Analyzing and Reporting VALUE Rubric Data to Colleagues

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Primary Theme

Data are tools.
Data are only tools.
Data are nothing but tools.
Oh...and they're plural.

Critically Important Note

LEAP VALUE Rubrics—
Each part, just like SACSCOC does it
LEAP VALUE Rubrics

Liberal Education and America’s Promise (LEAP) Initiative

- Engage public
- Match demand
- Stress value of liberal arts
- Support & document good things

Valid Assessment of Learning in Undergraduate Education (VALUE)

- Campus-based
- Employers & Faculty agree on outcome importance
- Demonstrates what is learned

(Definition #4) guide listing specific criteria for grading or scoring academic papers, projects, or tests

Categories
- Descriptive in nature
- Arranged to be ordinal
- NOT a scale

A good tag line?
ALSO--

THECB Core Curriculum requires we assess:

- Communication*
- Critical Thinking
- Empirical & Quantitative Reasoning
- Social Responsibility
- Teamwork
- Personal Responsibility

Upper-Level Challenge

- No Core classes
- New SACSCOC principles
- Approached all colleges (6)
- Anything applicable counts

What Could Happen?

We’ve been having some issues…

- Seemed fine at May 1 deadline
- First time multi-level comparisons
- Cleaned data, noticed some issues
- Disagreement over anything is possible
- Sometimes, unable to score 1, 2, 3, 4, or all of the components (lines)
- Let me give you some examples
Organic assignments are the reason for signature assignments
Limited applicability outside of specific field of study
Discrepancies between faculty and scoring team member(s)
Poor fit with common VALUE rubrics
Not focused on THECB Core Curriculum objectives
Fun Rubric Activity

- Pair up with 1-2 people NOT working in your home institution
- Take quick looks at the two communication rubrics you have
- Determine the first steps to creating a common communication rubric
  - What is same/similar?
  - What can’t be included?
  - What else would/could you add?
  - What’s it look like?

NB!: Long-winded slide ahead!
VALUE embraces the variables that other assessment approaches control or eliminate in their consideration of student learning, including:

- Individual, faculty-designed assignments taken straight off the syllabus and out of the classroom. There are no required common prompts.
- An approach to sampling that is designed to raise up, not wash out, the inherent diversity—from race, ethnicity, and socioeconomic status to the diversity of courses, credit-levels, and disciplinary backgrounds—found on campuses.
- Scorer training sessions that are equal parts calibration to reach a consensus score and a rich faculty development opportunity, and that are open to all faculty whether they are contingent or tenure-track, two-year or four-year, curricular or co-curricular. **

OK... so what do you want me to do with these data?

- Mirror the Rubric(s)
- Avoid means when you can, describe the data in text
- Don’t average all the scores into a mean
- Good stats to use: medians, frequency distributions, bar charts

So, does this work?

What if add bars to it?
How is this, then?

Maybe this, then?

How about now?

Other Ideas?
A note on sample size:

- Pharmaceutical Confidence
- Publication Confidence
- Industrial Confidence
- Exploratory Confidence
- Casino Confidences

Each step is an opportunity for error:

- Randomizing anything
- Any statistical/mathematical calculations
- Assigning artifacts to scorers
- Any inference you make from any statistic
- If you made 20 decisions, at $p=.05$ you're probably wrong

Miracle Drug Example

Closing Thoughts

- Specifically, only communication is necessary. Sometimes we make things harder.
- NOBODY should be making million-dollar decisions based on these data.
- As a tool, data analysis (or presentation) is helpful.
- Eventually, it is up to the reader to decide any significance.
- I appreciate your time & attention. Thank you!