Formalized Feedback: Using Rubrics in Student Affairs Assessment

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Learning Outcomes for this Session

As a result of attending this session, participants will be able to:

- Describe what rubrics are, and articulate their pros and cons.
- Learn about two programs at UNCW that have used rubrics.
- Explain how these rubrics can be effectively designed, implemented, assessed, and applied.
- Compare and adapt these rubrics to their own institution’s assessment efforts.
- Ask questions and share best practices about rubrics.
Making sure the clickers work…

“Back in the day, I was really good with my Rubik’s Cube.”

A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree
F. Don’t Know/Not Applicable
I have a good understanding of rubrics.

A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree
F. Don’t Know/Not Applicable
Rubrics are used effectively in our Division of Student Affairs.

A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree
F. Don’t Know/Not Applicable
Introduction to Rubrics

• A primary goal of student affairs professionals is to help prepare students for life after college.
  • One of the foremost ways in doing so is to help develop the communication and presentation skills necessary for success
  • Feedback is necessary in order for students to make improvements upon these crucial skills

• One underutilized, but effective, means of providing formalized feedback is the rubric

• Rubrics allow individuals to:
  1. Outline the essential qualities that exemplify a good presentation
  2. Clearly articulate to students the areas of improvement needed to meet this standard.
Research on Rubrics

- A rubric is:
  - “a set of criteria and a scoring scale that is used to assess and evaluate students’ work” (Cambell, Melenyzer, Nettles, & Wyman, 2000).
  - Articulated learning outcomes in order to define expected results
- A rubric answers the Question: “How will I know if the learning outcomes have been met?”
  - Addresses performance standards in a clear and concise manner
Research on Rubrics - Reasons Why They Increase the Quality of Assessment

• Bresciani, Zelna, & Anderson (2004)
  ▫ Norm Expectations
    • Inform students what you’re looking for
  ▫ Opportunities to see how one has improved
  ▫ Make ranking, ratings, and scores more meaningful
  ▫ Help students identify their learning and development

• Suskie (2009)
  ▫ Speed up evaluation process
  ▫ Due to their multifaceted nature, can be uniquely developed to fit project needs
  ▫ Easy, fair, and effective ways to conduct evaluations
Rubrics Usage in Student Presentations
The quality of student presentation at our institution could be improved.

A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree
F. Don’t Know/Not Applicable
CROSSROADS - Substance Abuse Prevention and Education

• Since 1988 CROSSROADS has provided substance abuse education and prevention for UNCW

• We address substance abuse from an environmental management perspective utilizing
  • Evidence-based, harm reduction approach
  • Comprehensive interventions including indicated/high-risk populations, policy, social norms, media campaigns, etc
  • Assessment
  • Collaboration with on and off-campus partners

• 2005 & 2009 Dept. of Education grants funded use of multi-tiered strategy for addressing gender-specific risk factors
CROSSROADS - Student Presentations

• One initiative of “Changing a High Risk Drinking Culture Through the Lens of Gender” was a first year seminar presentation

• Purpose of presentation:
  ▫ discuss gender roles and how they contribute to high-risk drinking
  ▫ change expectations about college life and alcohol use
  ▫ increase the use of protective strategies

• Assessment of the presentation:
  ▫ reduces key alcohol expectancies and reduces the typical increase of drinking among first-year students who received this presentation when compared to control
  ▫ Rigorous experimental design over the last five years

• Trained peer educators co-present this intervention with professional staff.
CROSSROADS - The Rubric

- Rubric designed to:
  - Provide concrete feedback to presenters
  - Evaluate learning outcomes
  - Assist in training process

- Rubric includes assessment of the peer educators’:
  - Facilitation skills
  - Body language
  - Non-judgmental approach
  - Content knowledge

- Ratings ranged from Poor to Great
<table>
<thead>
<tr>
<th>Poor</th>
<th>Good</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asks yes/no questions</td>
<td>• Asks open-ended questions</td>
<td>• Summarizes answers</td>
</tr>
<tr>
<td>• Asks questions that are too long or too complicated</td>
<td>• Gives class time to think/answer</td>
<td>• Makes connections to other students’ answers, video, previous discussion, etc</td>
</tr>
<tr>
<td>• Doesn’t wait for class to think/answer</td>
<td>• Re-phrases questions as needed</td>
<td>• Asks relevant follow up questions</td>
</tr>
<tr>
<td>• Doesn’t repeat students’ answers</td>
<td>• Repeats students’ answers</td>
<td>• Asks follow-up questions which generate additional responses from audience</td>
</tr>
<tr>
<td>• Speaks too quietly</td>
<td>• Maintains audience’s attention</td>
<td>• Engages audience by asking questions to explain content</td>
</tr>
<tr>
<td>• Reads from outline</td>
<td>• Explains content (signs/symptoms, protective strategies, etc)</td>
<td></td>
</tr>
</tbody>
</table>
Are rubrics worth the time and effort to design and implement them?

A. Yes
B. Maybe
C. I’m not sure
D. Probably not
E. Definitely no
CROSSROADS Findings

• New Presenters:
  ▫ Building confidence and learning info
  ▫ Developing brief intro to office (elevator speech)
  ▫ Basic facilitation skills: repeating answers, giving audience time to think, where to stand

• Experienced Presenters:
  ▫ Advanced facilitation skills: rephrasing questions, building on audience’s answers, more in-depth discussion
  ▫ Handling bigger challenges: unusual questions, talkative classes
  ▫ Preparation & co-facilitating with newer peers
CROSSROADS - Benefits of the Rubric

• Immediately:
  ▫ Prepare students to give and receive criticism
  ▫ Provide written feedback to peer educators
  ▫ Improve on-going training efforts and attend to specific areas that may need additional focus

• Long Term:
  ▫ Assist peer educators in reflecting on their growth over the semester
  ▫ Inform the training program
  ▫ Affirm that students are improving their skills as a result of their experiences in this position
CARE - Violence Prevention & Relationship Education

- Since 2005 CARE has provided:
  - Support services for victims of interpersonal violence
  - Education pertaining to:
    - Healthy relationships
    - Healthy sexuality
    - How to help friends and students in crisis situations
  - Information and guidance for
    - Taking proactive steps to increase one’s personal relationship and sexual health
    - How the individual can positively influence the responsiveness of the campus/community to violence, abuse, and harassment
CARE - Violence Prevention & Relationship Education

• CARE uses a combination of Peer-educators and Professional staff to accomplish the aforementioned goals

• Two separate peer education groups work with CARE
  ▫ UNCW One-in-Four
  ▫ CARE Peer Educators

• The main purpose of both groups is to provide classroom education via scripted presentation

• Peer Educators are expected to:
  ▫ Master the general points of discussion, including background information and statistics necessary to handle student audience questions
CARE - The Rubric

• In the past, CARE has utilized an informal skills evaluation for evaluating their peer educators
• This year, a formal written rubric was designed for presentation training
• The Rubric assesses the peer educators
  ▫ Facilitation skills
  ▫ Body language
  ▫ Ability to relate
  ▫ Non-judgmental tone
  ▫ Content knowledge
• The rubric has ratings of poor, good, and great
CARE - Benefits of the Rubric

• Rubric scores has provided:
  ▫ Immediate feedback to presenters, including areas of deficit
  ▫ A means for evaluating the training program
  ▫ Target areas where additional focus may be needed
  ▫ Affirm that students are improving their skills through their experience in this position
Challenges & Suggestions

- Developing your rubric will take time and many drafts.
  - Have experienced presenters review it
- Incorporate the rubric into the regular routine of the presentation.
  - Schedule observers for presentations
- Train the observers to ensure consistency.
- Prepare students for reflection and criticism.
  - Lead by example – start with them observing.
  - There will always be room for improvement.
- Scoring the rubrics takes extra time as well
As a result of this presentation, I’m more likely to utilize a rubric in the future.

A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree
F. Don’t Know/Not Applicable
Sharing Best Practices...

• In what other ways have you used rubrics on your campus?

• What are some other possibilities that you have considered for using rubrics?

• What other strategies have you used to improve student presentations at your institution?

• How can student affairs professionals be encouraged to use rubrics in their work?
References


Thank you!

Please feel free to contact us with any questions or further ideas regarding these topics!

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