Greek Life Awards

"We used the rubrics as a two-part process. First, individual organizations went in and did a self-evaluation of where they feel their organization is currently. We asked that they justify why they ranked where they did. This was used mainly as the assessment component of our awards and assessment program. We also used the same rubrics for judges who were giving final rankings for awards. They were able to see the self-evaluations and ask for more details or clarifying information when the groups presented in-person. We also did a community report based on all the self-assessments and looked for themes in the written answers. This will be used in one on one meetings, strategic planning, and coaching sessions."

-Melissa Ann Kish, Associate Director of Student Life and Learning
2014 ASB Learning Outcomes Rubric for San Francisco CA

“Our goal is by the end of the week (alternative service learning spring break) the students will be able to achieve critical thinking skills, reflective thinking skills and leadership skills. We measure through our learning outcomes. We reflect each day with the groups. The advisor with the help of a student advisor reflect using the model of “What” “So What” “Now what”. The leaders talk to the group about the rubric. They explain this is a fabulous tool to assess and record the “light bulb” moments that are sometimes forgotten in time. The advisors not only rate them by number but are expected to note why they rated the group in a certain way. If they need more space there is always room under the comment section under the rubric. We used to do a pre and post survey only to find that students forget their meaningful learning. A rubric is a way to capture these moments and have a record of what works and what might not work by letting students help in the reflection of each day we find leadership skills emerge.” - Linnie Spor, Service Leadership Coordinator
SLICE: Student Leaders in Civic Engagement Mentor Rubric:
“I meet with each mentor individually each month. I have a SLICE Vision & Mission to help guide the SLICE members and SLICE mentors. In my 1x1s we work on leadership skills such as; how to model collaborative leadership skills, reflection, conflicts, giving and receiving constrictive feedback. Again, the mentors can view their rubric and see where they are at. This helps them know where there strengths are and where they can be more helpful to their teams. This has been extremely beneficial to assess the mentor program. I have found it helps with student retention. Students want to have their first year experience as a SLICE team member and come back the next year to try to become a mentor.” - Linnie Spor, Service Leadership Coordinator
Assessment of Critical Reasoning

Faculty adapted AAC&U value rubrics for use in assessing Lesley’s general education outcomes. Faculty raters were trained and randomly organized into teams who collected and rated student artifacts. Part of the value of the Baseline rubric tool was its ability to engage faculty in the assessment process without requiring them to be on campus to do the actual rating. With most faculty members working nine-month contracts and away from campus in the summer, the ability to access the rubric remotely via the online link was invaluable to the sustainability of the initiative.
Gen Ed Outcome: Spirituality
Each Academic Year Clarke University identifies courses from their Gen Ed program to assess their Gen Ed Outcomes. The instructor of the course chooses the outcome that they would like to assess and is required to assess at least half of the components from the chosen rubric. Their Gen Ed outcomes are as follows:

- Demonstrate an ability to engage in a process of spiritual growth in a dialogue which includes the Catholic tradition. (Spirituality)
- Demonstrate competent use of language in a variety of settings. (Communication)
- Demonstrate thinking skills informed by experience, knowledge, insight, and reflection. (Thinking)
- Demonstrate a breadth and integration of knowledge in arts, humanities, natural sciences, and social sciences. (Knowledge)

After the data has been collected and analyzed, faculty must reflect on the data that is collected. Reflection questions include:

- What observations about your students work continues to be a concern?
  Is there a particular aspect of this component that was weak among a majority of the students?
- What is a teaching strategy that proved successful in helping students perform at a higher level in the area assessed?
- What is a teaching strategy that might need to be improved in order to achieve greater student success?
- What is your action plan?
DOS Student Employee Learning Outcomes Rubric

We have a team/committee of approximately 20 student employee supervisors that come from 10 departments within the Dean of Students area. We came together and wanted to evaluate employee performance across all of our departments. A rubric seemed most appropriate so that we could evaluate their development and offer commentary on areas of high performance or need for improvement. Each supervisor uses the rubric to evaluate their own student employees at the beginning of the semester and also at the end of the semester. We offered an hour long training session to review the final content of the rubric as well as the process for performing the evaluation. In total, we have over 250 student employees. We are using the data to evaluate our overall performance by department and also to provide one-on-one coaching to students on their development in each area.
In order to increase the intercultural competence (knowledge, skills and attitudes) of resident assistants and Residence Life professional staff, Western Michigan University adopted the AAC&U Rubric on Intercultural Competence to assess the impact of various programs designed to increase their intercultural competence. The rubric was utilized as a pre-test and post-test to measure growth in conjunction with a survey used to measure intercultural connections. Data collection took place over the course of the entire 2013-2014 school year.
The RA evaluation rubric was based on the RA performance program and job requirements. Staff broke down the major themes, and then built the rubric around specific job functions and expectations.

“I developed the rubric evaluation to help with consistency, accuracy and efficiency. We wanted to make sure that “proficient” was the same for each RD supervisor, and that RAs were getting developmental feedback throughout the year. We’ve been using the rubric for a few years, but this is our first year putting it on Baseline. We’ve found that the rubric evaluations has streamlined our evaluation process and provided more consistent feedback to RAs, and developed common language that all RDs are using in their supervisory meetings. As far as impacting the RA program, we use the information to determine what additional training we should offer, as well as how we can help RDs as supervisors.”

– Sara Kelly, Director of Residential Life/Learning Communities
Writing Rubric

“This rubric was to be used by all faculty in all programs, both Career & Technical Education and Transfer. They re-worded the categories and asked for input from all faculty, Career & Technical Education and Transfer, in order to ensure all faculty would be able to use it. The result is the rubric we currently use. We also trained all faculty on how to use it, what types of assignments could be assessed, and who to send results to. We started with paper/pencil, then put it into Baseline. We now have remote links in D2L for convenient access for faculty to input results. We collect writing results over the fall and spring semesters of each year. The assignments faculty use are embedded in the course or program that they teach. This ensures that students are practicing the kind of writing they will use in their future career or field. One of our English faculty analyzes the results and, then, consults with the rest of the English department. The report, consisting of results, analysis and plans for the future, is written by one English Instructor with input from the department. With this process, we feel we have shared responsibility for collecting, assessing, and analyzing writing assessments which can inform meaningful curriculum changes to improve learning.” – Nixie Hnetkovksy, Director of Student Learning Assessment
Communicate with Clarity and Originality

At Cascadia Community College they have an Outcomes Assessment Committee. This committee reviews the institutional rubrics that are developed. Once the rubrics are reviewed and approved they will be used to evaluate students on CCC’s four core themes. These same rubrics are then used across all programs within CCC. The rubrics are all required to have the same scale this is a highly important component in their assessment practices.

A look at communicating with clarity and originality:

Cascadia defines this outcome as: the ability to exchange ideas and information is essential to personal growth, productive work and societal vitality.

- Organize and articulate ideas for a wide range of audiences and purposes
- Use spoke, written and symbolic forms to convey a message or concept
- Use technology to gather, process and communicate information