

Aggies RISE:  
Reflecting and Integrating  
Student Employment  
Summer Advisor and Supervisor  
Symposium  
July 16, 2013

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# Agenda

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- Background
  - Leadership Development
  - Aggies RISE Pilot Project
  - Your Role as a Supervisor
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# Benefits of Working

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- Student employment provides a context in which (students) acquire efficient organizational skills and normative work habits that benefit them after college. (Pascarella & Terenzini)
  - Students are most successful in “seamless environments” where they can make connections between classroom and out of classroom experiences. (Kuh)
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# High Impact Practices

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- Devote considerable time and effort to purposeful tasks
  - Develop substantive relationships with mentors and peers
  - Receive rich and frequent feedback
  - Apply, test, and integrate learning
  - Take time for reflection
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# Learning Outcomes

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- Master the depth of knowledge required for a degree
  - Demonstrate critical thinking
  - Communicate effectively
  - Practice personal and social responsibility
  - Demonstrate social, cultural, and global competence
  - Prepare to engage in lifelong learning
  - Work collaboratively
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## *Aggies Commit to Learning for a Lifetime*

- **Student Learning Goal:** to improve student learning by developing the habits and skills for integrative and lifelong learning
  - **Institutional Goal:** to create a culture that makes intentional and thoughtful engagement in high-impact learning experiences the norm for our students
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# DSA Strategic Plan

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- Goal 1: Provide quality programs, services, opportunities and facilities that enhance students' academic and developmental opportunities
    - Strategic Initiative: *Develop learning outcomes for student workers*
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# Leadership Development

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- A continuous, systemic process designed to expand the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives.
    - Leadership development is a process – continuous, progressive, and sequential.
    - Leadership development enhances individuals and expands the capacity of individuals, groups, and organizations – broadens horizons and changes mental models
    - Leadership development should increase the capacity of the whole system – a multi-level endeavor
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# Aggies RISE Pilot Project

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- Process
    - Identifying Learning Outcomes
      - Communicate effectively
      - Demonstrate critical thinking
      - Demonstrate social, cultural, and global competence in working with groups
    - Pre-survey
    - Interviews
    - Post-survey
  - Results
    - Skills gained
    - Relationship to Learning Outcomes
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# More Results



Thinking about your work as a student employee in the Division of Student Affairs, please rate your agreement (1-5, strongly disagree to strongly agree, \*DSA identified outcomes )

	Pre-Mean	Post-Mean	Change
*Because of my job, I am more able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.	4.08	<b>4.32</b>	0.24
My supervisor helps me make connections between my work and my life as a student.	3.66	3.84	0.18
My job has helped me develop conflict resolution skills.	4.02	4.19	0.17
I recognize connections between my job and my academic major/coursework.	3.38	3.55	0.17
My job has helped prepare me for the world of full-time employment.	3.71	3.88	0.17
*My job has helped me improve my written communication skills.	<b>3.28</b>	3.43	0.15
My job has helped me learn more about career options.	<b>3.28</b>	<b>3.39</b>	0.11
My job has helped me develop more effective time management skills.	4.08	4.18	0.10
*My job has helped me improve my oral communication skills.	<b>4.19</b>	4.28	0.09
*My job has helped me improve my critical thinking skills to form opinions and solve problems.	3.91	3.99	0.08

# Your Role as a Supervisor

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- Identify learning that takes place on the job
  - Challenge yourself to provide more opportunities for student learning
  - Provide feedback about performance
  - Engage students in reflecting about their learning
  - Assess and document their learning
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# Enhancing Student Learning through Employment

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- Things to consider...
  - Establish general outcomes for student employment
    - What should students know and be able to do after working in your office? (Tasks, skills, competencies)
  - Tie those general outcomes to the student worker learning outcomes
  - Incorporate language of student worker learning outcomes into job announcements and position descriptions
  - Create and use interview questions that encourage students to make connections between world of work and academics

\*Suggestions may not all be applicable to every setting/job type

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# New This Year

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## Leadership Learning Contracts

- Implementation group who can commit using the tool with at least one student
  - Includes supervisor training and support for the academic year
  - Look for information in August 2013!
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# Resources



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- **Division of Student Affairs Strategic Plan:**  
<https://studentaffairs.tamu.edu/sites/studentaffairs.tamu.edu/files/Strategic%20Plan%202011-2015.pdf>
  - **High Impact Practices:** <http://us.tamu.edu/Students/High-Impact-Practices/High-Impact-Practices-Defined>
  - **Quality Enhancement Plan:**  
<http://provost.tamu.edu/initiatives/quality-enhancement-plan>
  - **Undergraduate Learning Outcomes:**  
<http://us.tamu.edu/Faculty-Administrators/Undergraduate-Learning-Outcomes>
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What does this  
mean for you?

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