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What Do We Want to Learn Today?

- Describe rubrics and how they are used as an assessment tool
- Identify at least one way to use rubrics in student affairs
- Identify the steps to develop a rubric
The Assessment Cycle

- Develop (divisional/departmental) goals
- Identify outcomes
- Connect with programs, services, and learning opportunities
- Review and interpret assessment results
- Gather data
- Inform decisions and practices

(Christakis and Bureau, 2015)
Why Rubrics?

- **Foundational**
  - transparency, continuity, and efficiency
  - direct, authentic, rich measure of learning
  - clear expectations for behavior and performance
  - various levels of learning or mastery at an individual level
  - qualitative descriptions and quantitative results

- **Advanced**
  - starting point for feedback and developmental conversations
  - connections with other data sources (mixed methods)
What are Rubrics?

- “Lists or charts that are flexible in design and include criteria used to score student work.” (Suskie, 2009)

- “A scoring tool that lays out the specific expectations for an assignment.” (Stevens and Levi, 2013)
How Can Rubrics Be Used?

<table>
<thead>
<tr>
<th>Observation</th>
<th>Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations/teamwork</td>
<td>Reflection papers</td>
</tr>
<tr>
<td>Training role plays</td>
<td>Portfolios</td>
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<tr>
<td>Staff performance/development</td>
<td>Journals</td>
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<tr>
<td>Candidate evaluation</td>
<td>Art</td>
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<tr>
<td></td>
<td>Resumes</td>
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</tbody>
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“Once you open your eyes, the potential for rubrics are everywhere.” (L. Suskie, personal communication, February 1, 2018)
Rubrics in Action in Student Affairs

● Student leader development
● Resume critique
● Candidate evaluation
● Student conduct reflection
● Your examples?
Developing Rubrics - Step-by-Step

Purpose and Outcome
*Why?
*Connections with Assessment Cycle

Implementation
*Data collection
*Data analysis and use!
*Rubric revision

Content and Format
*Content: Theory, Competencies and Standards, Learning Outcomes, Self-generated
*Format: Checklist or Rating Scale (holistic or descriptive)

Training
*Norming
*Bias

Testing and Refinement
*Evaluators (users)
*Students or other participants
Finding Rubrics

● Google Search for Existing Rubrics
  ○ Remember the “hybrid approach”

● Established Rubrics
  ○ [AAC&U VALUE Rubrics](#)
  ○ [University of Hawaii at Manoa Rubric Bank](#)
  ○ [ACPA-NASPA Professional Competencies Rubrics](#)
  ○ [Texas A&M University Student Leader Learning Outcomes Rubrics](#)
  ○ [DSA Assessment Committee Rubrics Resources](#)

● Create Your Own Rubrics
  ○ [Rubistar Generator](#)
It’s Your Turn

● Where might you use a rubric?
● How would you find/develop the rubric?
● What are your next steps?
● What more do you want to learn?
References

