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

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

• 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)
High Impact Practices

• 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
Learning Outcomes

• 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
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
DSA Strategic Plan

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

• 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
Aggies RISE Pilot Project

• 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
Some Results (post-survey)

One specific skill you learned as a student employees that contributes to your overall success as a student.
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)

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

• 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
Enhancing Student Learning through Employment

- 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*
New This Year

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!
Resources

• Division of Student Affairs Strategic Plan:  

• 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
What does this mean for you?