The Role of Teamwork and Reflection in the Development of Criteria-Based Rubrics to Assess Course Outcomes in Online Undergraduate General Education Courses.

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Discussion Outline

- Originated from centralized assessment and curriculum teams
- Academic leadership within the School of General Education worked together to develop standard operating procedures, guidelines for rubrics, and training materials.
- An existing network of lead faculty for each course worked within department teams to develop the new rubrics.
- Open discussion and questions were welcomed to produce a tool that measures student learning outcomes in our courses by describing the knowledge and skills we expect the students to be able to demonstrate.
STANDARDIZED RUBRICS

• Allow for data collection on student performance, retention, and persistence
• Provide for consistency and equity in grading and scoring assessments
• Create a roadmap for focused student learning
• Improves inter-rater reliability and consistency
• Criterion-based rubrics describe assessment criteria across a continuum of performance levels and provide for objective student evaluation
RUBRIC PROJECT STRUCTURE

ADMINISTRATION AND LEADERSHIP

- Training
- Materials
- Templates
- Resources

- COURSE LEADS AND
- SUBJECT MATTER EXPERTS

- Collaborate within departments
- Create new rubrics
- Review rubrics as a team
Course CS212: Professional Code of Ethics Analysis - Unit 8 (100 points)

CS212-4: Apply logical reasoning to address issues in professionalism.
GEL-7.02: Apply ethical reasoning to ethical issues within your field of study.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level III</th>
<th>Max Points: 30.00</th>
<th>Level II</th>
<th>Max Points: 25.50</th>
<th>Level I</th>
<th>Max Points: 21.00</th>
<th>Not Present</th>
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<tbody>
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<td>1 (30%)</td>
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<tr>
<td>Researching Professional Codes of Ethics</td>
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<tr>
<td>Criteria 1</td>
<td>Description of a code of ethics from a student’s chosen career or organization includes identification of three main points of the code of ethics and application to the student’s chosen career.</td>
<td>Level III</td>
<td>30.00</td>
<td>Level II</td>
<td>25.50</td>
<td>Level I</td>
<td>21.00</td>
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<tr>
<td>Criteria 2 (15%)</td>
<td>Description of a code of ethics from a student’s chosen career or organization includes identification of two main points of the code of ethics and application to the student’s chosen career.</td>
<td>Level III</td>
<td>15.00</td>
<td>Level II</td>
<td>12.75</td>
<td>Level I</td>
<td>10.50</td>
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<tr>
<td>Implications of Professional Codes of Ethics</td>
<td>Explanation of the benefits of an industry’s code of ethics from the student’s chosen career includes two specific examples.</td>
<td>Level III</td>
<td>15.00</td>
<td>Level II</td>
<td>12.75</td>
<td>Level I</td>
<td>10.50</td>
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<tr>
<td>Criteria 3 (15%)</td>
<td>Explanation of the benefits of an industry’s code of ethics from the student’s chosen career includes one specific example.</td>
<td>Level III</td>
<td>15.00</td>
<td>Level II</td>
<td>12.75</td>
<td>Level I</td>
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## Development of Rubrics

### Ethics and Decision Making

<table>
<thead>
<tr>
<th>Criteria 4 (15%)</th>
<th>Level III</th>
<th>Max Points: 15.00</th>
<th>Level II</th>
<th>Max Points: 12.75</th>
<th>Level I</th>
<th>Max Points: 10.50</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics in Specific Professions</td>
<td>Explanation of an example of an ethical decision describes in detail what a student may face in their chosen profession.</td>
<td></td>
<td>Explanation of an example of an ethical decision lacks specific details about what a student may face in their chosen profession.</td>
<td></td>
<td>Explanation of an example of an ethical decision does not provide details about what a student may face in their chosen profession.</td>
<td></td>
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### Ethics as a Guide

<table>
<thead>
<tr>
<th>Criteria 5 (15%)</th>
<th>Level III</th>
<th>Max Points: 15.00</th>
<th>Level II</th>
<th>Max Points: 12.75</th>
<th>Level I</th>
<th>Max Points: 10.50</th>
<th>Not Present</th>
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</thead>
<tbody>
<tr>
<td>Ethics as a Guide</td>
<td>Discussion about how the Professional Code of Ethics can guide individuals in ethical decision-making includes two specific examples.</td>
<td></td>
<td>Discussion about how the Professional Code of Ethics can guide individuals in ethical decision-making includes one specific example.</td>
<td></td>
<td>Discussion about how the Professional Code of Ethics can guide individuals in ethical decision-making does not include examples.</td>
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### Criteria 6 (5%)

<table>
<thead>
<tr>
<th>APA Style</th>
<th>Meets all criteria</th>
<th>Meets 2 criteria</th>
<th>Meets 1 criteria</th>
<th>Does not meet any criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies APA style to in-text citations and references with minor to no errors</td>
<td>Applies APA style to in-text citations with minor errors</td>
<td>Applies APA style to references, with minor errors</td>
<td>Applies APA style to in-text citations with minor errors</td>
<td>Applies APA style to references, with minor errors</td>
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</table>
### The Rubrics

#### Criteria 7 (5%)

<table>
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<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
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<tbody>
<tr>
<td>Max Points: 5.00</td>
<td>Max Points: 4.25</td>
<td>Max Points: 3.50</td>
<td>Does not meet any criteria.</td>
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</table>

#### Writing Conventions

- **Meets all criteria**
  - Writing is focused, concise and organized
  - Articulates at a college level with sentence variety and complexity
  - Few or no grammar or punctuation errors
  - Uses non-offensive, inclusive and respectful language
  - Prepares speaker notes of 50-100 words for each of the 7-10 slide's speaker notes

- **Meets 4 criteria**
  - Writing is focused, concise and organized
  - Articulates at a college level with sentence variety and complexity
  - Few or no grammar or punctuation errors
  - Uses non-offensive, inclusive and respectful language
  - Prepares speaker notes of 50-100 words for each of the 7-10 slide's speaker notes

- **Meets 3 criteria**
  - Writing is focused, concise and organized
  - Articulates at a college level with sentence variety and complexity
  - Few or no grammar or punctuation errors
  - Uses non-offensive, inclusive and respectful language
  - Prepares speaker notes of 50-100 words for each of the 7-10 slide's speaker notes

<table>
<thead>
<tr>
<th>Maximum Total Points</th>
<th>100.00</th>
<th>85.00</th>
<th>70.00</th>
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<tbody>
<tr>
<td>Minimum Total Points</td>
<td>85.01 points minimum</td>
<td>70.01 points minimum</td>
<td>1 point minimum</td>
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</table>
Important Considerations

• Identification of the criteria that should be measured
• Measuring what matters
• These rubrics are a tool that guide learners and needed to focus on the important aspects of learning
• Carefully consider language when detailing the levels of performance
• Assigning appropriate weight to each criteria

Challenges and Opportunities
<table>
<thead>
<tr>
<th>Criteria 1 (15%)</th>
<th>Level III Max Points: 16.50</th>
<th>Level II Max Points: 14.025</th>
<th>Level I Max Points: 11.55</th>
<th>Not Present</th>
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</thead>
<tbody>
<tr>
<td>Identification of first work; description of first work; explanation of concept</td>
<td>Identifies the first work of architecture with a description of its features including symmetry, aesthetic appeal, usefulness, materials used, and style; includes at least one architectural concept with an accurate explanation of that concept or concepts.</td>
<td>Identifies the first work of architecture with a general description of its features; includes at least one architectural concept with an explanation of that concept or concepts.</td>
<td>Identifies the first work of architecture with a general description of its features; includes at least one architectural concept with an inaccurate explanation of that concept or concepts.</td>
<td>Does not meet any criteria.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 2 (15%)</th>
<th>Level III Max Points: 16.50</th>
<th>Level II Max Points: 14.025</th>
<th>Level I Max Points: 11.55</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of second work; description of second work</td>
<td>Identifies the second work of architecture with a description of its features including symmetry, aesthetic appeal, usefulness, materials used, and style; includes at least one architectural concept with an accurate explanation of that concept or concepts.</td>
<td>Identifies the second work of architecture with a general description of its features; includes at least one architectural concept with an explanation of that concept or concepts.</td>
<td>Identifies the second work of architecture with a general description of its features; includes at least one architectural concept with an inaccurate explanation of that concept or concepts.</td>
<td>Does not meet any criteria.</td>
</tr>
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HOW WE ADAPT

Consider weight of criteria ...

Assign each criteria a percentage of total
Achieve consistency among rubrics
Balance number of criteria versus total
Rubric Norming

The next important step was to review the rubrics for consistency and accuracy. Norming sessions were conducted throughout the different departments with faculty for the courses. The next important step was to review the rubrics for consistency and accuracy.

Inter-rater Reliability

Inter-rater reliability is important in our courses that are taught by several faculty and instructors. Norming sessions provided valuable insight into the construction and wording of rubrics to improve their use for both instructors and students (Schoepp, Danahar, & Kranov, 2018).

Grading

Existing student assignments were assessed using the newly created rubric and then compared statistically to other faculty scores.

Impact

Ultimately, the goal is to develop reliable and consistent student assessments.
Norming Sessions:

Rubric norming was useful in data collection, but cannot detect all issues.

Use in the classroom must be combined with monitoring and feedback from instructors.
Reflection and Revision

• "We do not learn from experience. . . we learn from reflecting on experience (Dewey, 1933)."

• The reflection process can take time but proved to be a very productive step in this process.

• Throughout the development of the new rubrics, it was important to realize that not one single model worked for all courses or assignments.

• New iterations of the rubrics were developed and assessed as needed to fit each situation.

• This flexibility proved to be important as the rubrics were created to assess existing assignments that were not revised just to fit the rubrics.

"WE DO NOT LEARN FROM EXPERIENCE. . . WE LEARN FROM REFLECTING ON EXPERIENCE."

(DEWEY, 1933)
Reflection

• The reflection process can take time but proved to be a very productive step in this process.
• Throughout the development of the new rubrics, it was important to realize that not one single model worked for all courses or assignments.

Revision

• New iterations of the rubrics were developed and assessed as needed to fit each situation.
• This flexibility proved to be important as the rubrics were created to assess existing assignments that were not revised just to fit the rubrics.
IMPLEMENTATION IN COURSES

• As the new rubrics are introduced into the courses, the next steps will be to continue with norming sessions for faculty and to continually evaluate the ease of use and effectiveness of the rubrics through course metric data.
• Training sessions
• Instructor feedback

LET'S WORK TOGETHER!
TEAMWORK
Key Principle for Success

- Innovative Thinking
- Creative Solution-Finding
- Collaborative Mindset
References


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