Assessment of Learning
Student Affairs/Enrollment & Retention Management Student Employees
Stony Brook University

Your contributions as a staff member are important to us, and along with your commitment to serving other students through the work you do, we make a commitment to you as you develop your abilities and skills. Aside from assessing your performance on the job, which occurs through a separate process, we have identified areas of learning that relate to the work you do, and to the world of work beyond the campus.

Below are some areas in which this learning can occur, and some examples of the kinds of learning that we hope will occur related to your employment. A discussion between you and your supervisor will help to clarify these intended outcomes, and that conversation will continue over the course of your employment in the Division of Student Affairs and Enrollment & Retention Management.
## I. KNOWLEDGE OF HUMAN CULTURES

<table>
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<tr>
<th>( )</th>
<th>1. The student employee demonstrates sensitivity to differences.</th>
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|     | *A Developmental Approach to Training for Intercultural Sensitivity, Bennett (1986)*

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<tr>
<td>Student evaluates events and situations in a cultural context. (Integration)</td>
<td>Student is able to empathize with a person of a different culture in a particular situation. (Adaptation)</td>
<td>Student recognizes and accepts differences in fundamental cultural values. (Acceptance)</td>
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### Observable Outcomes
- Lacks strong cultural identification
- Demonstrates confidence when challenged about own identity
- Sense of self is evolving
- Demonstrates an ability to empathize
- Questions about difference are appropriate
- Makes suggestions for change based on knowledge of cultural difference
- Enjoyes recognition and exploration of difference
- Tolerates ambiguity
- Questions about difference may be naïve, but are geared to learning

### Comments:

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<th>2. The student employee demonstrates multicultural development.</th>
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<td>Student interacts appropriately and effectively with persons of other cultures. (Skill)</td>
<td>Student has acquired information or comprehension of different cultures and cultural beliefs. (Knowledge)</td>
<td>Student is aware of self as a cultural being and of their own culture in relation to others. (Awareness)</td>
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### Observable Outcomes
- Accurately informs others about cultural difference
- Adapts response to others’ needs based on cultural difference
- Identifies similarities and differences of their own culture and other cultures
- Selects key resource persons from other cultures for more information
- Expresses that cultural perspective shapes their attitudes, opinions and assumptions
- Expresses that cultural perspectives shape attitudes, opinions and assumptions of others

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1 Derived from the 2007 monograph from AAC&U, “College Learning for the New Global Century.”
2 Learning Outcomes derived from “Student Employee Learning Outcomes,” Division of Student Affairs, University of Rhode Island.
3 *International Journal of Intercultural Relations, 10*, 179-196.
<table>
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<tr>
<th>Observable Outcomes</th>
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Comments:
## II. INTELLECTUAL AND PRACTICAL SKILLS

### 1. The student employee is able to gather, evaluate and apply information to solve work related problems.

*Forms of Intellectual and Ethical Development in the College Years, Perry (1968)*

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<td>Student can typically identify work related problems and engages in a systematic, conscious process of gathering, evaluating and applying information to solve the problem. (Relativistic)</td>
<td>Student sometimes identifies work related problems and seeks out and utilizes the opinions and experiences of others in solving work related problems. (Multiplistic)</td>
<td>Student identifies work related problems when presented by supervisor or other authorities. Student addresses problem when directed to do so. (Dualistic)</td>
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**Observable Outcomes**

- Articulates solutions to problems as "right" or "wrong" only in context
- Evaluates supervisor and co-worker judgments through various contexts
- Demonstrates an ability to consider different perspectives
- Expresses interest in solutions that are not just "right" or "wrong"
- Seeks information from multiple sources
- Demonstrates ability to respond to inquiries in multiple ways
- Articulates solutions to problems as only either "right" or "wrong"
- Does not demonstrate interest in alternative perspectives
- Sees only supervisor as having the right answer

**Comments:**

### 2. The student employee demonstrates an ability to work collaboratively with others.

*Mature Interpersonal Relations, Education and Identity, Chickering & Reisser (1993)*

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<td>Student serves as a leader and/or role model in the work setting. Student leads others in collaborative projects or contributes to the overall organization's continued development.</td>
<td>Student contributes to work in group settings and offers contribution to the work of others. Student engages in an active role in collaborative projects.</td>
<td>Student demonstrates an ability to engage in relationships with co-workers that are respectful and appropriate.</td>
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**Observable Outcomes**

- Relationships are characterized by equality, reciprocity and interdependence
- Is able to confront others and resolve disagreements with relative ease
- Demonstrates effective intercultural communication
- Demonstrates skill for appropriately expressing thoughts and emotions
- Empathizes with others
- Demonstrates increasing ability to confront and resolve disagreements
- Demonstrates acceptance of others who are different
- Is able to address situations when needed, but may steer clear of confrontation
- Establishes connections with new friends or team members when necessary and convenient

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- Takes responsibility for their own behavior and seeks continued self improvement
- Takes initiative to reach out to new team members
- Makes meaningful connections

Comments:

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**Observable Outcomes**

Comments:
## III. PERSONAL AND SOCIAL RESPONSIBILITY

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<th>1. The student employee observes principles of confidentiality.</th>
<th>2. The student employee takes responsibility for own choices and behaviors.</th>
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<td><strong>Moral Stages and Moralization, Lawrence Kohlberg (1976)</strong></td>
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| 3 | Student maintains confidentiality of sensitive information, can explain the importance of confidentiality, and demonstrates a commitment to protecting confidential information as a responsibility to others.  
   (Postconventional) | Student can explain the confidentiality rules in the workplace and can articulate their role and obligation in the management of confidential information.  
   (Conventional). |
| 2 | Student can explain the confidentiality rules in the workplace and can articulate their role and obligation in the management of confidential information.  
   (Conventional). | Student focuses responsibility for outcomes on the actions of others. Student identifies social group norms as acceptable behaviors.  
   (Normative Morality) |
| 1 | Student maintains confidentiality as a rule. Student can articulate the rules about the management of confidential information.  
   (Preconventional) |  |

### Observable Outcomes

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|   | Can clearly explain rules governing and importance of confidentiality, and apply to a particular.  
   Does not make any exceptions to the application of confidentiality rules.  
   Seamlessly integrates confidentiality into daily activities. | Can articulate the rules to others who may be requesting information.  
   Applies the rules appropriately as different circumstances arise. | Complies with regulations and applies them appropriately.  
   Complies with rules to avoid negative results.  
   Wants a good evaluation, as it may affect future employment. |
|   |   |   |
|   | Determines, with peers, acceptable parameters of behavior  
   Takes action because it is the right thing to do  
   Confronts peers who behave disrespectfully | Stays after hours to complete a project important to the supervisor  
   Takes right action to impress or please others  
   Evaluates action based on intention or effort over result | Avoids taking full ownership of project or responsibility for mistakes  
   Makes excuses for why something wasn’t done well or on time  
   Blames team member for problems with projects |

### Comments:

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**Comments:**
## IV. INTEGRATIVE LEARNING

### 1. The student employee is able to describe their role in the organization, and how that role fulfills the mission of the organization.

*Developing Reflective Judgment, King and Kitchener (1994)*

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<td>Student can specifically describe their own duties and responsibilities, and is able to tie these to the mission. <em>(Reflective thinking)</em></td>
<td>Student describes their own duties and responsibilities and their own interpretation of their unique role in the performance of these responsibilities. <em>(Quasi-Reflective thinking)</em></td>
<td>Student describes their duties and responsibilities as they are stated on job description or as directed by supervisors and persons of authority <em>(Pre-reflective Thinking)</em></td>
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**Observable Outcome**

- Seeks reasons for assignment.
- Can articulate goals of assignment.
- Seeks to add value to assignment by employing creative thinking.
- Questions assignment in order to know why it is important.
- Articulates purpose of role but does not seek to improve the role.
- Does not question purpose of assignment.
- Engages in rote behavior as assigned without regard to its purpose or seeking to add value.

### 2. The student employee is able to integrate/synthesize multiple viewpoints.

*Developing Integrity, Education and Identity, Chickering & Reisser (1993)*

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<td>Student can synthesize life lessons from opposing viewpoints.</td>
<td>Student can contrast personal beliefs with those of other and differing beliefs.</td>
<td>Student engages in behaviors that allow for examination of personal values.</td>
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**Observable Outcomes**

- Demonstrates skills in analysis and synthesis of diverse sources of information
- Articulates different perspectives on issues
- Is able to provide supportive evidence to back up arguments
- Articulates understanding of similarities and differences between self and alternative value systems
- Uses multiple sources of information and their synthesis to solve problems
- Is able to construct and present an argument
- Expresses openness to different ideas
- Seeks out people who are different
- Is comfortable when in the presences of different opinions

### Comments:

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8 San Francisco: Jossey-Bass.
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**Comments:**
V. KNOWLEDGE OF CAREER DEVELOPMENT

1. The Student employee is able to understand the concept of transferable skills and how it applies to their career development.

   Career Development Cycle, Stony Brook University Career Center (2007)

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<td>Student is aware that skills honed at work are transferable and can apply to different career paths.</td>
<td>Student can articulate skills developed through work.</td>
<td>Student recognizes that work experience may look good on a resume.</td>
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**Observable Outcome**

- Articulates how skills developed apply in a variety of career paths.
- Has conversations linking skills to future career plans.
- Describes the skills developed on the job.
- Actively works to enhance a specific skill.
- Student employment is listed on the resume.
- Student verbally acknowledges that work experience "looks good."

**Comments:**

2. The student employee intentionally and purposefully takes action to further career concept and prepare for it.


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<td>Students uses career services purposefully and intentionally.</td>
<td>Student sometimes takes advantage of career opportunities.</td>
<td>Student is aware of career opportunities “out there.”</td>
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**Observable Outcomes**

- Engages in systematic conscious process of gathering information and experience relevant to future career intentions.
- Purposefully schedules participation in career activities and uses career services appropriately.
- Takes responsibility for own career development.
- Has registered with ZebraNet. Has had a resume reviewed. Attended a couple of Career Center programs.
- Browsed online job boards.
- Knows we have a database of options (ZebraNet).
- Has seen promotions for Job & Internship Fairs.
- Viewed first page of Career Center website.
- Expresses relief that family member may have a connection for “a job.”
- Knows a resume is important for future.

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**Comments:**