Using Rubrics in Student Affairs:
A Direct Assessment of Learning

Presented by: N. Ausmer
WELCOME TO
RUBRIC GAMES
Adopted From:
Campus Labs
(Leaders in Student Assessment)

Disclaimer—Loosely adopted...the meme’s are all me 😊
Session Overview

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

“a set of criteria specifying the characteristics of an outcome and the levels of achievement in each characteristics.”

Benefits

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

Direct Method

Any process employed to gather data which requires subjects to display their knowledge, behavior, 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 the fall?

Indirect Method

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

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
Components of Analytic Rating Scales

- Criteria that link to the relevant learning objectives
- Rating scale that distinguishes between levels of mastery
- Descriptions that clarify the meaning of each criterion, at each level of mastery
Why use rubrics?

- Provides both *qualitative descriptions* of student learning and *quantitative results*
- Clearly communicates expectations to students
- Provides consistency in evaluation
- Simultaneously provides student feedback and programmatic feedback
- Allows for timely and detailed feedback
- Promotes colleague collaboration
- Helps us refine practice
Comparison

Rubrics

**Analytic**
- Each criterion is evaluated separately
  - **Advantages**
    - Diagnostic information
    - Gives formative feedback
    - Links instruction
    - Adaptable
    - Ability to combine scores
  - **Disadvantage**
    - More time to evaluate when scoring multiple items

**Holistic**
- All criterion evaluated simultaneously
  - **Advantages**
    - Scoring faster
    - Good summative assessment
  - **Disadvantage**
    - Does not communicate what to improve
    - Not good formative
## Holistic Rubric

<table>
<thead>
<tr>
<th>Exemplary = 24</th>
<th>Proficient = 22</th>
<th>Acceptable = 20</th>
<th>Weak = 18</th>
<th>Unacceptable = 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation addresses the assigned genre. The genre is introduced with a clear definition. All characteristics of the genre and any subcategories are identified and explained. Multiple examples are used to illustrate the genre. A variety of suggestions are provided regarding use of the genre in the classroom. A bibliography of 10 books is provided.</td>
<td>The presentation addresses the assigned genre. The genre is defined. Characteristics and subcategories are identified. At least 2 examples of the genre are presented. At least 2 suggestions for classroom use are included. A bibliography of 10 books is provided.</td>
<td>The presentation addresses the assigned genre. The genre is defined. Characteristics and subcategories are identified. An example of the genre is presented. A suggestion for classroom use is included. A bibliography of less than 10 books is provided.</td>
<td>The presentation does not address the assigned genre. Characteristics or subcategories of the genre are not clearly identified. The presentation lacks examples or instructional suggestions. A partial bibliography is provided.</td>
<td>The presentation is missing.</td>
</tr>
</tbody>
</table>

## Analytic Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>(Exemplary) 4</th>
<th>(Good) 3</th>
<th>(Marginal) 2</th>
<th>(Unacceptable) 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Information</td>
<td>Information clearly relates to the main topic and adds new concepts. Information includes several supporting details and/or examples. Consistently establishes source documentation for ideas.</td>
<td>Information clearly relates to the main topic. It provides at least 1 supporting detail or example. Occasionally provides documentation.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given. Provides documentation when requested.</td>
<td>Information has little or nothing to do with the main topic or simply restates the main concept. It does not advance the discussion. Does not provide documentation for sources.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Enhances the critical thinking process consistently through reflection and questioning of self and others, is a quality response that advances thoughts forward; adds to the discussion; is a critical response.</td>
<td>Some critical thinking and reflection is demonstrated in discussion by the writer/responders.</td>
<td>Responds to questions but does not engage in premise reflection.</td>
<td>Does not respond to questions posed by the facilitator.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Encourages and facilitates interaction among members of the online community. Reflects and evaluates own practices. Encourages colleagues to evaluate their teaching.</td>
<td>Responds to other members of the online community. Reflects on own practices.</td>
<td>Limited interactions or responses to other members of the online community.</td>
<td>Responds to the discussion facilitator only. No interaction with peers.</td>
</tr>
<tr>
<td>Professional Language</td>
<td>Professional vocabulary and writing style are used consistently throughout the discussion.</td>
<td>Professional vocabulary and writing style are used frequently throughout the discussion.</td>
<td>Professional vocabulary and writing style are used occasionally throughout the discussion.</td>
<td>Professional vocabulary and writing style are not used.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>One thread and two additional responses.</td>
<td>One thread and one additional response.</td>
<td>Thread or two responses.</td>
<td>Thread and responses.</td>
</tr>
</tbody>
</table>
FIGHT!

You're going down, simpleton! I'll teach you not to toy with people's emotions!!!

Come at me, bro.
Rubrics are used for--

- Presentations
- Teamwork
- Trainings
- Role plays
- Performance
- Observation
Rubrics are used for--

- Reflections papers
- Portfolios
- Journals
- Art pieces
- Resumes

Artifact Analysis
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.
Steps for implementation

- Identify the outcome
- Determine how you will obtain evidence
- Develop the rubric tool
- Test rubric
- Train evaluators on rubric use
- Collect data
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

DEVELOP RUBRIC

- **Ask colleagues**
  - Are any rubrics already being utilized on campus (e.g., employee evaluations, process management)

- **Research**
  - 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
# Determine Scale

## 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, 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
# Write the Descriptions

<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>Opportunity seeking</td>
<td></td>
<td></td>
<td>Actively sought specific leadership opportunities</td>
<td></td>
</tr>
<tr>
<td>Challenging self</td>
<td></td>
<td></td>
<td>Leadership opportunities provided challenge, growth, change, innovation, and/or improvement</td>
<td></td>
</tr>
<tr>
<td>Risk-taking</td>
<td></td>
<td></td>
<td>Demonstrates willingness to take risk</td>
<td></td>
</tr>
<tr>
<td>Managing fear</td>
<td></td>
<td></td>
<td>Successfully faces and manages the fears (of being different, failure)</td>
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Creating a Rubric

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<td></td>
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<tr>
<td></td>
<td>opportunities</td>
<td>leadership opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging self</td>
<td>Opportunities provided little</td>
<td>Leadership opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to no challenge, growth, change,</td>
<td>provided challenge, growth,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>innovation, and/or improvement</td>
<td>change, innovation, and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>improvement</td>
<td></td>
<td></td>
</tr>
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<td>Did not demonstrate willingness</td>
<td>Demonstrates willingness to</td>
<td></td>
<td></td>
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<td></td>
<td>to take risk</td>
<td>take risk</td>
<td></td>
<td></td>
</tr>
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<td>Successfully faces and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>manages the fears (of being</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>different, failure)</td>
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<th>4 = Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity seeking</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>Challenging self</td>
<td>Opportunities provided little to no challenge, growth, change, innovation, and/or improvement</td>
<td>Opportunities provided minimal challenge, growth, change, innovation, and/or improvement</td>
<td>Leadership opportunities provided some challenge, growth, change, innovation, and/or improvement</td>
<td>Leadership opportunities provided challenge, growth, change, innovation, and/or improvement</td>
</tr>
<tr>
<td>Risk-taking</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>Managing fear</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>
</tr>
</tbody>
</table>

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
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>A Developmental Approach to Training for Intercultural Sensitivity, Bennett (1986)</td>
</tr>
<tr>
<td>Level</td>
<td>Level 3: Student evaluates events and situations in a cultural context (Integration)</td>
</tr>
<tr>
<td>Observables</td>
<td>Lacks strong cultural identification</td>
</tr>
<tr>
<td>Behavioral Indicators</td>
<td>Content with a self-created identity</td>
</tr>
<tr>
<td></td>
<td>Sense of self involves dynamic process</td>
</tr>
</tbody>
</table>

Comments:
Testing your rubric

- Meta Rubric
- 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
Train Evaluators

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
Multiple raters and consistency

Overall goals:

- **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

- **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
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 SPSS or other software.
- Prepare data for sharing or reporting.
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
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

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
- See Handouts
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?
References & Resources


- Student Leader Learning Outcomes Project at Texas A&M University. © 2008 Student Life Studies, TAMU. http://silol.tamu.edu/


References Continued


