

Student Pre-Evaluation Form: Purpose, Instructions, and Examples

The purpose of the Student Pre-Evaluation Form and the Student Report Form is for students to thoughtfully consider their skill level in a set of core competencies employers value in employees, which include the following: communication, critical thinking, equity & inclusion, leadership, professionalism, teamwork, and technology. It is in the student's best interest to make strides at improving these skill sets while in Co-op and internship positions, because students will likely have access to activities, tools, and experiences that will lend opportunities to practice in many of these areas.

You are not graded on how you rate yourself. This tool has been designed to help you identify and evaluate your strengths and weaknesses. At the end of the term when completing the Student Report, you will evaluate your progress through a post-evaluation. Do not embellish your skillsets in the assessments and remain aware of your actual competency levels. In most instances students will have opportunities to improve upon their skillsets over a period of time. Therefore, students are encouraged to participate in an internship/Co-op with the same employer over multiple academic terms, or alternatively, participate in multiple internships during their tenure in college. High impact internships matter, and studies reveal the benefits of experiences done well that include intentional reflection (Kuh et al., 2017).

Example 1 – Overstating Skills

Assume the student is a junior in an engineering major, they have created and given a handful of presentations, they are an excellent storyteller and presenter, and they have many friends. The student feels confident they are “Competent” in “Communication.”

Pre-Evaluation: In the category of “Communication,” the student rates themselves “Competent,” because they genuinely believe they meet the basic standards of communication, and they are consistent in their communication style in the classroom and with friends.

Internship Experience: The student participates in the internship and has the opportunity to experience ever-present office politics, whereby they are engaging with team members with various types of personalities, and they are trying to navigate the setting while completing tasks. They soon learn that there is a great deal more to communication than they have experienced. The internship academic term is nearing the end and as they have been reflecting on the entirety of the experience, and they begin to complete the student report and post-evaluation.

Post-Evaluation: In the “Communication” category, they realize they perhaps overrated themselves in the pre-evaluation, but now believe they fall within the “Competent” level. They again select “Competent” even though they have grown in the category, but they are still learning and realize they have more to learn.

In Reflection: Perhaps they could have rated themselves as an “Advanced Beginner” in the pre-evaluation.

Example 2 – Accurately Assessing Skills

This is the same student rating themselves in “Technology” skills. They understand and leverage technologies in a variety of facets to complete tasks. Furthermore, they grew up with access to technology and are comfortable learning new programs and platforms.

Pre-Evaluation: In the “Technology” field they rate themselves “Advanced Beginner” because they realize they have a lot to learn due to ongoing technology changes, they make mistakes because they try new things and think outside of the box.

Internship Experience: The student participates in the internship and notices that members of the full-time team frequently ask them questions about technology and they often are solicited for their opinions and views of how to manage certain aspects of technology. Throughout the experience they reflect about their progress. The internship is nearing the end of term and they begin thinking about the student report and post-evaluation.

Post Evaluation: In the “Technology” field, they rate themselves “Competent” as they realize that while there is still much to learn, they do in fact meet industry standards and while they may make mistakes, it is an appropriate amount.

In Reflection: The student completed the pre- and post-evaluations as intended for this exercise, as they were able to genuinely assess, reflect, and reassess their skills based upon perceived knowledge and skill within the 8 career readiness competencies. Although the student may have possessed greater technology skills than coworkers, they may be comparable to others in their classes.

Reference

Kuh, G., O'Donnell, K., & Schneider, C. G. (2017). HIPs at ten. *Change: The Magazine of Higher Learning*, 49(5), 8-16.

Dr. Tammy Taylor
SIUE Career Development Center