

**Assessment of Learning for URI Student Affairs Employees  
 University of Rhode Island 11/29/2006**

**Directions:**

1. Please place a check in the space provided next to the learning items your department will assess this year.
2. Student and supervisor complete form independently.
3. For each learning item checked, circle the statement that best describes the level of learning for the person being assessed.
4. Compare answers and discuss with your student or supervisor.
5. Please write any necessary comments under the item (e.g., "Student has not been trained for this skill" or "Student has requested to be assessed on this item in addition to department requirements.")

**EDUCATED PERSONS**

**Learning Outcome: *Student employee is able to show understanding of and be able to articulate his/her role and purpose in the organization.***

( )	<b>1. Student is able to explain the mission of the organization.</b>			
	4	3	2	1
	Student can articulate the mission in his/her own words and shows personal understanding.	Student can describe the mission, but shows less personal understanding.	Student vaguely cites the mission and has little personal understanding.	Student is not aware of the mission and shows no personal understanding.
<b>Comments:</b>				
( )	<b>2. Student is able to articulate the daily operations of the organization and how those operations fulfill the mission.</b>			
	4	3	2	1
	Student has no difficulty articulating the daily functions and the people responsible, and fully understands how the operations fulfill the mission.	Student has little difficulty articulating the daily functions and the people responsible, and for the most part, understands how these fulfill the mission.	Student has a good deal of difficulty articulating the daily functions and people responsible, and has some understanding of how these fulfill the mission.	Student is unable to articulate the daily functions and people responsible, and does not understand how these fulfill the mission.
<b>Comments:</b>				
( )	<b>3. Student is able to describe his/her role in the organization, and how that role fulfills the mission of the organization.</b>			
	4	3	2	1
	Student can almost always specifically describe her/his own duties and responsibilities, and is able to tie these to the mission.	Student can usually describe her/his own duties and responsibilities, and has a general awareness of how these tie to the mission.	Student can sometimes describe her/his own duties and responsibilities, and can vaguely tie these to the mission.	Student can rarely describe her/his own duties and responsibilities.
<b>Comments:</b>				

**Learning Outcome: *Student employee is able to gather, evaluate and apply information to solve work related problems.***

( )	<b>1. Student employee is able to gather, evaluate and apply information to solve work related problems.</b>			
	4	3	2	1
	Student can almost always identify work related problems and engages in a systematic, conscious process of gathering, evaluating and applying information to solve the problem.	Student can usually identify work related problems and for the most part engages in a systematic, conscious process of gathering, evaluating and applying information to solve the problem.	Student can sometimes identify work related problems and at times engages in parts of a conscious process of gathering, evaluating and applying information, but does so in an unsystematic way. For example, the student may leave out some of the process steps.	Student can rarely identify work related problems, and when does address them does so with little gathering, evaluating, and application of information to solve the problem.
<b>Comments:</b>				
( )	<b>2. Student employee seeks clarification about job-related tasks and issues when appropriate.</b>			
	4	3	2	1
	Student is able to seek clarification about job-related tasks and issues even when the situation may involve tension or conflict.	Student is usually able to seek clarification about job-related tasks and issues, but may avoid doing so if the situation involves tension or conflict.	Student is sometimes able to seek clarification about job-related tasks and issues, but usually avoids doing so if the situation involves tension or conflict.	Student is seldom or never able to seek clarification about job-related tasks and issues.
<b>Comments:</b>				

**SKILLED WORKERS****Learning Outcome: Student employee is able to demonstrate behaviors/skills appropriate for the work setting.**

( )	<b>1. Student employee performs duties independently without constant supervision.</b>			
	4	3	2	1
	Student almost always performs expected daily tasks without reminders to do so from supervisor.	Student usually performs expected daily tasks without reminders to do so from supervisor.	Student sometimes performs expected daily tasks without reminders to do so from supervisor.	Student rarely performs expected daily tasks without reminders to do so from supervisor.
<b>Comments:</b>				
( )	<b>2. Student employee uses time management skills.</b>			
	4	3	2	1
	Student almost always uses time well throughout the day. Supervisor does not have to adjust deadlines or work responsibilities because of procrastination or inefficiency.	Student usually uses time well throughout the day. Supervisor does not have to adjust deadlines or work responsibilities because of procrastination or inefficiency.	Student sometimes uses time well throughout the day. Supervisor does not usually have to adjust deadlines or work responsibilities because of procrastination or inefficiency.	Student rarely uses time well throughout the day. Supervisor frequently needs to adjust deadlines or work responsibilities because of procrastination or inefficiency.
<b>Comments:</b>				
( )	<b>3. Student employee presents image appropriate to the work setting.</b>			
	4	3	2	1
	Student almost always attends work in appropriate attire.	Student usually attends work in appropriate attire.	Student sometimes attends work in appropriate attire.	Student rarely attends work in appropriate attire.
<b>Comments:</b>				
( )	<b>4. Student employee produces high quality work to the specification given.</b>			
	4	3	2	1
	Work produced is almost always of high quality.	Work produced is usually of high quality.	Work produced is sometimes of high quality.	Work produced is rarely of high quality.
<b>Comments:</b>				
( )	<b>5. Student employee observes principles of confidentiality.</b>			
	4	3	2	1
	Student always maintains confidentiality of sensitive information and can explain the importance of confidentiality.	Student, on a rare occasion, fails to maintain confidentiality of sensitive information, but can explain the importance of confidentiality.	Student sometimes fails to maintain confidentiality of sensitive information and cannot explain the importance of confidentiality.	Student often fails to maintain confidentiality of sensitive information and cannot explain the importance of confidentiality.
<b>Comments:</b>				
( )	<b>6. Student employee seeks additional work, as time permits.</b>			
	4	3	2	1
	Student often takes the opportunity to ask for additional work and/or also takes the initiative to carry out additional tasks.	Student sometimes takes the opportunity to ask for additional work and/or also takes the initiative to carry out additional tasks.	Student rarely takes the opportunity to ask for additional work and/or also takes the initiative to carry out additional tasks.	Student never takes the opportunity to ask for additional work and/or also takes the initiative to carry out additional tasks.
<b>Comments:</b>				

**LIFE SKILLS MANAGERS****Learning Outcome: Student is able to communicate effectively with others.**

( )	<b>1. Student employee demonstrates an ability to work collaboratively with others.</b>			
	4	3	2	1
	Student almost always listens to, shares with and supports the efforts of others. Tries to keep people working well together.	Student usually listens to, shares with and supports the efforts of others. Does not cause "waves" in the group.	Student sometimes listens to, shares with and supports the efforts of others, but is sometimes not a good team player.	Student rarely listens to, shares with and supports the efforts of others. Often is not a good team player.
<b>Comments:</b>				

<b>( ) 2. Student employee demonstrates effective speaking skills.</b>			
4	3	2	1
Student almost always expresses self clearly and almost never uses language that is inappropriate for the work setting.	Student usually expresses self clearly and on occasion uses language that is inappropriate for the work setting.	Student sometimes struggles to express self clearly and sometimes uses language that is inappropriate for the work setting.	Student often struggles to express self clearly and frequently uses language that is inappropriate for the work setting.
<b>Comments:</b>			

**Learning Outcome: Student is able to display effective self-management of his/her responsibilities and emotions.**

<b>( ) 1. Student employee is able to balance studies and other responsibilities with work availability.</b>			
4	3	2	1
Meeting academic demands and/or other responsibilities almost never interferes with work availability.	Meeting academic demands and/or other responsibilities sometimes interferes with work availability.	Meeting academic demands and/or other responsibilities usually interferes with work availability.	Meeting academic demands and/or other responsibilities almost always interferes with work availability.
<b>Comments:</b>			

<b>( ) 2. Student employee uses criticism/feedback constructively.</b>			
4	3	2	1
Student sometimes seeks out feedback on his/her work, always responds positively to feedback & is able to modify work to those specifications.	Student, on occasion, seeks out feedback on his/her work, usually responds positively to feedback & is able to modify work to those specifications.	Student does not seek out feedback on his/her work, sometimes responds positively to feedback & is able to modify work to some specifications.	Student does not seek out feedback on his/her work, rarely responds positively to feedback & is not able to modify work to some specifications.
<b>Comments:</b>			

<b>( ) 3. Student employee handles emotion in a manner appropriate to the work place.</b>			
4	3	2	1
Student almost always maintains positive & professional attitude despite personal or professional stress or turmoil. Work is not negatively affected.	Student usually maintains positive & professional attitude despite personal or professional stress or turmoil. Work is not negatively affected.	Student sometimes maintains positive & professional attitude despite personal or professional stress or turmoil. Work is sometimes negatively affected.	Student rarely maintains positive & professional attitude despite personal or professional stress or turmoil. Work is usually negatively affected.
<b>Comments:</b>			

### **SELF-AWARE INDIVIDUALS**

**Learning Outcome: Student employee is able to articulate awareness of and demonstrate personal characteristics that positively impact the work place.**

<b>( ) 1. Student employee demonstrates willingness to learn and train for job-related tasks.</b>			
4	3	2	1
Student almost always shows positive attitude toward learning & training for job-related tasks; rarely fails to show interest.	Student usually shows positive attitude toward learning & training for job-related tasks; sometimes fails to show interest.	Student sometimes shows positive attitude toward learning & training for job-related tasks; more usually fails to show interest.	Student rarely shows positive attitude toward learning & training for job-related tasks; consistently fails to show interest.
<b>Comments:</b>			

<b>( ) 2. Student employee asks for assistance when appropriate.</b>			
4	3	2	1
Student almost always seeks help when appropriate; almost always seeks alternative sources and/or uses good judgment when help is not available.	Student usually seeks help when appropriate; usually seeks alternative sources and/or uses good judgment when help is not available.	Student sometimes seeks help when appropriate; sometimes seeks alternative sources and/or uses good judgment when help is not available.	Student rarely seeks help when appropriate; rarely seeks alternative sources and/or uses good judgment when help is not available
<b>Comments:</b>			

<b>( ) 3. Student employee presents a self-confident image.</b>			
4	3	2	1
Student almost always acknowledges own abilities & performance appropriately; almost always expresses self-criticism appropriately & is never publicly critical of the work of others.	Student usually acknowledges own abilities & performance appropriately; usually expresses self-criticism appropriately & is rarely publicly critical of the work of others.	Student sometimes acknowledges own abilities & performance appropriately; sometimes expresses self-criticism appropriately & is sometimes publicly critical of the work of others.	Student almost never acknowledges own abilities & performance appropriately; almost never expresses self-criticism appropriately & is often publicly critical of the work of others.
<b>Comments:</b>			

<b>( ) 4. Student employee takes responsibility for own choices and behaviors.</b>			
4	3	2	1
Student almost always acknowledges own role in outcomes, positive or negative. Almost never makes excuses or blames others for negative outcomes.	Student usually acknowledges own role in outcomes, positive or negative. Sometimes makes excuses or blames others for negative outcomes.	Student sometimes acknowledges own role in outcomes, positive or negative. Usually makes excuses or blames others for negative outcomes.	Student rarely acknowledges own role in outcomes, positive or negative. Almost always makes excuses or blames others for negative outcomes.
<b>Comments:</b>			

**INTERPERSONALLY AND CULTURALLY COMPETENT INDIVIDUALS**

**Learning Outcome: Student employee is able to work and communicate effectively with others, including people from different cultures or backgrounds.**

<b>( ) 1. Student employee demonstrates knowledge of different cultural groups.</b>			
4	3	2	1
Student shows deep reflection and respect for a wide variety of cultural and physical characteristics.	Student shows a high level of awareness and respect for cultural and physical characteristics.	Student shows some awareness and respect for cultural and physical characteristics.	Student shows little/no awareness and respect for cultural and physical characteristics.

**Comments:**

<b>( ) 2. Student employee demonstrates inter-cultural respect and sensitivity.</b>			
4	3	2	1
Student almost always speaks inclusively and sensitively; diverse characteristics are never an obstacle to communication.	Student usually speaks inclusively and sensitively; diverse characteristics are rarely an obstacle to communication.	Student sometimes speaks inclusively and sensitively; diverse characteristics are sometimes an obstacle to communication, but when insulting language is identified he/she shows willingness to improve communication and consider cultural differences.	Student rarely or never speaks inclusively and sensitively; diverse characteristics are often an obstacle to communication and when insulting language is identified he/she does not show willingness to improve communication and consider cultural differences.

**Comments:**

<b>( ) 3. Student employee demonstrates ability to respond to cultural and interpersonal conflicts.</b>			
4	3	2	1
Student is completely nonjudgmental, almost always considers multiple perspectives of the situation and shows excellent ability to negotiate solutions.	Student is usually nonjudgmental, usually considers multiple perspectives of the situation and shows good effort to negotiate solutions.	Student tries to remain nonjudgmental, sometimes considers multiple perspectives of the situation and shows willingness to negotiate solutions.	Student is unable to remain nonjudgmental, rarely considers multiple perspectives of the situation and does not show willingness to negotiate solutions.

**Comments:****DEMOCRATIC CITIZENS**

**Learning Outcome: Student employee is able to understand the value of communicating own and others' perspectives and is willing to articulate those perspectives.**

<b>( ) 1. Student employee is able to understand the value of communicating own and others' perspectives and is willing to articulate those perspectives.</b>			
4	3	2	1
Student has no difficulty articulating the value of sharing own and others' perspectives for the good of the community and is almost always willing to communicate those perspectives.	Student has some difficulty articulating the value of sharing own and others' perspectives for the good of the community and is usually willing to communicate those perspectives.	Student has a good deal of difficulty articulating the value of sharing own and others' perspectives for the good of the community and is sometimes willing to communicate those perspectives.	Student is not able to articulate the value of sharing own and others' perspectives for the good of the community and is rarely willing to communicate those perspectives.

**Comments:**