

# Student Affairs February 2015

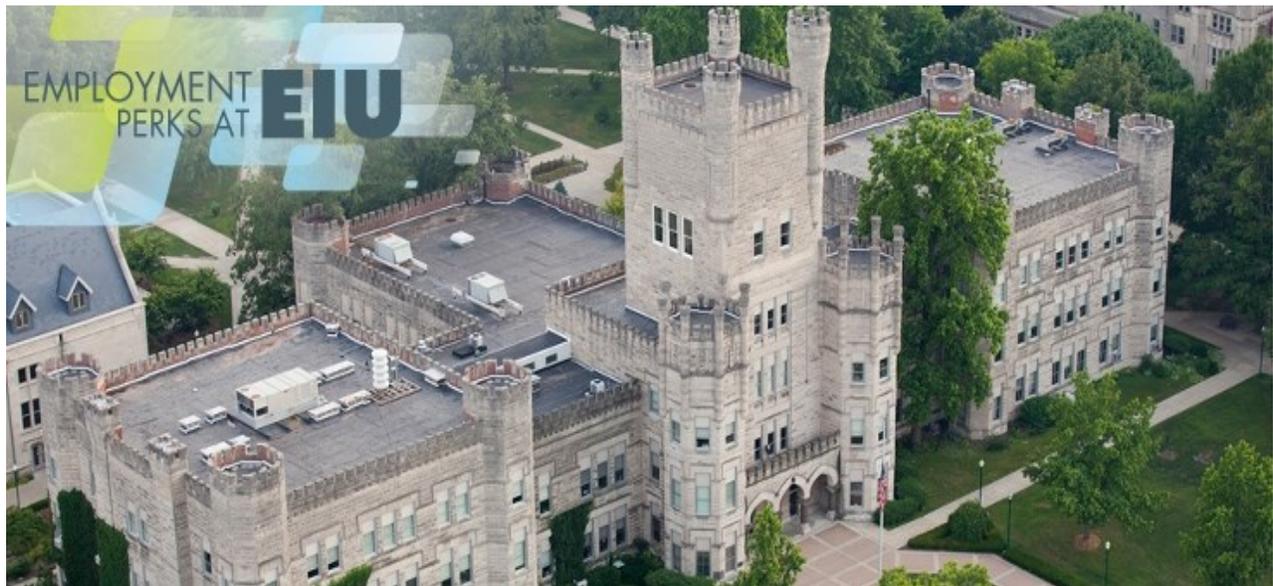
## Assessment Newsletter

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### Student Learning Through Employment

Student employment at Eastern Illinois University continues to be a great way for students to gain experience in the work force, learn interpersonal skills, and develop professionally. However, it may not be obvious at first how working at a University bookstore, for example, could benefit our students. We may even ask ourselves what students could gain from that experience. To answer this question, consider the on-the-job training the employer gives student employees. The employer may familiarize the student with the workplace, inform the student about professional dress attire, present punctuality expectations, or show them how to be empathetic yet professional with an upset customer. It's likely that the employer has an agenda in mind as he or she gives the student on-the-job training; this agenda could also be referred to as student employees' learning outcomes—or what the employee will gain from working as a student employee.



Check us out in the web at <http://castle.eiu.edu/sa-assessment/>

## Don't Forget to Assess

Continuing with our University bookstore example, we know that it's important to assess a student employee's performance after the employer has given them some sort of training. We do this for a few reasons: to help the student develop professionally, to give the student a clear idea of their performance, and in worse case scenarios—to determine when and why an employee should be let go.

Often times, if an employee isn't performing a job duty or interpersonal skill to a certain standard, the employer could consider what he or she could do differently, or what additional training and guidance an employee might need to be successful in the workplace. However, it can become a bit murky trying to ascertain which areas students are struggling with, as well as at what satisfaction level students are performing certain tasks at (e.g. advanced, proficient, developing, or not performing).

Using rubrics can be immensely helpful to both the employer and employee when trying to evaluate performance. A rubric can act as a guideline for the employer to conduct the assessment or evaluation by, whereas the employee can use the specific, concrete feedback a rubric provides to improve or continue their performance. An example of what a rubric for a student employee may look like is as follows:

Criteria:	Advanced (4)	Proficient (3)	Developing (2)	Not Meeting (1)	Score:
<b>Promptness</b>	Arrives to class on time daily	Isn't late to work more than 3 times per quarter (3 months) and if late has appropriate documentation explaining why	Isn't late to work more than 3 times per quarter (3 months) without documentation	Is late to work more than 3 times per quarter without documentation	
<b>Flexibility</b>	Can multi-task or transition between multiple activities without anxiety	Shifts from one activity to another without anxiety, but cannot multi-task	Unable to transition between activities without anxiety	Shows anxiety during any transition or change in schedule	
<b>Time Management</b>	Independently starts work and paces tasks to ensure completion before due date	Starts work and paces tasks to ensure completion by due date	Procrastinates or completes job duties at the last minute	Does not complete job duties by the requested due date	
<b>Seeks Assistance</b>	Consistently asks questions and seeks assistance at appropriate times and for legitimate reasons	Usually asks questions that are appropriate and seeks assistance when legitimately needed	Seldom asks questions or seeks assistance when he/she is unsure	Never asks questions, or does so at inappropriate times for inappropriate reasons	

Source: Chesterton County Transition: Job Readiness Skills Rubric