

2012 SWASFAA Conference

Using Rubrics to Guide Staff to Better Performance

Eric K. Cooper, Ph.D.

Director of Student Enrollment Services

The University of Texas at San Antonio



Using Rubrics to Guide Staff to Better Performance

- Learning Outcomes
 - Promoting Success
 - Definition of a Rubric
 - Rubric Creation
 - Using the Rubric

Managing Toward Success

- Does your staff know exactly what to do?
- Do they know exactly how you want it done?
- Have you ever had to have a project revised because it wasn't what you were expecting?

- More importantly, if I ask your staff what they need to do to achieve and 'O' on the Performance Evaluation, can they articulate it?

Managing Toward Success

- Maybe you just expect your staff to know what to do and how to do it.
- Rather than both sides guessing, how about putting a 'contract' out there so everyone's on the same page.

What is a rubric?

- It's an Assessment Instrument
 - That offers guidelines for scoring, and criteria for assessment.
 - Can be used as a great training tool.
 - And, to help refresh!

Rubric Example #1

UTSA Enrollment Services Call Center Customer Service Rubric		
Employee:	Date/Time Call Started:	
Content (point values located in parentheses)	Points	Banner ID: Comments
<u>Procedural Process</u>		
Standard greeting w/identification of officer (2)		
---"Thank you for calling ESC my name is ..."		
Used standard identification procedure (2)		
---- prompted ID questions "going to ask security ?s"		
---- used appropriate FERPA procedure: PoR or form		
Transferred call appropriately (1)		
---- informed the target prior (no 'blind' transfers)		
---- prompt the caller so they ask the correct question		
* Blind transfers to Fiscal, Adm, Reg. total 2 points CO		
<u>Identified issues and problem solving</u>		
Identified student's main concern (3)		
---Correctly identified student's question		
---Asked probing question to clarify student needs		
Utilized all call center resources (2)		
---Gave out latest information		
---Referenced emails sent/P&Ps resource guide		
Answered student's concerns correctly (3)		
---Advised student with correct policy or procedure		
Researched other areas of student's account (2)		
---Researched all four areas as necessary		
---Checked for holds, missing docs for future troubleshooting		
<u>Established Rapport</u>		
Used caller's name (1)		
Sounded attentive & interested (1)		
Tone is positive and friendly (2)		
Spent adequate amount of time with student (1)		
---Call wasn't rushed nor student interrupted		
Appropriate responses to upset caller (1)		
---Not defensive, voice stays calm and low		
Hold times are not excessive (1)		
---If on hold for a while, frequently checks in		
Asked caller if there was anything else we could do (1)		
Properly closed call (2)		
---"Thank you", "Have a good day" brought about resolution for caller		
Total Actual # of Points out of 25 Possible Points:		
Percentage:		
		Time Call Ended:
Staff should maintain an average of 20 points per call and average out to an 80% for the month.		

Rubric Example #2

Common Reading Essay Rubric

	Beginning	Developing	Accomplished	Exemplary	Total Points
Answers prompt	Doesn't address the prompt or only ¼ of it. 12-14 pts	Only addresses ½ of the chosen prompt. 14-16 pts	Addresses ¾ of the chosen prompt. 16-18 pts	Completely addresses all questions in the prompt. 18-20 pts	/20
Thesis	Off-topic or has no apparent thesis. 12-14 pts	Idea is too broad, vague, or obvious. 14-16 pts	Clear thesis, but too predictable. 16-18 pts	Tackles the subject in an innovative way. 18-20 pts	/20
Organization	Lacks sense of flow. 12-14 pts	Organizational plan may be inappropriate or inconsistent. 14-16 pts	Organized but lacks strong supporting arguments. 16-18 pts	Well organized with a thesis & strong supporting arguments. 18-20 pts	/20
Supporting Examples	No relevant examples are used from the text. 12-14 pts	1 relevant example is used from the text. 14-16 pts	2 relevant examples are used from the text. 16-18 pts	3 relevant examples are used from the text. 18-20 pts	/20
Sentence structure & Style	Fluency lacking with short, simple sentences and ineffective diction. 6-7 pts	Repetitive or flawed sentence patterns and/or inappropriate diction and confusing syntax. 7-8 pts	Diction may not be thoughtful or the paper may not be engaging to read. 8-9 pts	Sentence structure is varied and words are carefully chosen, revealing an energetic & precise paper. 9-10 pts	/10
Grammar	15-20 grammar, punctuation, and spelling errors. 6-7 pts	11-15 grammar, punctuation, or spelling errors. 7-8 pts	5-10 grammar, punctuation, or spelling errors. 8-9 pts	Only a few minor grammar, punctuation, or spelling errors. 9-10 pts	/10
Overall Score	D Paper: 60-69 Points	C Paper: 70-79 Points	B Paper: 80-89 Points	A Paper: 90-100 Points	/100

Rubric Example #3

California State University, Long Beach Analytical Writing Rubric
<http://www.csulb.edu/divisions/aa/personnel/fcpd/resources/ge/>

This rubric is designed to make clear the grading process for written communication by informing you, the writer, what key elements are expected by the university in a "good" piece of written work.

Your written work will be evaluated by the criteria below in order to give you specific feedback to help guide your development as a writer. Your writing will not be graded point by point by these items; it will be graded for its overall quality.

	Excellent 4	3	Competent 2	1	Not Acceptable 0
Presentation					
1. The purpose and focus are clear and consistent.					
2. The main claim is clear, significant, and challenging.					
3. Organization is purposeful, effective, and appropriate.					
4. Sentence form and word choice are varied and appropriate.					
5. Punctuation, grammar, spelling, and mechanics are appropriate.					
Content					
6. Information and evidence are accurate, appropriate, and integrated effectively.					
7. Claims and ideas are supported and elaborated.					
8. Alternative perspectives are carefully considered and represented.					
Thinking					
9. Connections between and among ideas are made.					
10. Analysis/synthesis/evaluation/interpretation are effective and consistent.					
11. Independent thinking is evident.					
12. Creativity/originality is evident.					
Assignment Specific Criteria					
13. Responds to all aspects of the assignment.					
14. Documents evidence appropriately.					
15. Considers the appropriate audience/implied reader.					

Overall Evaluation

Excellent Competent Not Acceptable _____

Grade _____

Comments

Rubric Example #4

UTSA Enrollment Services Call Center Customer Service Rubric

Employee:	Date/Time Call Started:	Caller's Name/ID:	Overall Score
Outstanding (O): Employee performs above that which is required, makes unique contributions, and achieves exceptional accomplishments.			
Solid Performance (SP) : Employee meets all requirements of his/her position and occasionally exceeds expectations.			
Need Improvement (I): Employee occasionally meets expectations, however, needs improvement of his/her position or goals established for the year.			
(*)Denotes specific inclusion in Annual Evaluation			
OUTSTANDING (51-60)	SOLID PERFORMANCE (30-50)	NEEDS IMPROVEMENT (20-29)	SCORE
Introduction Process		Introduction Process	
<u>Greeting</u>		<u>Greeting</u>	
Used standard greeting	Used standard greeting	Used incorrect greeting	
Provided name	Provided name	Did not provide name	
Sounded attentive and interested		Poor articulation	
Articulated clearly in order to be understood			
<u>Identification Procedure</u>		<u>Identification Procedure</u>	
Used standard identification/FERPA procedure	Used standard identification/FERPA procedure	Did not ask for student ID or use proper FERPA procedure	
Prompted security questions	Prompted security questions	Did not prompt security questions	
Offered acknowledgment statement			
			IP Total
Identify Issues and Problem Solving *		Identify Issues and Problem Solving *	
<u>Identify Main Concern</u>		<u>Identify Main Concern</u>	
Correctly identified student's question	Correctly identified student's question	Did not correctly identify main concern	
Asked probing questions to clarify and uncover other needs or concerns	Asked probing questions to clarify and uncover other needs or concerns	Did not ask probing questions to clarify needs	
Communicated question back to caller to ensure understanding			
<u>Transferred Call</u>		<u>Transferred Call</u>	
Inform student that we can answer questions for fiscal, adm, reg	Inform student that we can answer questions for fiscal, adm, reg	If student asks for fiscal, adm, reg, did not attempt to help before transferring	
Asked probing questions before transferring to determine if we can help	Asked probing questions before transferring to determine if we can help	Did not prompt or inform caller that call was being transferred	
Transferred call appropriately	Transferred call appropriately	Did not transfer call appropriately	
Inform student that they must be transferred to another area	Inform student that they must be transferred to another area		

Let's get to work...
Time to create your
own Rubric!

How to Create a Rubric

- Think of one job responsibility that you for an employee. This could be an Essential Job Function on the Performance Evaluation.
 - List all of the steps in that responsibility
 - Now, prioritize by importance from highest to lowest

How to Create a Rubric

- Which type of Rubric do you want to use?
 - Simple point addition/deduction (example 1)
 - Grid system with narrative (example 2)
 - More detailed with Likert-type scale (example 3)
 - Much more detailed (example 4)

How to Create a Rubric

- Based on the type you choose, you now need to determine the major areas to assess.
- Now, assign point values based on what you want as a final point value. Make the math easy!

Issues?

- So, what issues do you see with using rubrics?
- Ok, how do we get around them?

Could it be? An Easier, Less Stressful Performance Evaluation???

No! Really?

Sure!

And, isn't that the goal?

Using rubrics will help you document, document, document and conduct a more accurate and fair performance evaluation.

Assessment!!!

Now, I need some assessment information!

Please complete the handout so I can follow up with you in six months to see how you've progressed. How has this presentation helped you and what will you do with it?

Wrap-up and Questions

Thank you for attending! Questions?

Feel free to contact me with follow-up questions and comments.

Eric K. Cooper, Ph.D.

Director of Student Enrollment Services

The University of Texas at San Antonio

Student Financial Aid and Enrollment Services

San Antonio, TX 78249-0687

(210) 458-4859

eric.cooper@utsa.edu