

I. INTRODUCTION

The Division of University Life (UL) at George Mason University is committed to providing student employees with the opportunity to gain valuable skills and co-curricular experiences that will enhance their personal development, professional growth, and academic success. The [UL Student Employee Experience \(SEE\)](#) was developed by the Office of UL Assessment and University Career Services to:

- Support the divisional goal of engaging students in high-impact co-curricular learning experiences
- More intentionally structure student employment experiences to support intended learning objectives, many of which are connected to skills valuable to future employment
- Help student employees clarify expectations, set goals, and make connections between learning occurring in the classroom and through on-campus employment
- Provide student employees and supervisors with the opportunity to discuss performance achievements and address areas that need improvement
- Develop student employees' awareness and articulation of their job-related skills, facilitating communication about their job readiness to prospective employers
- Formally assess development and achievement of student employee learning outcomes

The main purpose of this paper and accompanying face-to-face presentation is to report on data from Spring 2018 direct and indirect SEE outcome assessments (i.e., supervisor evaluations and student employee perceptions of learning outcome achievement). As an aid to understanding the findings, a brief explanation of the SEE learning outcomes, rubrics, and methodology are provided in Sections II-III (pp. 1-4). Before attending the presentation, SEE Points of Contact should review Sections I-IV (pp. 1-9), which include the general findings. Unit-specific findings (pp. 10-13) will be distributed at the presentation in August. After the presentation, it is recommended that Points of Contact discuss the preliminary findings with their SEE supervisors.

II. SEE RUBRIC

The SEE foundation is made up of five core competencies, which are rooted in NACE Career Readiness Standards and CAS Student Learning and Development Outcome Domains:



1. Communication



2. Self-Awareness



3. Work Ethic



4. Problem-Solving



5. Working with Others

From these core competencies, ten student learning outcomes were developed and integrated into the SEE Common Evaluation Rubric (see p. 2). At the end of the fall and spring semesters, the supervisor and the student employee each complete the rubric ("Supervisor Evaluation" and "Self-Evaluation" respectively), enabling direct and indirect assessments of learning outcomes achievement.

SEE Common Evaluation Rubric

Comp	Learning Outcome	1 Needs Improvement	2 Slightly Below Standards	3 Meets Standards	4 Slightly Above Standards	5 Exceeds Standards	N/A
	Verbal Communication	Fails to report issues to supervisor. Is rude and/or provides poor customer service.		Conveys meaning in a way that others understand by speaking coherently and effectively.		Proactively shares pertinent information. Can effectively diffuse and navigate difficult conversations.	
	Written Communication	Produces written documents that contain many grammatical and spelling errors. Fails to file timely, detailed and accurate reports.		Produces written documents that are error free, grammatically correct, and appropriate for the intended audience.		Expresses ideas succinctly and filters out unnecessary information. Can interpret and present relevant data to support ideas.	
	Attentive Listening	Needs to be told information multiple times and cannot repeat instructions. Frequently interrupts others.		Listens attentively to others and responds appropriately. Connects students to existing resources as appropriate within the division. Can successfully repeat instructions.		Makes recommendations beyond immediate area of responsibility. Successfully interprets client needs even when client is unaware of needs. Asks appropriate follow up questions.	
	Strengths Development	Demonstrates unrealistic self-appraisal, difficulty communicating areas that need attention and does not engage in self-reflection.		Assesses, articulates, and acknowledges personal skills, abilities, and growth areas.		Seeks out opportunities to apply strengths to address office challenges. Student can successfully articulate how s/he applied strength to address an office challenge	
	Personal Accountability & Professionalism	Demonstrates a failure to accept personal responsibility and accountability for actions. Consistently misses and/or is late to shifts. Provides false information to customers, coworkers and supervisors. Resistant to constructive criticism. Fails to act on feedback and recommendations.		Considers feedback from others; critiques and subsequently learns from past experiences. Acts on feedback provided. Exemplifies dependability, ethics, honesty, and trustworthiness; accepts personal accountability.		Proactively seeks and acts on feedback from others. Proactively addresses complex ethical issues. Is a role model for consistently, in all cases, sharing information that is accurate and complete; handles sensitive information with extreme care; encourages and inspires others to act the same.	
	Professional Presence	Fails to comply with stated appearance standards (e.g., does not wear uniform). Brings outside issues to work and demonstrates poor attitude. Overly casual with clients and professional staff. Does not maintain a clean or approachable workspace.		Demonstrates professionalism through appearance, dress, and attitude.		Encourages team members to display positive attitude. Serves as a representative of the office to external audiences. Maintains an organized workspace at all times.	
	Time Management	Frequently fails to meet assigned deadlines. Frequently arrives to work late.		Arrives to work on time. Completes assigned tasks in a timely manner.		Arrives to work early. Completes assigned tasks before deadlines. Makes and implements constructive suggestions in a timely fashion.	
	Critical Thinking	Does not initiate tasks or development of solutions on tasks. Requires constant feedback to complete responsibilities. Does not focus on priorities or complete assigned tasks. Unable to recognize problems or issues. Makes inappropriate solutions based on existing policies and guidelines.		Seeks additional responsibilities After completing assigned tasks. Proactively identifies and resolves problems, questions and issues.		Independently innovates or finds and develops solutions. Uses practical and logical thought to achieve solutions. Creates multiple solutions or options on behalf of departmental policies and procedures. Uses multiple departmental resources to address issues and consistently reaches the best solution to problems/issues.	
	Collaboration & Teamwork	Fails to identify if a conflict exists; Cannot distinguish between self-resolvable issues and issues that need to be brought to a supervisor. Displays difficulty working with others. Resistant to listening to differing viewpoints.		Can identify and take appropriate steps to move to resolution within area of responsibility. Works cooperatively with others, including people different from self and/or with different points of view.		Proactively and professionally resolves conflict with others.	
	Developing Others	Does not actively contribute to group goals. Does the bare minimum of work required to meet team goals.		Demonstrates skill in guiding and assisting a group in meeting its goals.		Proactively identifies struggling team members and seeks opportunities to assist those team members. Mentors new staff members.	

Role-Specific Evaluation Rubrics

During the 2017-2018 academic year, five out of the nineteen participating University Life units opted to customize their rubrics by adding one to three role-specific learning outcomes:

Early Identification Program (EIP) Mentor

11. Follows all EIP Mentor Handbook policies and task/duty/form procedures
12. Shows proficiency in classroom management and managing student behaviors
13. Builds a rapport with mentee while assisting in students' academic and/or personal, social development

Early Identification Program (EIP) Office Assistant

11. Understands Microsoft operations and uses software correctly

Early Identification Program (EIP) Student Success Coach

11. Follows all EIP Mentor Handbook policies and task/duty/form procedures
12. Builds a rapport with mentee

Learning Services (LRN-SVCS)

11. Is familiar with a variety of college-level study strategies, assesses clients' learning needs accurately and can recommend and explain appropriate strategies to clients based on those needs
12. Provides a good mixture of lecture, discussion, and activities; models the recommended strategies; and provides an opportunity for participants to practice the strategies

Orientation and Family Programs and Services (OFPS)

11. In prioritizing workload, is competent and dependable; requires minimal supervision; and results exceed requirements on a regular basis
12. In conflict resolution, is competent and dependable; requires minimal supervision; and results exceed requirements on a regular basis
13. In assisting others, is competent and dependable; requires minimal supervision; and results exceed requirements on a regular basis

Student Centers (S-CNTRS)

11. Consistently meets the customer service proficiency requirements needed to fulfill the principal duties, responsibilities, objectives and expectations of the position
12. Consistently meets the technological and skills proficiency requirements needed to fulfill the principal duties, responsibilities, objectives and expectations of the position
13. Consistently meets the event support/assistance proficiency requirements needed to fulfill the principal duties, responsibilities, objectives and expectations of the position

University Career Services (UCS) Front Desk Assistant/Employee Relations Assistant

11. Finds opportunities to identify skills and strengths related to their career goals; takes opportunities to practice interviewing and networking skills, participating in at least 1 UCS event, workshop, or one-on-one appointment

University Career Services (UCS) Peer Career Mentor

11. Enters Notes from PCAs in HireMason within two weeks. Maintains three-business day window for resume approvals
12. Effectively plans, implements, and assesses relevant programs for the Peer Career Advising Program

III. METHODOLOGY

For the 2017-2018 academic year, the following units participated in the Student Employee Experience:

 Office of Disability Services	 Safety & Emergency Management
 Office of Diversity, Inclusion, and Multicultural Education	 Student Centers
 The EDGE (Energize-Develop-Grow-Excel)	 Office of Student Involvement
 Early Identification Program	 Office of Student Media
 Office of International Programs and Services	 Student Support and Advocacy Center
 LEAD (Leadership Education and Development) Office	 University Career Services
 Learning Services	 University Life Central
 Mason Recreation	 University Life at Science and Technology Campus
 Off-Campus Student Services	 Women and Gender Studies
 Orientation and Family Programs and Services	

Units had the option of uploading general evaluations (containing only the Common Evaluation Rubric outcomes) or role-specific evaluations (containing the Common Evaluation Rubric outcomes and 0-3 additional outcomes) to their SEE Blackboard Orgs. For each learning outcome, supervisors and their student employees were asked to read through the five-level descriptors and selected the number attached to the descriptor that best described the student's performance. Required responses were limited to clicking on "1", "2", "3", "4", "5" or "N/A" (if the respondent felt there was no opportunity to observe the outcome). Space was also provided in the rubric for typing in optional comments after each numerical rating. SEE Points of Contact acted as intermediaries between their unit's supervisors and the SEE Administrative Team, communicating issues such as deadlines and troubleshooting.

In July 2018, the SEE Administrative Team extracted data from all SEE Blackboard Grade Centers and looked for a complete data pair for each student. For the purposes of this report, a "complete data pair" was defined as the student's Self-Evaluation and Supervisor Evaluation containing rating responses for the ten common outcomes. In order for a unit to be included in the analysis, it had to have at least three complete data pairs.¹

¹ SEE All-Unit Reports are distributed to SEE Points of Contact and published on the UL Assessment website (<https://ulassessment.gmu.edu/results/assessment-findings/>). If the data for a one-student employee unit were included here, it would be impossible to protect privacy and confidentiality since the ratings could be attributed to only one student employee. Making public the ratings for only two student employees could also be problematic in that low ratings for one student employee could more easily cause reputational harm to both student employees. The suppression threshold for this report is set at $N \geq 3$ per UL unit.

IV. GENERAL FINDINGS

For the Spring 2018 findings, “All Units” and “Overall” encompass the eight UL units with three or more complete pairs of rubric data. A total of 116 pairs of data were collected from the units’ Blackboard Org Grade Centers. Data analysis for these general findings consisted of calculating outcome and competency averages and outcome rating percentages.

TABLE 1: OVERALL OUTCOME AVERAGES BY UNIVERSITY LIFE UNIT (SPRING 2018)

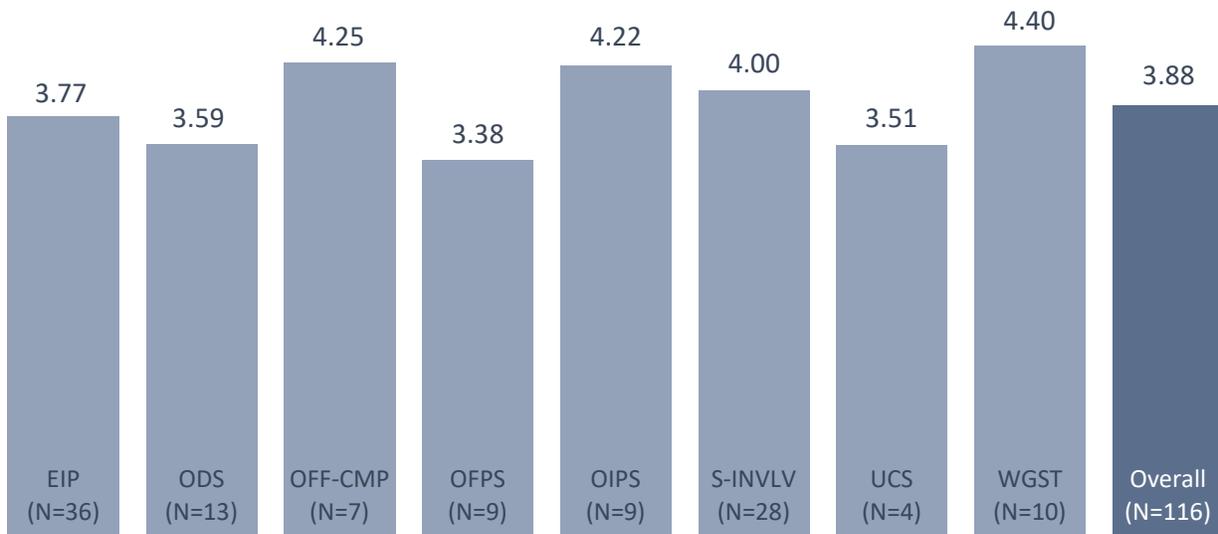


TABLE 2: COMPETENCY AVERAGES BY UNIVERSITY LIFE UNIT (SPRING 2018)

		COMMUNICATION	SELF-AWARENESS	WORK ETHIC	PROBLEM-SOLVING	WORKING W/OTHERS
	ODS	3.71	3.50	3.77	3.19	3.67
	EIP	3.75	3.71	3.53	3.63	3.90
	OFF-CMP	4.19	4.50	4.07	3.93	4.14
	OFPS	3.57	3.48	3.06	3.22	3.44
	OIPS	4.37	4.15	4.22	3.72	4.41
	S-INVLV	4.07	4.00	3.79	4.07	3.96
	UCS	3.54	3.42	4.00	3.50	3.31
	WGST	4.48	4.38	4.25	4.15	4.48
	Overall	3.94	3.87	3.75	3.72	3.94

TABLE 3: COMPETENCY AVERAGES BY EVALUATOR (SPRING 2018)

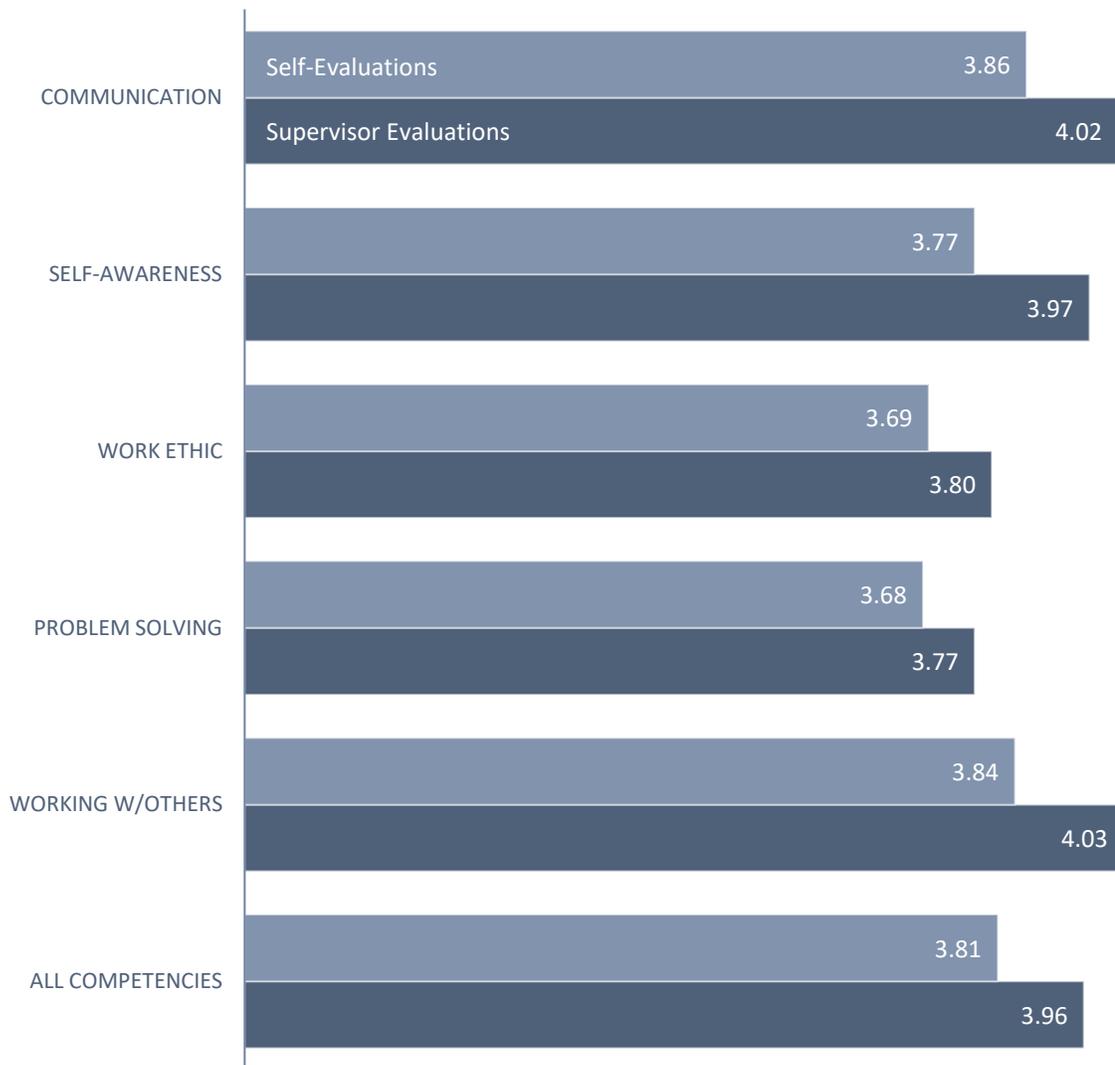
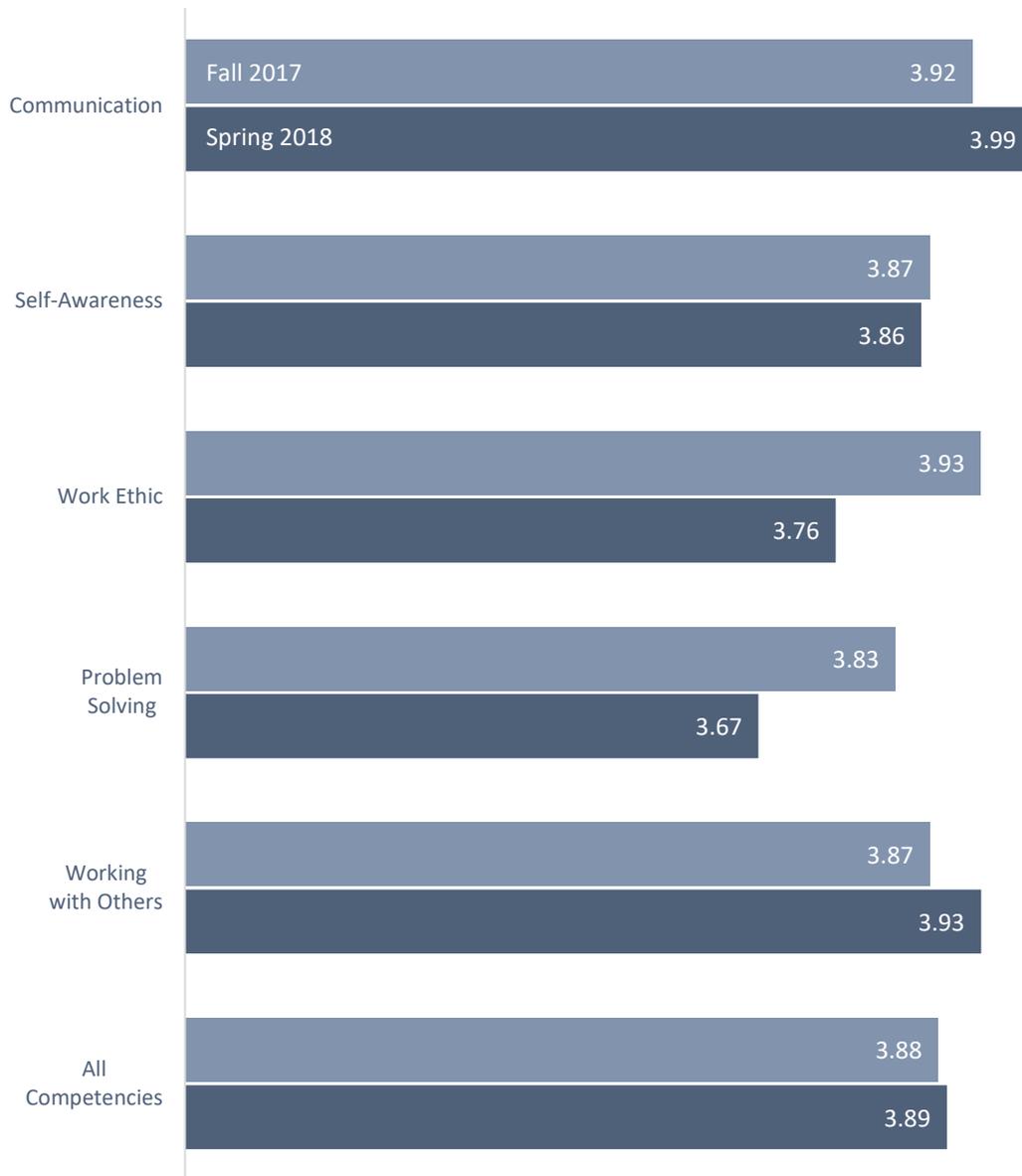


TABLE 4: COMPETENCY AVERAGES BY SEMESTER (FALL 2017 vs. SPRING 2018)



In order to make a valid comparison between Fall 2017 and Spring 2018 competency averages, only students with complete data pairs in both semesters (N=45) were included in the Table 4 analysis. The seven units represented (ODS, EIP, OFF-CMP, OFPS, S-INVLV, UCS, WGST) yielded four completed evaluations per student for a total of 180 evaluations.

TABLE 5: RATING PERCENTAGES BY LEARNING OUTCOME (SPRING 2018)



Based on both Supervisor and Self-Evaluations, **almost 99%** of Spring 2018 student employees were rated as having met or exceeded (i.e., ■ 3, ■ 4, ■ 5) the **Collaboration & Teamwork** and **Developing Others** outcomes. The outcome with the largest percentage of **below standard** ratings (i.e., ■ 1, ■ 2) was **Time Management** at 6%.