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

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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."

	4 – Exemplary	3 – Competent	2 – Developing	1 – Beginning
Dependability INITIAL SCORE: INTERIM SCORE: ANNUAL SCORE:	* Student is often early for work. * Student consistently notifies in advance if they will be absent.	* Student is consistently on time for work. * Student usually notifies in advance if they will be absent.	* Student is sometimes on time for work. * Student sometimes notifies in advance if they will be absent.	* Student is often not on time for work or misses assigned work shifts regularly. * Student does not notify in advance if they will be absent.
Organization INITIAL SCORE: INTERIM SCORE: ANNUAL SCORE:	* Student is organized with all of their tasks and in their workspace. * Student consistently completes preparations accurately for assigned tasks. * Student regularly completes work/projects ahead of schedule and in time to respond to issues.	* Student is organized with most of their tasks and in their workspace. * Student frequently completes preparations accurately for assigned tasks. * Student consistently completes work/projects on time.	* Student is organized with some of their tasks and in their workspace. * Student sometimes completes preparations accurately for assigned tasks. * Student usually completes work/projects on time.	* Student is disorganized with their tasks and in their workspace. * Student rarely has completed preparations accurately for assigned tasks. * Student is often late with work/projects.
Efficiency INITIAL SCORE: INTERIM SCORE: ANNUAL SCORE:	* Student regularly performs tasks in an organized and capable way. * Student consistently achieves the desired result of the task/assignment with the minimum use of resources, time, and effort.	*Student usually performs tasks in an organized and capable way. * Student usually achieves the desired result of the task/assignment with the minimum use of resources, time, and effort.	* Student sometimes performs tasks in an organized and capable way. * Student sometimes achieves the desired result of the task/assignment with the minimum use of resources, time, and effort.	* Student rarely performs tasks in an organized and capable way. * Student rarely achieves the desired result of the task/assignment with the minimum use of resources, time, and effort.
Precision INITIAL SCORE: INTERIM SCORE: ANNUAL SCORE:	* Student is consistently precise, notes errors, and makes corrections.	* Student is usually precise and avoids errors in their assigned tasks.	* Student is sometimes precise with a minimum of errors in their assigned tasks.	* Student is typically imprecise and makes frequent errors in their assigned tasks.
Conscientiousness INITIAL SCORE: INTERIM SCORE: ANNUAL SCORE:	* Student shows great care, attention, thought, depth, and industriousness in carrying out their responsibilities * Shows great interest and respect in working with others, regularly offers assistance and welcomes input.	* Student shows great care, attention, thought, depth, and industriousness in carrying out tasks and roles. * Shows consistent interest in working with others and acts in a respectful manner.	* Student shows some care, attention, thought, depth, and industriousness in carrying out tasks and roles. * Shows some interest in working with others.	* Student shows little care, attention, thought, depth, or industriousness in carrying out tasks and roles. * Indifferent or disinterested in working with others.
Critical thinking INITIAL SCORE: INTERIM SCORE: ANNUAL SCORE:	* Student consistently considers other perspectives "outside the box" and beyond their role. * Student consistently makes logical and relevant suggestions on how to be more efficient and can articulate how the process can be improved.	* Student at times considers other perspectives "outside the box" and beyond their role. * Student is able to consistently make logical and relevant suggestions on how to be more efficient.	* Student consistently focuses on their specific role. * Student sometimes tries to make suggestions on how to be more efficient but is often not logical or relevant.	* Student has difficulty focusing on their specific role. * Student does not make suggestions on how to be more efficient.

Student Name: _____

Comments:

INITIAL evaluator initials: _____
INTERIM evaluator initials: _____
ANNUAL evaluator initials: _____

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 yr.

• 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.

Behavior	Mean Difference	SD	t	df	Sig.
Dependability	.309	.791	2.900	54	.005
Organization	.236	.744	2.355	54	.022
Efficiency	.291	.712	3.032	54	.004
Precision	.364	.589	4.579	54	.000
Conscientiousness	.182	.788	1.540	54	.129
Critical Thinking	.364	.802	3.363	54	.001

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.