EMPLOYING STUDENT SUCCESS

ON-CAMPUS STUDENT EMPLOYMENT SELF-ASSESSMENT RUBRIC

NASPA®
Student Affairs Administrators
in Higher Education

OVERVIEW

On-campus student employment has the potential to be a prime student success strategy for institutions. The purpose of this rubric is to help colleges and universities understand and self-assess the extent to which the conditions of student employment on their campuses are characteristic of a high-impact practice shown to increase retention and facilitate deeper learning for students from all backgrounds.

The NASPA On-Campus Student Employment Self-Assessment Rubric codifies the research used to develop the report *Employing Student Success: A Comprehensive Examination of On-Campus Student Employment* and builds on identified capacity areas and guiding principles. While the rubric was informed by research focused on undergraduate student development, certain elements can also be used to benefit graduate students. The student employment rubric is not meant to be used as an extensive program evaluation tool but rather as a mechanism for guiding planning discussions and identifying current strengths and areas for program improvement.

The rubric is designed to be used as a continuous improvement tool to help campus leaders assess their institution's current state of student employment program efforts. Based on the results of this assessment, institutions should develop and implement improvement plans for areas in need of attention.

HOW TO USE THE RUBRIC

The rubric centers around six capacity areas critical for successful on-campus student employment program administration: leadership engagement, hiring policies and procedures, growth and professional development opportunities, student learning outcomes, assessment and evaluation, and program management. Each capacity area has associated criteria, which the rubric presents in the form of guiding questions, as well as descriptors for each of the possible ratings.

The rubric uses language intended for use at the institution level; however, it can also be used for divisions and/or departments involved in the administration of on-campus student employment.

Capacity Criteria Ratings	
Rating	**Definition**
Forming	Practices do not occur and/or institution is currently in the planning phase
Emerging	Practices occur inconsistently and/or institution is in the early phase of implementation
Performing	Practices occur but more can be done to formalize and/or standardize across the institution
Exemplary	Practices are carried out consistently across the institution and/or the institution has achieved an ideal state

	Forming	Emerging	Performing	Exemplary
LEADERSHIP ENGAGEMENT				
Goal Setting *To what extent has the institution integrated student retention, engagement, and/or learning as primary goals of an on-campus employment program?*	• Institution has not formally identified and shared goals for student employment. • Leadership does not recognize the potential of on-campus student employment to serve as a high-impact practice.	• Institution primarily operates under the belief that the sole purpose of student employment is to provide financial support to students. • Leadership and/or managers of student employment programs may recognize that student employment can be leveraged as a high-impact practice; however, there has been little to no action to formally develop student success-related goals for the program.	• Leadership and program managers have developed goals for student employment that integrate student learning and retention; however, the goals have not been shared throughout the institution. • Institution is in the process of developing a plan and/or a plan is in place to enhance student employment; however, the plan is more focused on scaling the number of positions and not on transforming the program into a high-impact practice.	• Goals of student learning, engagement, and/or retention have been co-developed with and/or approved by leadership. • Program goals have been articulated and shared with various audiences at the institution. • Institution has developed a comprehensive plan to actualize the intended goals of the program.
Institutional Alignment *In what ways has the institution prioritized and invested in student employment resources to support campuswide student success goals?*	• Student employment is not seen as a student success strategy at the institution and/or student employment is not included in the institution's student success plans. • Leadership has allocated resources to help pay student employees and maintain current state of operations; however, resources are not given for the purpose of advancing the program.	• Institution has begun allocating resources to support effective campus employment activities related to student success; however, these investments are made on a small scale and/or are happening on an infrequent basis. • Institution is working to identify potential ways to support program development operations.	• Leadership is investing resources to support and scale effective program activities; however, many of those activities are not directly tied to student learning, engagement, or retention. • Institution is beginning to integrate student employment into ongoing student success initiatives and/or high-quality student employment programming is happening on a small scale across part(s) of the campus.	• Student employment is seen as a priority student success initiative at the institution and has been integrated into formal strategic plans and aligns with other student success efforts. • Leadership allocates adequate resources to help provide more opportunities for student employees and invests in the development of tools and activities that encourage and promote student learning and engagement.

	Forming	**Emerging**	**Performing**	**Exemplary**
HIRING POLICIES AND PROCEDURES				
Outreach and Awareness *How does the institution ensure that all students have an equal opportunity to apply for a position?*	• Information about open on-campus employment positions is publicly available to students; however, the information is not easy to find and/or students are unaware of how to apply for on-campus employment when needed. • Job descriptions are not posted in a centralized database and/or hiring departments primarily rely on in-person or word-of-mouth referrals.	• There is an overreliance on one source of communication about available on-campus employment positions and/or additional work can be done to diversify outreach to students. • Institution has a centralized database for on-campus employment positions; however, hiring departments use the database on an infrequent and inconsistent basis and/or students do not find it to be user-friendly.	• Institution uses a mix of communication channels to inform students about positions. • A centralized database exists and many hiring departments use the system; however, more can be done to encourage widespread system use. • Most communication materials are used to inform students about specific positions; more can be done to inform students about the benefits of working on campus.	• Institution uses a diverse mix of communication channels (e.g., social media, online job database) to inform students and raise student awareness of potential job opportunities and benefits of working on campus. • Information about available on-campus employment positions and how to apply for them is accessible to all students. • Institution mandates that all job openings be posted online. • Institution strongly encourages or requires all jobs to be posted in a centralized location.
Application Procedures (Expectation Setting) *To what extent does the institution provide students with clear information about job expectations?*	• Most hiring departments do not provide students with written position descriptions for on-campus jobs. • Position descriptions that are provided to students are vague and/or difficult to understand	• Position descriptions that include basic information about the job's responsibilities are available to students; however, more can be done to ensure that position descriptions accurately describe what a student should expect from the experience (e.g., learning outcomes, potential wages earned). • Position descriptions are inconsistent across the institution (i.e., some are more comprehensive than others). • Most job titles are vague (e.g., student aide, student assistant) and not very descriptive.	• Most available positions include descriptions with detailed information about job responsibilities and expected benefits of the experience. • Institution provides a standard position description template; however, more information is needed to reflect the potential student experience and/or its use is varied across the institution. • Institution utilizes a student employment website and/or designated campus office to provide resources for students with questions about employment opportunities.	• All available jobs include position descriptions with most, if not all, relevant information (e.g., meaningful job title, potential learning outcomes, responsibilities, wages/wage scale, physical demands). • Institution uses a standard position description template that allows hiring departments to provide additional contextual information. • Institution provides students with multiple mechanisms for finding information and asking questions about potential roles (e.g., website, job fairs, hiring managers, designated campus office).

	Forming	Emerging	Performing	Exemplary
HIRING POLICIES AND PROCEDURES (CONTINUED)				
Application Procedures (Hiring Experience) *To what extent does the institution create a hiring experience that allows students to practice and develop professional job-seeking skills?*	• Students applying for on-campus employment positions are required to submit an application, which is primarily for human resources compliance purposes.	• Institution encourages hiring departments to ask students to submit applications and/or résumés and complete a formal interview; however, these practices do not occur on a consistent basis. • Level of hiring process complexity is not commensurate with the responsibility level and skill set needed for the position for which a student is applying (e.g., application for an entry-level position that requires résumé, cover letter, references, writing sample, and interviews).	• Institution requires or encourages hiring departments to ask students to complete more than a job application prior to start of employment. • Some hiring departments treat the hiring process as a way to further develop a student's job-seeking skills. • Institution has job-seeking supports available to students; however, supports are not easily accessible to students and/or student awareness of them is limited.	• Hiring practices and requirements align with the level of responsibility and skill set needed for the position; process is not seen as overbearing or overly simplistic in relation to the role. • Students are required to submit/complete at least two of the following: job application, cover letter, résumé, interview, or writing sample. • Institution leverages the hiring process as a low-risk learning opportunity to provide students with a "true-to-life" hiring experience. • Institution provides support to help students develop and refine job-seeking skills (e.g., interview preparation, résumé preparation). • Students have access to support in multiple ways (e.g., in-person counseling, technology-enabled counseling, online tutorials).

	Forming	Emerging	Performing	Exemplary
GROWTH AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES				
Student Employee Supports *How does the institution provide professional development opportunities for students to help them build critical career-readiness skills?*	• Very little support is provided to students to help them acclimate to on-campus student employee roles. • Institution does not offer any professional development opportunities for student employees and responsibility for doing so is left solely to each hiring department.	• Some areas across the institution offer resources (e.g., orientation, handbook, website) to help student employees better understand their responsibilities and roles at the institution; however, the resources are hard to find and/or only accessible to some student employees. • Institution and hiring departments have a sense of the career-readiness areas they want students to build; however, there has not been any formal articulation or structures put in place to standardize these skills for students. • Professional development opportunities are rarely offered and/or only primarily offered to students who work in certain areas on the campus.	• Institution has developed several resources to provide students with the information about on-campus employment obligations and to address any questions; however, more can be done to increase participation and use of resources. • Institution has identified priority career-readiness areas for student employees. • Institution offers some professional development opportunities to help student employees build career-readiness skills; however, more work can be done to formalize/structure offerings and/or make training more accessible to increase participation.	• Institution utilizes a combination of resources (e.g., handbook, new employee orientation, student employment website, employment office) for students to get answers to questions about on-campus employment. • Institution has identified and clearly defined career-readiness areas for students to develop or enhance during their employment experience. • Student employees have access to professional development opportunities that are delivered in multiple ways (e.g., face to face, on the job, webinars, prerecorded training). • Professional development opportunities are often revisited to ensure they are meeting student employee and supervisor needs.

	Forming	Emerging	Performing	Exemplary
GROWTH AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES (CONTINUED)				
Supervisor Capacity *How does the institution provide clear guidelines and support for supervisors of student employees?*	• Institution provides little to no guidance for supervisors of student employees.	• Most supervisors have a general understanding of their role and responsibilities; however, supervisors lack tools and guidance about how to succeed in their role. • Institution provides information about supervisor responsibilities that center around human resources and compliance issues; little to no guidance is given on how to enhance the employment experience to serve as a high-impact practice. • Supervisor efforts are reviewed on an infrequent and inconsistent basis. • Institution is developing a process to facilitate ongoing communication with supervisors.	• Supervisors have a shared understanding about how to be effective in their role. • Institution provides supervisors multiple resources and tools (e.g., handbook, website, orientation) to help inform actions. • Institution has developed a process for communicating information to supervisors, addressing common challenges and questions, and celebrating successes; however, more can be done to facilitate supervisor-to-supervisor and supervisor-to-leadership communication. • Students are able to provide feedback on their supervisor's performance.	• Institution has developed and shared tools and resources (e.g., orientation, templates, website) that most supervisors leverage and use to enhance the student employment experience; these tools and resources are routinely revisited and updated when necessary. • Institution offers formal training and professional development opportunities for supervisors centered around goals of the student employment program. • Multiple communication mechanisms are in place for supervisors to share successes and challenges and to ask questions with one another and provide feedback to leadership. • Institution has developed several ways to identify and recognize high-performing supervisors, including embedding supervisor performance criteria into professional staff evaluations.

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GROWTH AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES (CONTINUED)				
Recognition *In what ways does the institution recognize and highlight the contributions of student employees?*	• Student employee contributions are rarely formally recognized across the institution. • Institution does not have any formal process to reward and/or acknowledge excelling and high-performing student employees.	• Institution occasionally recognizes the positive impact of student employment; however, more can be done to increase the frequency of recognition and/or reach a larger campus audience. • Individual student employee contributions are inconsistently recognized across the institution, or criteria for students to receive recognition is inconsistent across hiring departments. • Competitiveness of processes and qualifications for students to receive recognition and rewards limit the number of student who apply or are eligible.	• Institution finds ways throughout the year to formally recognize the contributions of student employees. • Formalized incentive structures are in place to recognize student employees for their contributions.	• Institution utilizes several opportunities to recognize and share the impact of student employment (e.g., participating in National Student Employment Week, highlighting student employment facts in various speeches and/or institutionwide communications). • Institution has formalized opportunities and consistent processes for incentivizing student employee performance and advancement (e.g., promotions, raises, special programs, micro-credentials/badges, comprehensive learner records).

	Forming	Emerging	Performing	Exemplary
STUDENT LEARNING OUTCOMES				
Learning Framework *To what extent does the institution identify institutionwide student learning outcomes of employment opportunities?*	• Institution has not identified expected learning outcomes for employment opportunities.	• Institution has articulated expected employment learning outcomes; however, learning outcomes are not consistently recognized across campus employment areas. • Institution is in the process of selecting and/or developing a framework for defining learning outcomes and rubric for assessing level of student learning; however, the process does not have a mechanism for including cross-campus function/office input.	• Institution has articulated expected employment learning outcomes; effort has been made to raise awareness about learning outcomes across all areas on campus. • Institution included cross-campus function/office input in selecting and/or creating a framework for defining learning outcomes and rubric for assessing level of student learning. • A plan is in place to ensure campus understanding about how to effectively use frameworks and rubrics for employment opportunities.	• Institution has embedded employment learning outcomes into relevant practices and policies; learning outcomes are consistent and widely understood across campus. • Institution included cross-campus function/office input in selecting and/or creating a framework for defining learning outcomes and rubric for assessing level of student learning. • Framework aligns with institutional mission, academic outcomes, and other student success efforts. • Most of the institution has bought into the value of learning frameworks and rubrics, and supervisors understand how to use them.

	Forming	Emerging	Performing	Exemplary
STUDENT LEARNING OUTCOMES (CONTINUED)				
Reflection (Learning) *In what ways does the institution help student employees evaluate and document their learnings from their employment experience?*	• Institution does not set expectations or have policies about discussing student learning. • No mechanism for documenting student learning is in place.	• Institution has established expectations about the importance of informal or formal check-ins to discuss student employee learning; however, the quality and timeliness of check-ins is inconsistent across hiring offices/departments. • Student learning is recognized and documented across some hiring offices/departments.	• Institution has established expectations about the importance of formal and informal check-ins to discuss student employee learning and offers guidance to help improve consistency in quality and timeliness of check-ins across hiring offices/departments. • Students and supervisors co-develop a learning plan at the start of employment; however, this plan is not often revisited or updated. • Student learning is recognized and documented across all hiring offices/departments.	• Institution has established expectations, reinforced by formal policies, that ensure all student employees are given opportunities to reflect on learning and draw connections between their career goals and experiences inside and outside the classroom; reflection may occur via one-on-one conversations with supervisors, group conversations with peers moderated by supervisors, or a mix of alternative communication mechanisms. • Students and supervisors co-develop a learning plan at the start of employment; this plan is frequently revisited and updated. • Student learning development is recognized across hiring departments/offices; students have the opportunity to document learning via a formal record, certificate, e-portfolio, or digital badge.

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STUDENT LEARNING OUTCOMES (CONTINUED)				
Feedback (Performance) *In what ways are students able to receive and give feedback on their performance during their employment experience?*	• No mechanisms are in place that allow students to establish baseline goals or receive feedback on their performance during their employment experience. • There is a process in place for when corrective action is needed; however, it is not well defined and students and supervisors are largely unaware of its existence.	• Baseline performance and goals are set at the beginning of the employment term; however, there is a need for ongoing communication that allows student employees and supervisors to update goals during the experience. • Students receive feedback on their performance during a formal evaluation at the end of the employment experience; however, the evaluation does not include an opportunity for students to give supervisors feedback. • Supervisors and students have a basic understanding of the process in place for when corrective action is needed.	• Students and supervisors discuss baseline performance and goals at the beginning of the employment term. • Students and supervisors have mid- and post-employment term evaluations where students can both give and receive feedback. • Students and supervisors are aware of the appropriate protocols and intervention strategies in place for when corrective action is needed.	• Students and supervisors set expectations and baseline performance goals at the start of the employment experience; appropriate flexibility and opportunity is given to adjust these expectations and goals as needed throughout the experience. • Students and supervisors have informal check-ins and set times for formal evaluations to discuss both student employee and supervisor performance before, during, and after the employment experience. • Students are given supports needed to prepare them to effectively give and receive feedback during performance evaluations. • Students and supervisors are confident in their ability to document, communicate, and manage systemic challenges and concerns; guidance and existing documents from human resources are leveraged.

	Forming	Emerging	Performing	Exemplary
ASSESSMENT AND EVALUATION				
Student Success Data (Collection) *How does the institution identify, collect, and store data to further understand the impact of student employment?*	• Institution does not fully understand the data it needs to assess program impact. • Institution does not have a routine process in place to collect data on all on-campus student employees.	• Institution understands which data it needs but does not have the capacity to collect them all for various reasons (e.g., system capacities, staff capacity). • Data collection is not always timely and/or reliable enough for decision makers to have an accurate sense of progress or impact.	• Institution understands and is able to collect most of the priority data it needs to understand progress and impact. • Most student success data is quantitative (e.g., GPAs, retention rates, graduation rates); more can be done to gather qualitative data (e.g., student surveys) to understand student experiences with the program.	• Institution regularly collects quantitative and qualitative data relevant to understanding the extent to which employment meets program goals and/or its impact on other institutional priorities. • Leadership and stakeholders have confidence in the accuracy and reliability of the data. • Institution continuously seeks improvement in data collection efforts and regularly engages with the institutional research office, faculty, and other campus data professionals to identify creative ways to evidence impact.
Student Success Data (Analysis and Interpretation) *To what extent can the institution understand student employment's impact on student success?*	• Institution is in the process of identifying measures and analyses relevant to understanding program impact. • Institution cannot effectively explain program impact on institutional priorities and the extent to which it meets program goals, and/or there are too many people involved and it is unclear where decision-making authority lies.	• Institution has established a baseline assessment to help determine progress and impact of efforts; however, capacity issues allow for only simple analyses to occur. • Leadership can anecdotally discuss the impact of on-campus employment efforts; however, discussions are not supported with sound data analyses.	• Institution uses data analyses to discuss key areas in need of improvement as well as program impact on student success. • Institution understands it needs to conduct more complicated analyses to further understand progress and impact on student success.	• Both institution and hiring departments have a clear sense of program impact and areas for improvement. • A set of agreed-upon metrics are routinely analyzed to understand program trends and patterns over time; data analyses are used to inform leadership actions. • Cross-institution data partners are actively involved and supply leadership with the necessary analyses and interpretation of outcomes. • Institution is able to share sound data analyses about the impact of the student employment program with internal and external stakeholders.

	Forming	Emerging	Performing	Exemplary
PROGRAM MANAGEMENT				
Oversight *How well does the institution monitor and manage on-campus student employment program functions and advancement efforts?*	• No clear person or team is responsible for coordinating the institution's on-campus student employment efforts. • There is no recognized ownership of efforts to advance student employment across the campus; improvement efforts are made at a department/office level and there are no formal communication mechanisms for sharing insights across campus.	• Designated point(s) of contact have minor roles in managing and monitoring on-campus employment functions relating to compliance and hiring paperwork. • Some on-campus employment functions have clear owners and are recognized throughout the institution; however, this level of awareness is not seen across functions and groups of students on the campus. • Planning or restructuring is needed to ensure an institutionwide approach for administering on-campus employment.	• Designated point(s) of contact is in place and manages/coordinates processes across the institution; however, roles and responsibilities are still being defined. • Point(s) of contact has little to no authority to make programmatic decisions. • Existence of coordinating body is inconsistently understood across the campus.	• Designated point(s) of contact is responsible for managing and coordinating processes across the institution. • Roles and responsibilities are clearly defined, aligned with program goals, and widely understood across campus. Responsibilities may include creating mechanisms for routine updates to both students and employers as well as working to create a seamless experience for students. • Point(s) of contact is empowered by leadership to make critical program decisions. • Point(s) of contact actively collaborates with hiring offices/departments and hosts regular cross-campus meetings to discuss improvement efforts on student employment.
Resources *How well has the institution built the infrastructure to fully implement and manage the employment program to scale?*	• Staff and designated point(s) of contact are working beyond their capacity and do not have the necessary resources to carry out the work. • Discussions of how to maintain and/or expand the program are preliminary and require more planning.	• Some areas of the institution have capacity to effectively manage the program at a high-impact level; however, professionals in other departments/units are concerned about the stability of their areas due to capacity constraints. • There is an overreliance on one or two persons to manage the program; more work is needed to train additional staff and more efficiently operate the program. • Institution is unsure and/or there is disagreement about the resources needed to sustain and scale the program.	• Institution has the capacity to run the program given the current state of implementation; however, more resources (e.g., staff, space, training) are needed to scale the program. • Program staff has identified and communicated to leadership the resources needed in order to efficiently manage the program; more resources need to be secured to scale the program to the desired level. • Leadership is working to obtain the resources needed to maintain and scale the program.	• Staff and designated point(s) of contact are able to operate at an optimal level based on allotted resources. • Leadership has clearly identified the necessary resources to scale and manage the program, which is evident through deliberate planning, securing needed resources, and allocating appropriate staffing levels.

	Forming	Emerging	Performing	Exemplary
PROGRAM MANAGEMENT (CONTINUED)				
Technology *To what extent does the institution leverage technology to effectively manage the student employment program?*	• Institution does not have an effective system for managing student employment processes and communication efforts. • Institution has not explored whether a technology system, web-based solution, and/or software can be used to make the process more effective; institution relies solely on face-to-face interactions. • Current systems are not integrated and/or relevant staff do not have access to all systems.	• More work can be done to streamline processes for students and supervisors. • Institution has not explored whether any program components can be automated; however, current face-to-face and manual information processing works well given current scale of program. • Institution uses disparate systems that are not integrated; however, staff are trained and have access to each system and/or have developed successful workarounds to obtain/share the needed information.	• Institution has developed procedures that allow quick and easy processes for students; some aspects are automated when optimal. • Institution has an established system in place that allows students and supervisors to easily communicate with program point(s) of contact. • Institution is leveraging existing technology systems to document and share information about student employees, learning outcomes, and program operations.	• Institution has well-established procedures and systems in place that appropriately leverage technology for program processes. • Processes are automated when optimal; institution utilizes the right balance of technology and face-to-face interactions. • Institution has leveraged existing technology systems or has built a new system to document and share information about student employees, learning outcomes, and program operations. • On-campus student employees are identified in the student information system and/or other institutionwide database; the institution is able to connect student employment data with other data to assess the impact of the program on students' retention, graduation, and other success measures. • Systems and processes ensure that sharing of student information is secure and kept confidential.