

STUDENT EMPLOYMENT EXPERIENCE REPORT 2017

The Office of Student Life Human Resources houses the Student Employment Experience (SEE) which prepares supervisors of Student Life student employees to have Guided Reflection On Work (GROW) conversations with their student employees. This report summarizes results from the SEE GROW Themes Survey which was distributed via Qualtrics between September 29 and December 14, 2017. The survey was distributed to 202 supervisors of student employee groups across the Office of Student Life. Out of the 202 supervisors surveyed, 171 responded for a response rate of 84.7%. This survey focused on supervisors instead of students because the survey was aimed at gathering feedback on the GROW conversation facilitation process and supervisors were responsible for facilitating GROW conversations with their student employees. Each semester, OSU GROW questions are structured to ask students about the connection between their job and their coursework, career plans and two learning competencies. This autumn semester, the learning competency questions were related to communication and ethical/moral reasoning. Note that not all respondents answered every question on the survey.

How many students do you supervise? (*n* = 171)

Total number of students supervised by survey respondents: 3,856

How many of your students participated in an OSU GROW conversation? (*n* = 171)

Total number of students who participated in an OSU GROW conversation: 3,112 (80.7%)

Who facilitated the majority of these conversations? (*n* = 171)

	<i>n</i>	Percent
The direct supervisor(s)	153	89.5%
Other full-time staff member(s) in our department	4	2.3%
Student managers or leads	25	14.6%
Other	9	5.3%

Other Responses:

- a) Admins/Scheduling Managers
- b) Also Assistant Hall Director
- c) Graduate Assistant
- d) Me
- e) Myself
- f) Office Assistance
- g) Student Admin
- h) Supervisor

Note: The sum of responses may exceed the overall *n* and the Percent column may exceed 100% because participants could select more than one option.

STUDENT EMPLOYMENT EXPERIENCE REPORT 2018

Generally speaking, my student(s):

	Strongly Disagree	Disagree	Agree	Strongly Agree
Talked about things they are learning in class that would apply to their job (<i>n</i> = 169)	1.2%	8.9%	62.1%	27.8%
Talked about things they are learning in their job that could help them in class (<i>n</i> = 169)	0.0%	5.9%	59.2%	34.9%
Talked about ways they could use what they've learned at this job in a future career (<i>n</i> = 169)	0.6%	0.6%	28.4%	70.4%
Talked about ways in which this job is helping them to demonstrate effective communications skills (<i>n</i> = 169)	0.0%	1.8%	31.4%	66.9%
Shared examples of how their job has allowed them to demonstrate ethical decision-making (<i>n</i> = 169)	0.6%	7.7%	53.3%	38.5%
Seemed to be engaged in these OSU GROW conversations (<i>n</i> = 169)	0.0%	3.0%	56.8%	40.2%

GROW Themes Mentioned By Supervisors: (*n* = 169)

	<i>n</i>	Percent
Accountability	122	72.2%
Accuracy of Information	50	29.6%
Collaboration	83	49.1%
Communication Style	115	68.0%
Confidence/Self-Efficacy	56	33.1%
Conflict Management	72	42.6%
Creating/Contributing to Community	49	29.0%
Creative Thinking	35	20.7%
Diversity in Ideas (Valuing)	39	23.1%
Diversity in People	78	46.2%
Ethical Decision-Making	64	37.9%
Finding/Using Information	63	37.3%
Goal Setting and Attainment	47	27.8%
Inclusion	60	35.5%
Integrity	59	34.9%
Listening	81	47.9%
Patience	61	36.1%
Personal Responsibility	88	52.1%
Perspective-Taking/Empathy	42	24.9%
Problem Solving	100	59.2%
Relationship Building	97	57.4%
Respect (treating others)	80	47.3%

STUDENT EMPLOYMENT EXPERIENCE REPORT 2018

Self-Awareness	60	35.5%
Social Justice/Equity	37	21.9%
Teamwork	128	75.7%
Technology Knowledge	32	18.9%
Time Management	131	77.5%
Verbal Communication	106	62.7%
Wellness	42	24.9%
Written Communication	61	36.1%
Work/Life Balance	82	48.5%
Other	8	5.3%

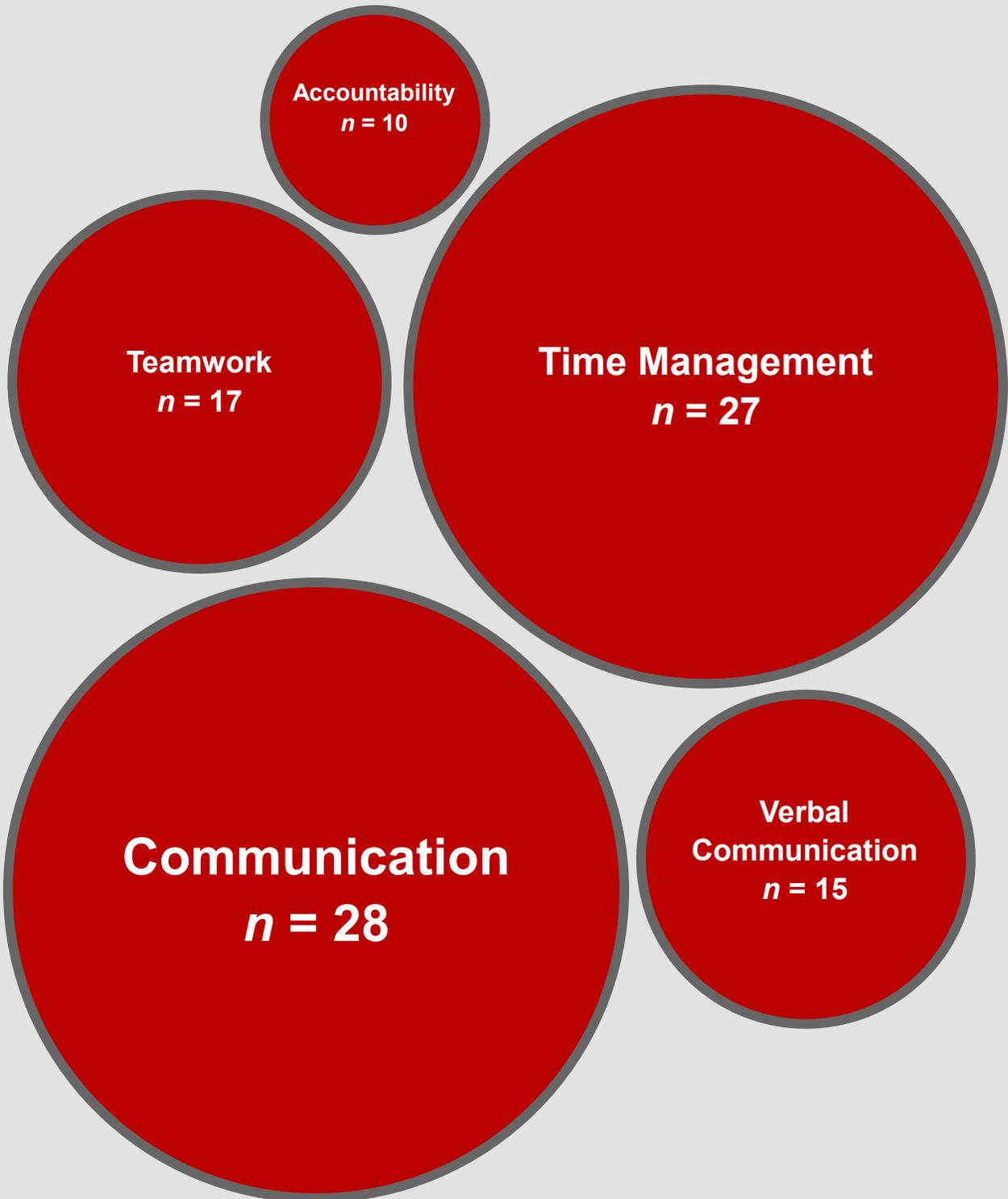
Other Responses:

- a) Adaptability
- b) Autonomy
- c) confidentiality
- d) Leadership
- e) Learning to Ask for Help
- f) Trustworthiness, Dependability, Positivity
- g) Working in fast-paced environment
- h) Working within a process/improve processes

Note: The sum of responses may exceed the overall *n* and the Percent column may exceed 100% because participants could select more than one option; the Percent column

The following infographic summarizes the top-rated GROW conversation topics by supervisors. The topics in the infographic are the topics that supervisors believe came up in their GROW conversations with students the most often.

Most Highly Ranked GROW Topics: Aggregate Report



STUDENT EMPLOYMENT EXPERIENCE REPORT 2018

Please write any overall comments or concerns you have about your experience with the OSU GROW conversations in the space below (*Note: this comment box is optional*)
(n = 96)

Comments

- a) This was a great exercise! I was glad to make connections with the students about the usefulness of this job. / / The main takeaways were: the emphasis on the human aspect of the job, this is what most students said they can apply relationships, working with other, building relationships to many areas of their lives. A few also described their awareness of their actions and the impact it has on others. This was a great conversation to have. / / I also realized how reinforcing the fact this is a "student-run" facility has created an opportunity to be self-motivated, self-aware, and act with ethical & moral reasoning. Many students have been in unique situations that really tested their thought process and their personal values. Understanding their personal values and the values of our operations and how those connect or conflict is a great outcome to have reached. / / This was a great experience for our staff and one that will assist with reaching out outcomes. /
- b) As a residence hall director I find this very challenging to do specifically with RAs and RMs. I have been supervising these roles for 8 years at this point and I feel this and more is covered just through regularly supervision. It felt a little disingenuous to lead these conversations and then in reporting particularly because so much of my supervisory approach is in helping prepare students for the future. I absolutely understand why Student Life wants consistency here but comparing an RA to an OA to a dining hall swiper I truly believe isn't right and skews the data. To truly get good data and help our students learn I think RAs and RMs need to be left out.
- c) Many students felt that if their major was very number based that there was not much overlap between their job at University Catering and their classes. It was a challenge to try to get them to think and engage with this question. A lot of the students discussed taking their problem solving skills, teamwork ability, and time management skills from class to the workplace. Many believe team work, time management, and people skills they are learning will be important for their future careers. Many students felt their communication knowledge has grown in terms of understanding the job at hand. increasing effectiveness with good communication, and knowing how to alter their communication styles to fit different learning styles. Many felt that being accountable meant punctuality and being ethical meant going the extra mile for the customer and Catering, doing what it takes to reach a collective goal for catering and the client, and being dependable.
- d) For the students who have been through previous GROW sessions, they found it hard to give genuine new thought out answers to the first two questions. / / We have a few nontraditional students who viewed some of these questions as trivial. To me, probably because they are more mature and have had other professional work experience to kind of already "figure the big picture out". I dont necessary think thats a bad thing, just something that they maybe didnt see as much value in reflecting about their employment since they already have "GROWn" thru previous work experiences. I do see how these questions are very valuable the younger the student is as part of them GROWing up. I saw some light bulbs click on a few of our conversations. (Caleb i know you love those capital letters in there) /
- e) One student said, "Prior to this job I didn't like asking for help. I saw asking for help as looking incompetent. But this job has taught me that it's not only ok to ask for help - it's essential to being effective at my work and doing my job to the degree expected of me." / / Another student said, "The biggest way I practice integrity and ethical decision-making in this job relates to time management. This is the first job I've ever had where my boss doesn't tell me at the beginning of each day what I need to do. I have to keep track of my own tasks, my own deadlines, and make sure that I'm managing my time on the clock in a way that helps me make progress toward completing those tasks. It's taught me the importance of being trusted to work at your own pace, and to not abuse that trust."

Note: Not all comments are listed in the above list. The selected responses best embody the different themes of the GROW conversations.