concepts or Skills?

Running the 5K

### LOW STAKES

Where Students Need More Work

#### Examples:

- ✓ Quizzes
- ✓ Discussion
- ✓ Group Classwork
- ✓ Minute Papers
- ✓ Muddiest Point
- ✓ Pair and Share
- ✓ Learning Reflection Paper
- ✓ Homework

### HIGH STAKES

Evaluate Students Against Benchmarks

#### Examples:

- ✓ Exam Questions
- ✓ Project
- ✓ Performance
- ✓ Presentation
- ✓ Recital
- ✓ Report