

***Instructions for Using the  
Student Employee Learning Outcomes***  
University of Rhode Island Division of Student Affairs  
November 15, 2006

URI's Division of Student Affairs is committed to fostering the learning experiences of all the students who are employed here. To help assess the degree to which student employees are successfully learning, we have developed this instrument. We have sought to include things that are important to students' success not only here in Student Affairs but also outside the University, in the kinds of jobs that students will be seeking after graduation.

It is very important to note that this instrument is for documenting what the student has learned and knows how to do. It is NOT a performance evaluation. It is not to be used to make any decisions about whether a student should continue working for the department or not.

Please fill out the instrument about yourself, if you are a student working in Student Affairs, or about one of the students who reports to you, if you are a supervisor in the Division.

1. The department in which the student is working has selected several student learning outcomes from among the many that are included in the instrument. Please circle the level of achievement that you/ your student employee has reached on each of the outcomes that has a checkmark beside it.
2. It is not necessary for you to respond to the other items on the instrument. However, if the student is interested in responding to the other items, and/or would like the supervisor to provide ratings on those other items, the student and supervisor have that option.
3. On some items, you may feel that the student has shown learning that matches part of one level, and also part of another. In that case, just estimate which level seems to be more characteristic of the student.

(over)

Example:

Learning Outcome Statement: *Student employee will be able to demonstrate behaviors/skills appropriate to a work setting.*

Criterion for Meeting the Outcome: *Observes principles of confidentiality.*

Measurement of Learning Level:



4	3	2	1
<i>Always maintains confidentiality of sensitive information and can explain in depth the importance of doing so.</i>	<i>On a rare occasion, fails to maintain confidentiality of sensitive information, but can explain the importance of doing so.</i>	<i>Sometimes fails to maintain confidentiality of sensitive information, but cannot explain the importance of doing so.</i>	<i>Sometimes fails to maintain confidentiality of sensitive information and cannot explain the importance of doing so.</i>

*Suppose Anna is always very careful about maintaining confidentiality of sensitive information (meeting part of level 4) , but can't seem to explain why this is an important thing to do (meeting part of level 2.) She may receive a rating of 3 as a compromise between the two; or if the department is one in which confidentiality is extremely important and can require a fair amount of diplomacy, the student may be given a rating of 4 despite the weakness about reasons for confidentiality.*

4. After both of you have filled in your responses to your department's selected items, you should find time to sit down together and discuss how each of you saw the student's behavior. Discuss any differences. There is also space for writing in any comments you might have about the student's learning.

5. Make two copies of both people's assessments, one set for the student and one set for the supervisor. Students can keep these instruments to help them document their own development—hopefully, ratings should go up over time, as the student develops. Supervisors are to give the instruments to the department, for use in evaluating how well the department is helping their students develop the skills and behaviors that are important for all employees to possess. The department will also be seeking to develop over time, in how well it helps its student employees with their learning.

*Thank you for completing this assessment instrument!*

If you have questions or concerns about the instrument and how it is used, please talk them over with your supervisor or the head of your department; or feel free to contact the Student Affairs Assessment Committee, [Saassess@etal.uri.edu](mailto:Saassess@etal.uri.edu).