

Introduction

Residence Life and Housing has strived to improve Resident Adviser Assessment by utilizing a performance rubric. Prior to the Fall of 2015, assessment of RAs was connected to job performance. RAs were evaluated in December for their performance with traditional questions, loosely connected to learning outcomes. Supervisors of RAs noted that this method was good for giving feedback, but it did not help the RAs continuously grow within their roles.

Residence Life and Residence Education staff worked to create a rubric, that would not only assess job performance, but would encourage self-assessment of learning in the RA role. The rubric created a strong connection to RA Program Outcomes/ Competencies. The rubric was designed to be administered at several points throughout the year with differing purposes, those are as follows:

- August - Self-assess learning after RA training
- October/January/March - Utilized as part of the job performance evaluation processes

RA Program Outcomes:

- Communication
- Community Building and Development
- Conflict Management and Resolution
- Counseling and Mediation
- Leadership and Professionalism

The RA Rubric Competencies

- **General Skills:** Communication, Role Modeling, Self-Care, Professionalism, Time Management, Critical Thinking
- **Crisis Response and Policy Enforcement:** Duty, Crisis Response, Students of Concern, Policy Enforcement
- **Interpersonal Skills:** Teamwork, Departmental Relationships, Conflict Mediation
- **Community Development Skills:** Programming, Connecting with Students, Diversity and Inclusion
- **Administrative Skills:** Facility Management, Financial Management, Written Communication
- **Advising and Helping:** Campus Partners and Referrals, Supporting Students, Engaging Students

Literature

According to the Association for Supervision and Curriculum Development, rubrics help students understand desired performance. Effective rubrics show students how their performance equates with criteria. Additionally, they can help students understand what steps to take in order to enhance the quality of their performance.

Research on self-assessment has found rubrics can promote student learning (Arter & McTighe, 2001; Wiggins, 1998). Rubrics have the potential to promote learning due to the fact that rubrics clarify expectations and criteria, which can facilitate feedback and give validation (Jonsson, 2007).

Methods

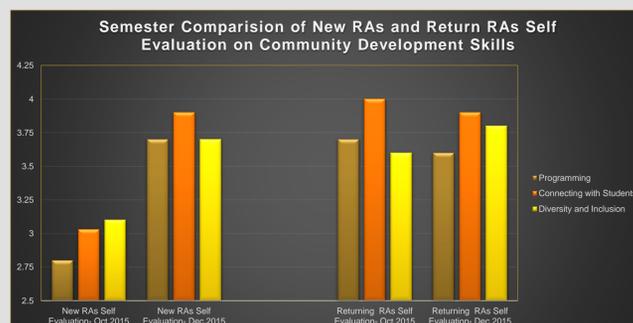
Residence Life and Housing utilized Campus Labs Rubric Feature to create the RA Rubric, which was designed to be administered to RAs in August, October, January, and March.

Sample Section of the RA Rubric on Campus Labs:

| | 1 - Underdeveloped | 2 - Knowledge of Resources | 3 - Basic | 4 - Proficient | 5 - Exceptional | Comments | |
|--|---|--|--|--|--|--|--|
| Community Development Skills - Programming | <ul style="list-style-type: none"> Does not develop programming requirements and BRIGGS objectives. Does not understand how to work with community members to create programming. | <ul style="list-style-type: none"> Understands programming requirements and BRIGGS objectives. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | |
| Community Development Skills - Connecting with Students | <ul style="list-style-type: none"> Does not have knowledge of all students. Does not understand how to work with community members to create programming. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | |
| Community Development Skills - Diversity and Inclusion | <ul style="list-style-type: none"> Does not have basic understanding of diversity and inclusion. Does not understand how to work with community members to create programming. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | <ul style="list-style-type: none"> Has a plan to program; understands how program plan will be implemented and how program will meet community needs. Identifies resources (personnel, Community Builders, and Building BRIGGS). Has a plan to program; understands how program plan will be implemented and how program will meet community needs. | |

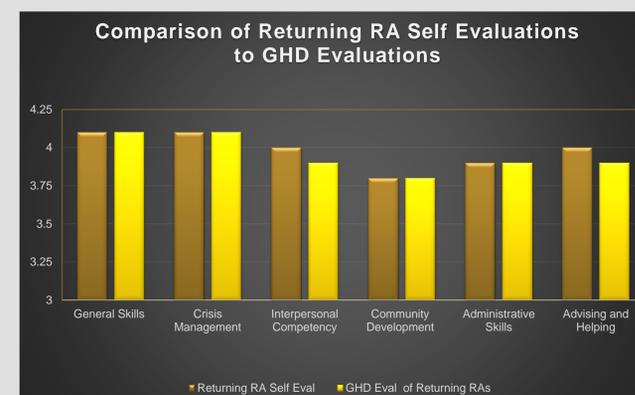
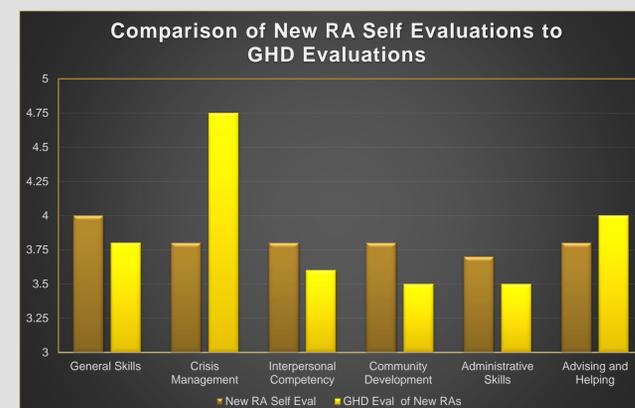
Results

Compared to Returning RAs, New RAs reported growth in job competencies at a faster rate between October and December. For example, in the Community Development Skills area, New RAs rated themselves as minimally having “Knowledge of Resources” in October. However, by December they reported having developed into the “Basic” level in all competencies.



More Results

Compared to supervisor ratings, RA self assessments of job performance was often higher, particularly with new RAs. This finding suggests that both groups of RAs had an inflated view of their performance.



Conclusions

The RA Rubric is a great tool to help RAs understand the expectations of the job and facilitate growth within the role.

In the future, we will continue to work with RAs, particularly new staff, to reduce self-evaluation inflation and more accurately reflect on their performance. Other areas of improvement could include training on supervision, training on the use of rubrics, and overall job expectations.

We remain hopeful that with these improvements, we will continue to lessen the gap between RAs evaluations done by themselves and their supervisors.

References

1. Arter and McTighe, 2001. Scoring rubrics in the classroom .Corwin Press Inc., Thousand Oaks.
2. Jonsson, 2007. The use of scoring rubrics: Reliability, validity and educational consequences. Educational Research Review. 2:2, 130-144.
3. Wiggins (1998). Educative assessment Jossey-Bass, San Francisco.