**COMPARING FACULTY RATING AND FEEDBACK TO STUDENTS’ DEPTH OF FEEDBACK ON AN E-PORTFOLIO ASSIGNMENT**

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**INTRODUCTION**

- **AP1-F1 students are enrolled in a sequential Professional Development Consecration (PDC) course, focusing on professionalism, leadership development, professional practice issues, communication skills, and career decision-making.**
- **Students are required to document three course assignments in an e-portfolios.**
- In each of the PDC courses, faculty reviewers (FRs) are each assigned 4-5.
- **FRs provide written feedback and evaluate the assignments according to a grading rubric.**

**RATIONALE**

- **Recent articles in pharmacy education have revealed an emphasis on student portfolios and reflective practice in many colleges and schools of pharmacy.**
- **Although attempts to assess the quality of student reflection have been made in higher education, a review of the research done since 1995 indicated that a variety of assessment approaches are still being used.**
- **This study’s objectives were to examine FR’s approaches to assessing student depth of reflection on PDC assignments by analyzing their written comments and comparing their rubric ratings with those comments.**
- **Our hypothesis was that the performance of all FRs would be more varied regarding comments using a holistic rubric to clarify the quality of feedback.**

**METHOD**

- **Ratings and comments from 26 FRs were collected from an assignment completed by 120 P1 students during Fall, 2012.**
- **Performance-based student rubrics were used to assess assignments.**
- **A mixed-methods approach was put into practice, including descriptive statistics of the original rubric ratings.**
- **In addition, comments were coded independently by three researchers toward emerging themes.**
- **Separately, the researchers then coded comments using a holistic rubric to clarify the quality of feedback.**

**RESULTS 1**

- **Results from the original assignment’s grading rubric are presented here.**
- **All studies range from 0-5 on the criteria of Content, Complete Assignment, and Style.**
- **The mean and variance of these ratings were calculated for each criterion for each FR across all students assigned to that FR.**

**RESULTS 2**

- **Mean and variance of these ratings were calculated for each criterion for each FR across all students assigned to that FR.**
- **The variance in student feedback was determined by the percentage of students who received the feedback, and examples of representative feedback were provided.**
- **FR written comments were also evaluated holistically for each student by three of the authors to determine the level of feedback quality, indicated by the presence of specific comments, explanations, examples, and individualized recommendations.**
- **The results showing the number of students who received low, medium, and high quality feedback according to the holistic rubric are presented below.**

**CONCLUSIONS**

- In follow-up studies, qualitative categories of FR feedback trended in this study could be used to develop a more useful holistic rubric to judge the quality of FR feedback. In addition, an analysis could be conducted with students’ perceptions about the helpfulness of different types of feedback.
- **An overarching goal for this line of research would answer the question, “What is quality feedback?”**

**REFERENCES**


Pamela Tomashoff, RPh, College of Pharmacy, The University of Texas at Austin