Student Learning Outcomes:
Devising a Division-wide Assessment for Student Employees®

Becky Clark, M.Ed
Division of Student Affairs
University of Louisville

Katie Partin, Ph.D.
Office of First Year Initiatives
University of Louisville

PROJECT DESCRIPTION

This project was developed as a part of an overall Student Affairs (SA) Assessment Plan. We developed and presented a series of 8 assessment workshops to staff - called the Cardinal Learning Assessment Workshops (CLAWS) - using the ACPA Assessment/Skills/Knowledge Content Standards (ASK) for Student Affairs practitioners and scholars, in order to deepen staff understanding of assessment techniques and develop overall assessment and knowledge skills. Discussions at these workshops led to development of a division-wide Student Learning Outcome (SLO) for undergraduate student employees and the creation of a corresponding rubric to measure specific work place competencies.

STUDENT LEARNING OUTCOME

"As a result of working as a student assistant, students will be dependable, organized, efficient, precise, and conscientious with all responsibilities."

USE OF PAUL-ELDER FRAMEWORK

The Paul-Elder Framework was utilized in two ways:

• Concepts used with workshop participants as they worked through the issues involved with student employees; Encouraged to think critically as they created the SLO.

• Critical thinking concepts and language integrated into the SLO rubric that was used to critique student employees’ work performance.

GOALS

• To provide SA staff with more education about assessment and the various techniques, while infusing the CT concepts.

• To help SA staff construct an SLO that would serve as a valuable teaching tool. Student employees can benefit from structured critique of their work performance which will help them learn the skills necessary to be productive team members in the world of work.

IMPACT

• Departmental staff report that communication about work performance is better facilitated and more consistent when utilizing the rubric.

• Students have a better understanding of work expectations and levels of competency.

• On average, students improved their critical thinking, organization, precision, efficiency and dependability over the course of one year.

• Project presented at state (CPAK) and national (ACPA) conferences, resulting in a number of requests by other institutions for permission to utilize the rubric with their student workers.

"I found the rubric extremely helpful in opening up an early and meaningful dialogue with student staff...I could not only address work expectations but explore the student’s personality, as well as supervision and developmental needs. Behaviors and traits that would have taken me weeks of observation... could be introduced over top of the conversation related to taking initiative and being prompt..."

– SA Professional Staff Member

PILOT & EVALUATION

• SA and Delphi supervisors piloted SLO and rubric with undergraduate employees during the 2010-11 academic yr.

• Supervisors reported competency scores from initial meetings with students (within 2 weeks of employment) and follow-up meetings at the end of the semester or academic year.

• Conscientiousness was the only variable that did not show a statistically significant increase.

• Precision and Critical Thinking had the greatest mean difference (change) and statistical significance.

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<thead>
<tr>
<th>Behavior</th>
<th>SLO Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig</th>
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<tbody>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
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<td></td>
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NEXT STEPS

• Work with entire Student Affairs Division to fully integrate the SLO and Rubric with their student staff.

• Hold focus groups with Student Affairs staff to get feedback on rubric and make any necessary updates/changes to content and implementation.

• Publish rubric and findings.