






## General Evaluation Rubric

Comp	Learning Outcome	1 Needs Improvement	2 Slightly Below Standards	3 Meets Standards	4 Slightly Above Standards	5 Exceeds Standards	N/A
	<b>Verbal Communication</b>	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.	
	<b>Written Communication</b>	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.	
	<b>Attentive Listening</b>	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.	
	<b>Strengths Development</b>	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	
	<b>Personal Accountability &amp; Professionalism</b>	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.	
	<b>Professional Presence</b>	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.	
	<b>Time Management</b>	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.	
	<b>Critical Thinking</b>	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.	
	<b>Collaboration &amp; Teamwork</b>	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.	
	<b>Developing Others</b>	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 offices 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

