



Student Employment: Incorporating Learning and Reflection on the Job

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Agenda

- Employer Expectations of Graduates
- Resources Available at Texas A&M
- Learning and Reflection in Action
- Q & A



Employer Expectations

(Scoring 8-10 on 10 pt. scale)

	Importance (Employer)	Well Prepared (Employer)	Well Prepared (Student)
Oral Communication	85%	28%	62%
Work Effectively in Teams	83%	37%	64%
Written Communication	82%	27%	65%
Ethical Judgment/Decision Making	81%	30%	62%
Critical Thinking/Analytic Reasoning	81%	26%	66%
Apply Knowledge to Real World Settings	80%	23%	59%

(Hart Research Associates, 2015)



Aggies RISE: Reflecting and Integrating Student Employment

- Division of Student Affairs assessment of student employees: pre-/post-survey based on identified job descriptions and DSA priorities
- Supervisor-Student interview reflecting on learning
- Professional development for supervisors



Statement (5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)	Pre-Mean (sd)	Post-Mean (sd)	Change
Because of my job, I am more able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.	4.08 (.87)	4.32 (.76)	+.24
My supervisor helps me make connections between my work and my life as a student.	3.66 (1.07)	3.84 (1.03)	+.18
My job has helped me develop conflict resolution skills.	4.02 (.88)	4.19 (.83)	+.17
My job has helped prepare me for the world of full-time employment.	3.71 (1.04)	3.88 (.94)	+.17
I recognize connections between my job and my academic major/coursework.	3.38 (1.16)	3.55 (1.14)	+.17
My job has helped me improve my written communication skills.	3.28 (1.04)	3.43 (.98)	+.15
My job has helped me learn more about career options.	3.28 (1.17)	3.39 (1.13)	+.11

Student and Supervisor Training

- Trainings for Supervisors
 - Rules/Regs, Supervising Students, Interviewing, Performance Reviews
- Trainings for Students
 - Required online HR trainings
 - Workplace Etiquette, Customer Service
 - Money Wise Aggie workshops



Resources Available

- Jobs for Aggies (job database & website)
- Part-Time Job Fair
- Supervisors Manual
 - Tips, suggestions and explanations
 - Sample forms
 - Statement of Understanding
 - Performance Reviews
 - Disciplinary Report
- National Student Employment Week
 - Student Employee of the Year



Learning in Action

- Learning Contracts
- Rubrics
- Reflection
- Training and Workshops



Learning Contracts

Goals	What can I do to achieve this goal?	What can others do to help me achieve this goal?
Technology: I would like to become more familiar with Microsoft so I can use the computer more efficiently	I can attend seminars that show me the workings of this program or ask others who are well rehearsed with word for help.	Co-workers can help by showing me tricks they learn or giving me projects that use these programs so I can learn as I work.
Public Speaking: I would like to overcome my fear of speaking in public!	I can work on talking to larger crowds or groups inside of work and out	If an opportunity arises that allows for presentations, maybe I could be given the opportunity to open the floor or give a presentation for a department.
People Skills: I can always benefit from learning how to handle clients and people who call so I can efficiently help them.	I can ask more questions or see if there are other opportunities for me to work out with students and become more familiar with the controversial issues that arise on our campus that may be something people come to our office bearing questions about	Co-workers can help me stay up-to-date on issues that may arise or questions that may occur during certain times of the semester. Also trainings on empathy could be helpful to us connecting with our callers and visitors more effectively.

Rubrics

Learning Outcome: *Articulate the connection between their position and future career path*

Overall Rating: <i>(Level at which learning outcome is being met)</i>		Novice: The student employee views their employment as a job. They are assigned tasks, and they complete them. The connection between their student employee position and their future career is not immediately visible to them.	Intermediate: The student employee acknowledges they are learning transferable skills that will aid them in the future. The student employee is able to identify these skills. The student employee experiences opportunities for transferable skill-building passively.	Advanced: The student employee recognizes they are learning transferable skills that will aid them in the future. The student employee is able to provide examples of the transferability of their experiences. The student employee actively seeks out opportunities for transferable skill-building.
Opportunities for Practice	CUSTOMER SERVICE Demonstrating leadership and selfless service when assisting customers (students, parents, family members, university visitors) in person, via email, or on the phone; recognizing boundaries and referring customers to professional staff when necessary	Examples of student learning:		
	MANAGING & TEACHING OTHERS Training new student employees or new professional staff; confident in approach to helping others	Examples of student learning:		
	SENSE OF PURPOSE Understanding the benefits of being driven by professional motivators in the work setting; recognizing that investing in student employee position means also investing in self; understanding that sense of purpose creates a more positive work experience	Examples of student learning:		
	SELF AWARENESS OF LEARNING Recognizing the value of developing transferable skills; marketing student employment as a developmental experience to external entities	Examples of student learning:		
	ADDITIONAL OPPORTUNITIES	Examples of student learning:		

Resource: AAC&U Integrative Learning VALUE Rubric



Reflection

- At the end of each shift
- Reflection exercises
 - Reflect on 3 experiences in the office
 - Reflect on 3 experiences in the office where problem solving/critical thinking was demonstrated
 - Reflect on skills and experiences gained as a result of student employment



Trainings and Workshops

- Department Training
 - Required new employee training
 - Additional workshop, Time Management
- Student Employment Office



Challenges

- Getting started
- Time
- Resources



Benefits

- Improved job performance
- Project leadership opportunities
- Enthusiasm
- Focus
- Well rounded employees
- Better prepared graduates



Student's Perspective



Carissa Beamon



Questions?





Thanks!

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