Using Rubrics in Student Affairs: A Direct Assessment of Learning

Joseph D. Levy
Assistant Director, Assessment Programs
Overview of Session

- Overview rubrics
- Explain steps for implementing rubrics
- Highlight examples of rubrics in practice
- Discuss recommendations and next steps
What is a rubric?

- **Definition**: “a set of criteria specifying the characteristics of an outcome and the levels of achievement in each characteristic.”

- **Benefits**
  - Provides consistency in evaluation of behaviors and performance
  - Gathers rich data
  - Mixed-method
  - Allows for **direct** measure of learning
Measuring learning

Direct Methods
Any process employed to gather data which requires subjects to display their knowledge, behavior, or thought processes.

Indirect Methods
Any process employed to gather data which asks subjects to reflect upon their knowledge, behaviors, or thought processes.

Where on campus would you go or who would you consult with if you had questions about which courses to register for in the fall?

I can identify where to go on campus if I have questions about which courses to register for in the fall.

Strongly agree
Moderately agree
Neither agree nor disagree
Moderately disagree
Strongly disagree
Points to Ponder:
At your institution, how important or relevant are learning outcomes?

What current methods or efforts are you using to measure learning?
### Example Rubric

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - Does not meet expectations</td>
</tr>
<tr>
<td></td>
<td>2 - Meets expectations</td>
</tr>
<tr>
<td></td>
<td>3 - Exceeds expectations</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
</tr>
<tr>
<td>Listens effectively</td>
<td>What does this look like?</td>
</tr>
<tr>
<td></td>
<td>What does this look like?</td>
</tr>
<tr>
<td></td>
<td>What does this look like?</td>
</tr>
<tr>
<td>Writes in a professional manner</td>
<td>What does this look like?</td>
</tr>
<tr>
<td></td>
<td>What does this look like?</td>
</tr>
<tr>
<td></td>
<td>What does this look like?</td>
</tr>
<tr>
<td>Speaks clearly and concisely</td>
<td>What does this look like?</td>
</tr>
<tr>
<td></td>
<td>What does this look like?</td>
</tr>
<tr>
<td></td>
<td>What does this look like?</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**
Why use rubrics?

1. Provides both *qualitative descriptions* of student learning and *quantitative results*
2. Clearly communicates expectations to students
3. Provides consistency in evaluation
4. Simultaneously provides student feedback and programmatic feedback
5. Allows for timely and detailed feedback
6. Promotes colleague collaboration
7. Helps us refine practice
Types of rubrics

### Holistic Rubric

<table>
<thead>
<tr>
<th>Scale 1</th>
<th>Scale 2</th>
<th>Scale 3</th>
<th>Scale 4</th>
<th>Scale 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of multiple dimensions</td>
<td>Description of multiple dimensions</td>
<td>Description of multiple dimensions</td>
<td>Description of multiple dimensions</td>
<td>Description of multiple dimensions</td>
</tr>
</tbody>
</table>

### Analytic Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Scale 1</th>
<th>Scale 2</th>
<th>Scale 3</th>
<th>Scale 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension</td>
<td>Description</td>
<td>Description</td>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>Dimension</td>
<td>Description</td>
<td>Description</td>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>Dimension</td>
<td>Description</td>
<td>Description</td>
<td>Description</td>
<td>Description</td>
</tr>
</tbody>
</table>
Holistic Rubrics

- Ideal when potential dimensions list is short or difficult to differentiate
- Appropriate for simpler outcome/area of assessment
- Difficult to decide on score if student is all over the map
- More subjective scoring
Analytic Rubrics

- Can provide scores by dimension
- Necessary when potential dimensions list is long
- More objective scoring
Using Portfolios to Assess the Outcomes of a Leadership Program, presented June 13, 2008 at International Assessment & Retention Conference by Katie Busby, University of Alabama
Rubrics are used for...

**Observation**
- Presentations
- Team work
- Trainings
- Role plays
- Performance

**Artifact Analysis**
- Reflection papers
- Portfolios
- Journals
- Art pieces
- Resumes
Example data collection opportunities

- Students on an Alternative Spring Break blog or journal each day about their experiences.
- College 101 students create a portfolio as part of their classwork.
- Students in a leadership workshop participate in a group exercise.
- Outdoor adventure club members take photos and video of their experience.
- RA incident reports are used to assess crisis response learning.
- Observations of mock interviews.
- Watching student presentations about their service learning experience.
Points to Ponder:
In what ways (if any) have you utilized rubrics in the past?

What obstacles do you see in trying to utilize rubrics in your role?
Steps for implementation

1. Identify the outcome
2. Determine how you will obtain evidence
3. Develop the rubric tool
4. Test rubric
5. Train evaluators on rubric use
6. Collect data
7. Analyze and report
1. IDENTIFY THE OUTCOME
Learning outcomes

- Examine what a student (or other stakeholders) is to do or think as a result of the program, course, service.

Program outcomes

- Examine what a program or process is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.
Good outcome statements

- Translate intentions into actions
- Describe what participants should demonstrate or produce (as a result of participation students will think, act, feel)
- Use action verbs
- Align with other intentions (institutional, departmental)
- Map to practices
- Are collaboratively authored
- Reflect/complement existing national criteria
- Are measurable

2. DETERMINE HOW YOU WILL OBTAIN EVIDENCE
Collecting evidence

**Observation**
- Presentations
- Team work
- Trainings
- Role plays
- Performance

**Artifact Analysis**
- Reflection papers
- Portfolios
- Journals
- Art pieces
- Resumes
3. DEVELOP RUBRIC
See what is out there....

- Ask colleagues
  - Rubrics already being utilized on campus (e.g., employee evaluations, process management)
- Web search
  - Institutions (e.g., Texas A&M, Hawaii at Manoa)
  - Organizations (e.g., AAC&U, ACPA)
Rubric Preparation

**Research and Reflection**
- Reflect on activity, program, or outcomes
- Research theory, principles, or underpinning concepts

**Listing and Grouping**
- List learning objectives or expectations
- Group objectives and criteria

**Application and Development**
- Transfer information to grid
- Develop descriptions
Competency:
- Beginner, Developing, Accomplished, Advanced
- Unacceptable, Marginal, Proficient, Exemplary
- Novice, Intermediate, Proficient, Distinguished
- Not yet competent, Partly competent, Competent, Sophisticated

Frequency of Behavior:
- Never, Rarely, Occasionally, Often, Always
- Never, Once, Twice, Three times, Four times...
- Never, 1 – 3 times, 4 – 6 times, 5 – 7 times,...

Extent to Which Performed:
- Not at all, Slightly, Moderately, Considerably, A great deal
- Yes, No
- Met, Partially met, Not met
Create Dimensions

List the traits you want a student to be able to demonstrate

Discuss this list with others to get feedback

Shorten the list by including the most significant elements (if needed, recommended no less than 3 and no more than 8)

Edit list to make sure each dimension is concise and clear
<table>
<thead>
<tr>
<th></th>
<th>1 = Novice</th>
<th>2 = Apprentice</th>
<th>3 = Proficient</th>
<th>4 = Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunity seeking</strong></td>
<td></td>
<td></td>
<td></td>
<td>Actively sought specific leadership opportunities</td>
</tr>
<tr>
<td><strong>Challenging self</strong></td>
<td></td>
<td></td>
<td></td>
<td>Leadership opportunities provided challenge, growth, change, innovation, and/or improvement</td>
</tr>
<tr>
<td><strong>Risk-taking</strong></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates willingness to take risk</td>
</tr>
<tr>
<td><strong>Managing fear</strong></td>
<td></td>
<td></td>
<td></td>
<td>Successfully faces and manages the fears (of being different, failure)</td>
</tr>
</tbody>
</table>
## Creating a Rubric

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<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Opportunity seeking</strong></td>
<td>Did not seek leadership opportunities</td>
<td>Responded to leadership opportunities presented to them</td>
<td>Sought leadership opportunities</td>
<td>Actively sought specific leadership opportunities</td>
</tr>
<tr>
<td><strong>Challenging self</strong></td>
<td>Opportunities provided little to no challenge, growth, change, innovation, and/or improvement</td>
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<td>Leadership opportunities provided some challenge, growth, change, innovation, and/or improvement</td>
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</tr>
<tr>
<td><strong>Risk-taking</strong></td>
<td>Did not demonstrate willingness to take risk</td>
<td>Demonstrates understanding of risk taking</td>
<td>Demonstrates willingness to take some risks</td>
<td>Demonstrates willingness to take risk</td>
</tr>
<tr>
<td><strong>Managing fear</strong></td>
<td>Avoids being different, failure</td>
<td>Does not successfully face and manage fear (of being different, failure)</td>
<td>Faces and manages the fears (of being different, failure)</td>
<td>Successfully faces and manages the fears (of being different, failure)</td>
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Using Portfolios to Assess the Outcomes of a Leadership Program, presented June 13, 2008 at International Assessment & Retention Conference by Katie Busby, University of Alabama
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<td></td>
<td>• Actively sought specific leadership opportunities</td>
</tr>
<tr>
<td></td>
<td>• Unable to articulate interests</td>
<td>• Aware of interests, but is not intentional in seeking related opportunities</td>
<td></td>
<td></td>
<td>• Pairs opportunities with interests</td>
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</tr>
</tbody>
</table>
**Student Employee Learning Outcomes (SELO)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>The student employee demonstrates sensitivity to differences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td><em>A Developmental Approach to Training for Intercultural Sensitivity</em>, Bennett (1986)</td>
</tr>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>Student evaluates events and situations in a cultural context. (Integration)</td>
</tr>
</tbody>
</table>

**Behavioral Indicators**

- Lacks strong cultural identification
- Content with a self-created identity
- Sense of self involves dynamic process
- Demonstrates an ability to empathize
- Questions about difference are appropriate
- Eager to apply their knowledge of cultural difference
- Enjoys recognition and exploration of difference
- Tolerates ambiguity
- Questions about difference may be naïve, but are geared to learning

Comments:
4. TEST RUBRIC
Testing your rubric

- Use a Metarubric to review your work (www.sheridan.k12.wy.us/curriculum/Documents/Metarubric.doc)
- Peer review - ask one of your peers to review the rubric and provide feedback on content
- Student review - ask a student to do so as well if appropriate
- Test with students - use student work or observations to test the rubric
- Revise as needed
- Test again
- Multiple raters – norm with other raters if appropriate
## Metarubric: Rubric for a rubric

<table>
<thead>
<tr>
<th>Rubric part</th>
<th>Evaluation criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dimensions</td>
<td>Does each dimension cover important parts of the final student performance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the dimension capture some key themes in your teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are the dimensions clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are the dimensions distinctly different from one another?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do the dimensions represent skills that the student knows something about already (e.g., organization, analysis)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The descriptions</td>
<td>Do the descriptions match the dimensions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are the descriptions clear and different from each other?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If you used points, is there a clear basis for assigning points for each dimension?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If using a three-to-five level rubric, are the descriptions appropriately and equally weighted across the three-to-five levels?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The scale</td>
<td>Do the descriptors under each level truly represent that level of performance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are the scale labels encouraging and still quite informative without being negative and discouraging?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the rubric have a reasonable number of levels for the age of the student and the complexity of the assignment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall rubric</td>
<td>Does the rubric clearly connect to the outcomes that it is designed to measure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can the rubric be understood by external audiences?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does it reflect teachable skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the rubric reward or penalize students based on skills unrelated to the outcome being measured that you have not taught?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have all students had an equal opportunity to learn the content and skills necessary to be successful on the assignment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the rubric appropriate for the conditions under which the assignment was completed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the rubric include the assignment description or title?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the rubric address the student’s performance as a developmental task?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the rubric inform the student about the evaluation procedures when their work is scored?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Points to Ponder:
How often do you currently pilot or test your assessment instruments?

What might prevent you from piloting or testing your rubrics?
5. TRAIN EVALUATORS
Rater Selection

Identify characteristics of raters
- Knowledge of domain
- Complexity of dimensions/descriptions
- Ability to be objective

Identify possible raters that meet needs
- Other staff or faculty
- Student leaders
- Students/peers
Rubric rater training steps

- Hold training
- Individual Practice
- Rater Discussion
- Revise rubric
Multiple raters and consistency

Overall goals:

1. High inter-rater reliability: *Between*-rater consistency
   - Affected by:
     - Initial starting point or approach to scale
     - Interpretation of descriptions
     - Domain/content knowledge
     - Intra-rater consistency

2. High intra-rater reliability: *Within*-rater consistency
   - Affected by:
     - Internal factors: mood, fatigue, attention
     - External factors: order of evidence, time of day, situations
     - Applies to both multiple-rater and single-rater situations
6. COLLECT DATA
Reviewing Data

Compile aggregate data to examine trends and overall learning that occurred.

Drill down to individual data/scores to provide feedback.

Consider additional statistical analysis via SPPS or other software.

Prepare data for sharing or reporting.
7. ANALYZE & REPORT
Reporting Results

- Determine a timeline for sharing your results
- Write an executive summary of the data to have at the ready
- Identify with which audiences you should be sharing your results and tailor message and delivery appropriately
- Consult with colleagues to determine effective methods for sharing results
Points to Ponder:
What areas do you currently collaborate with for assessment efforts or sharing data?

Who might you partner with to create or use rubric instruments?
PRACTICAL APPLICATIONS OF RUBRICS
Campus Examples

• Stony Brook University
  – Student employee learning outcomes (SELO)
  – SELO initiative across division

• St. Bonaventure University
  – RA evaluations (self and supervisor)
  – Covers 10 core competencies
  – Returning RA processes
# Fac/Ops Reservations Office: SELO II Intellectual & Practical Skills - Collaborative Work

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Evaluator Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1 - Beginner</th>
<th>2 - Developing</th>
<th>3 - Accomplished</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interacting with Colleagues</strong></td>
<td>• Alienates colleagues and co-workers or does not interact with others.</td>
<td>• Acknowledges colleagues and co-workers.</td>
<td>• Is friendly to colleagues and co-workers and encourages and/or motivates others.</td>
<td></td>
</tr>
<tr>
<td><strong>Listening to Others</strong></td>
<td>• Listens to colleagues inattentively or does not show signs of active listening.</td>
<td>• Listens attentively to colleagues.</td>
<td>• Listens attentively to colleagues, and takes initiative to provide input and/or recommendations.</td>
<td></td>
</tr>
<tr>
<td><strong>Respect for Difference</strong></td>
<td>• Shows lack of respect for those whose perspectives or backgrounds may be different from their own.</td>
<td>• Occasionally shows lack of respect, but corrects behavior after reminders of how to show respect for those whose perspectives or backgrounds may be different from their own.</td>
<td>• Always displays respect for those whose perspectives or backgrounds may be different from their own in all aspects of their work and encourages others to do the same.</td>
<td></td>
</tr>
<tr>
<td><strong>Adapting to Change</strong></td>
<td>• Has difficulty with unexpected situations and change, expresses a negative reaction or high anxiety.</td>
<td>• Responds to unexpected situations and change expressing some anxiety.</td>
<td>• Adjusts quickly in difficult and unexpected situation.</td>
<td></td>
</tr>
<tr>
<td><strong>Identifying Needs</strong></td>
<td>• Is unable to identify the needs of the team and/or co-workers in the office.</td>
<td>• Acknowledges or recognizes the needs of the team and/or co-workers but sometimes disregards them.</td>
<td>• Always considers the needs of the team and/or coworkers.</td>
<td></td>
</tr>
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### RA Evaluation – Creativity

<table>
<thead>
<tr>
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<th>1 - Does Not Meet Expectations</th>
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<th>5 - Consistently Exceeds Expectations</th>
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</thead>
</table>
| Creates programs that interest residents | • Consistently falls short of monthly active programming requirements.  
• Active house programs are hastily planned and/or passive programs/door tags appear rushed or sloppy. | • Occasionally falls short of monthly requirements  
|                                                                                  | | | • Completes active programming requirements in a timely manner.  
• Completes passive programs and door tags when required. | • Hosts a variety of programs to meet diverse needs and interests of residents.  
• Passive programs and door tags display exceptional planning and effort. | • Exceeds the number of required monthly programs with a variety or events linked to legitimate learning outcomes.  
• Uses passive programs and door tags to reinforce house themes or active program topics. |
| Creative advertising             | • Does not advertise events or programs effectively.  
|                                                                                  | • Relies on one form (i.e.: flyers only) to advertise programs or information. | • Utilizes effective advertising to promote events or programs. | • Utilizes multiple forms of advertising to promote events or programs. | • Excels in creating multiple forms of attractive and effective advertising. | |
| House meetings                  | • Fails to host regular house meetings.  
|                                                                                  | • House meetings are hosted in “lecture” format. | • Communicates effectively in house meetings. | • Encourages dialogue with and between residents during house meetings. | • Regularly utilizes house meetings as an opportunity to build community. | |
| Community Living Agreement       | • Has not created CLA or wrote CLA without input from residents.  
• CLA, if it exists, has not been posted, distributed, or discussed. | • Majority of the CLA content is generated by the house residents.  
• CLA has not been posted or distributed. | • Created CLA with the house residents.  
• CLA is prominently posted and distributed. | • Facilitated multiple opportunities for residents to contribute to CLA.  
• Has utilized CLA as a tool to prevent or address issues within the house. | • Has facilitated opportunities for residents to update CLA.  
• Frequently utilizes CLA to prevent or address issues in the house. |

**Total:**

**Overall Comments:**
Campus Examples

• Canisius College
  – Community/environment assessments
  – Performance evaluations

• University of Texas – Arlington
  – Pre-/Post-rubrics for resume review
  – Training evaluation (Behind Closed Doors)
  – Case study competitions
  – Interviews/hiring processes
# Resume Rubric Fall 2011 (Post)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1 - Beginner</th>
<th>2 - Developing</th>
<th>3 - Accomplished</th>
<th>4 - Advanced</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Appeal</td>
<td>- Resume is distracting due to excessive white space or clutter</td>
<td>- Resume is somewhat cluttered or leaves some white space</td>
<td>- Resume has appropriate white space</td>
<td>- Resume uses spacing to be eye-catching</td>
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<tr>
<td></td>
<td>- Font, size, and text formatting (bold, italics, underline) are distracting or hard to read</td>
<td>- Font, size, and text formatting are used well to increase readability and are professionally appropriate</td>
<td>- Font, size, and text formatting increases visual appeal</td>
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<tr>
<td>Format</td>
<td>- Resume has half pages or is more than two pages</td>
<td>- Resume almost fills pages</td>
<td>- Resume is one or two complete pages</td>
<td>- Resume is one or two complete pages and does not compromise visual appeal</td>
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<tr>
<td></td>
<td>- Most relevant/important information is later in the resume</td>
<td>- Most relevant/important information is scattered throughout</td>
<td>- All relevant/important information is early in the resume</td>
<td>- All relevant/important information is early in the resume</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- There are no bullets or they are inappropriate</td>
<td>- Bullets are inconsistent</td>
<td>- Bullets are consistent with few exceptions</td>
<td>- All items are bulleted appropriately</td>
<td></td>
</tr>
<tr>
<td>Phrasing</td>
<td>- No descriptions use action verbs</td>
<td>- A few descriptions use action verbs</td>
<td>- Most descriptions use action verbs</td>
<td>- All descriptions use action verbs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Descriptions are excessively wordy or unclear</td>
<td>- Descriptions are wordy or somewhat unclear</td>
<td>- Descriptions are mostly brief and clear</td>
<td>- Descriptions are brief and clear</td>
<td></td>
</tr>
<tr>
<td>Spelling/Grammar</td>
<td>- Many instances of spelling and grammatical errors</td>
<td>- Several instances of spelling and grammatical errors</td>
<td>- Only one or two instances of spelling or grammar errors</td>
<td>- The document has no instances of spelling or grammar errors</td>
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</tbody>
</table>
Campus Examples

• Colorado State University
  – SAHE Graduate program competencies
  – Greek Life Seal of Approval process

• University of North Carolina – Pembroke
  – Leadership Living Community (LLC) course assignments/projects
  – Application processes (LeaderShape)
  – Campus Activity program competencies
### SAHE Portfolio Rubric

<table>
<thead>
<tr>
<th>Components of Portfolio</th>
<th>Excellent = 4</th>
<th>Good = 3</th>
<th>Conditional = 2</th>
<th>Unacceptable = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Portfolio</strong></td>
<td>Clearly describes philosophy, values and goals as they relate to Student Affairs profession. Scope and organization provides basis for overall portfolio design; sufficiently informed by the literature and research</td>
<td>Describes philosophy, values, goals as they related to Student Affairs profession. Scope and organization lacks clarity; informed by the literature, rationale under-developed</td>
<td>Unclear philosophy, values and goals and scope and organization poorly conceived; poorly informed by the literature, no rationale provided</td>
<td>Unclear, incomplete, and/or tentative philosophy, values and goals; scope and organization poorly conceived; poorly informed by the literature, no rationale provided</td>
</tr>
<tr>
<td><strong>Reflective essay of learning and development that demonstrates understanding and integration of the competencies as they related to:</strong></td>
<td>Context/scope clearly delineated; adequately supported by the literature; demonstrates knowledge of key issues related to competency development and integration of competencies; relevant examples used to support understanding of competencies and learning</td>
<td>Context/scope defines the study; builds upon the literature; relevant examples used; with relevance to development and integration of competencies and learning elaborated</td>
<td>Context/scope lacks clarity and thoroughness; lacks support from the literature; fit of examples used is questionable; connection to understanding of competency development and learning is unclear</td>
<td>Context/scope sketchy; not supported by the literature; poor choice examples, with little relationship made to understanding of competencies and learning</td>
</tr>
<tr>
<td><strong>Demonstration of Knowledge Competencies</strong></td>
<td>Well stated, clear and appropriate examples of competency attainment levels of both applied foundational knowledge competencies and professional knowledge competencies</td>
<td>Adequately stated, some good examples of competency attainment of both types of knowledge competencies; lacks cohesion and depth in descriptions and</td>
<td>Statement lacks clarity and/or quality examples of some or all of the applied foundational knowledge competencies and the professional</td>
<td>Difficult to ascertain focus and intent; examples are unclear or inappropriate as demonstrations of the specific knowledge competencies; there is little sense integration of</td>
</tr>
</tbody>
</table>
# Leadership LLC Blogs

**Subject:**

<table>
<thead>
<tr>
<th></th>
<th>1 - Poor</th>
<th>2 - Average</th>
<th>3 - Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeliness</strong></td>
<td>- inconsistent timing and frequency of posts which either overwhelms or loses the reader's attention.</td>
<td>- posts updated every 2-3 weeks leaving the reader unclear of the next scheduled post.</td>
<td>- predictable, scheduled posts updated weekly leaving the reader anticipating the next post.</td>
</tr>
<tr>
<td><strong>Linking</strong></td>
<td>- never identify other relevant blogs/websites and linking to them</td>
<td>- posts occasionally identify other relevant blogs/websites and linking to them</td>
<td>- each post identifies other relevant blogs/websites and linking to them</td>
</tr>
<tr>
<td><strong>Readability</strong></td>
<td>- adding to the readers experience by consistently using 0-1 of the following: brief &amp; concise writing style (within length guidelines) white space bold characters images bullet points</td>
<td>- adding to the readers experience by consistently using 2-3 of the following: brief &amp; concise writing style (within length guidelines) white space bold characters images bullet points</td>
<td>- adding to the readers experience by consistently using 4-5 of the following: brief &amp; concise writing style (within length guidelines) white space bold characters images bullet points</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>- unclear, random or unfocused writing that rarely moves beyond the summary of what happened in the text or event.</td>
<td>- occasionally clear, correct, thoughtful writing that moves beyond the summary of what happened in the text or event to a critique/reflection of/on same.</td>
<td>- consistently clear, correct, thoughtful writing that moves beyond the summary of what happened in the text or event to a critique/reflection of/on same.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>- writing on inappropriate topics.</td>
<td>- occasionally writing on topics with high quality of content</td>
<td>- consistently writing on high quality topics with high quality of content</td>
</tr>
</tbody>
</table>
Tips/Advice

“Stick to it in a collaborative effort to make sure everything you’re looking for to be expressed and evaluated is actually in the final product.”

- Chris Brown, St. Bonaventure University

“Dry run it before you live run it. It’s rare that you have the perfect assessment tool to start, but you can learn as you go, get perspective from people, and go from there.”

- Mike Severy, University of North Carolina-Pembroke

“Use the information; like any assessment, only do it if you think it’s going to tell you something or if you are planning to use that information to do something.”

- Molly Albart, University of Texas-Arlington
NEXT STEPS
Recommendations

1. Identify where you could use rubrics
2. Research examples and prepare for developing rubrics
3. Refine any existing rubrics or processes
4. Articulate how you are going to use data
5. Think of ways to share and report findings
References & Resources

- Student Leader Learning Outcomes Project at Texas A&M University. © 2008 Student Life Studies, TAMU. http://sllo.tamu.edu/
Points to Ponder:
What current processes or assessment efforts could be replaced with rubrics?

What obstacles do you see in trying to utilize rubrics in your role?
Questions?

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Assistant Director, Assessment Programs
jlevy@campuslabs.com
716.270.0000