

# STUDENT EMPLOYMENT EXPERIENCE REPORT 2018

The Office of Student Life Human Resources houses the Student Employment Experience (SEE). As part of SEE, supervisors of Student Life student employees have Guided Reflection On Work (GROW) conversations with their student employees. GROW© was adapted and used with permission from the University of Iowa. This report summarizes results from the SEE GROW Themes Survey, which was distributed via Qualtrics between January 8 and May 4, 2018. The survey was distributed to 202 supervisors of student employee groups across the Office of Student Life. Out of the 202 supervisors surveyed, 139 responded for a response rate of 68.8%. 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. During Spring 2018, the learning competency questions were related to diversity and inclusion and critical thinking/problem solving. Note that not all respondents answered every question on the survey.

## How many students do you supervise? (*n* = 136)

Total number of students supervised by survey respondents: 3,894

## How many of your students participated in an OSU GROW conversation? (*n* = 136)

Total number of students who participated in an OSU GROW conversation: 3,345 (85.9%)

## Who facilitated the majority of these conversations?

	<i>n</i>	Percent
The direct supervisor(s)	117	86.0%
Other full-time staff member(s) in our department	6	4.4%
Student managers or leads	23	16.9%
Other	6	4.4%

Other Responses:

- Admins/Scheduling Managers
- Both Direct Supervisors and Other full-time staff members
- Student Admins (3)

*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.

## Generally speaking, my student(s):

	Strongly Disagree	Disagree	Agree	Strongly Agree
Talked about things they are learning in their job that could help them in class. ( <i>n</i> = 136)	0.0%	5.9%	58.8%	35.3%
Talked about things they are learning in class that would apply to their job. ( <i>n</i> = 136)	0.0%	13.2%	58.8%	27.9%
Talked about ways they could use what they've learned at this job in a future career. ( <i>n</i> = 136)	0.0%	0.7%	33.1%	66.2%
Talked about ways in which this job is increasing their appreciation for diversity in people and ideas. ( <i>n</i> = 136)	0.0%	3.7%	38.2%	58.1%
Shared examples of how their job has allowed them to demonstrate critical thinking and problem solving skills. ( <i>n</i> = 136)	0.0%	2.2%	39.0%	58.8%
Seemed to be engaged in these OSU GROW conversations. ( <i>n</i> = 136)	0.0%	6.6%	58.8%	34.6%

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## GROW Themes Mentioned By Supervisors:

	<b>n</b>	<b>Percent</b>
Accountability	75	55.1%
Accuracy of Information	23	16.9%
Collaboration	73	53.7%
Communication Style	84	61.8%
Confidence/Self-Efficacy	35	25.7%
Conflict Management	57	41.9%
Creating/Contributing to Community	36	26.5%
Creative Thinking	47	34.6%
Diversity in Ideas (Valuing)	60	44.1%
Diversity in People	81	59.6%
Ethical Decision-Making	18	13.2%
Finding/Using Information	44	32.4%
Goal Setting and Attainment	33	24.3%
Inclusion	63	46.3%
Integrity	20	14.7%
Listening	41	30.1%
Patience	48	35.3%
Personal Responsibility	51	37.5%
Perspective-Taking/Empathy	47	34.6%
Problem Solving	95	69.9%
Relationship Building	65	47.8%
Respect (treating others)	56	41.2%
Self-Awareness	55	40.4%
Social Justice/Equity	34	25.0%
Teamwork	97	71.3%
Technology Knowledge	22	16.2%
Time Management	104	76.5%
Verbal Communication	76	55.9%
Wellness	27	19.9%
Written Communication	36	26.5%
Work/Life Balance	54	39.7%
Other	9	6.6%

### Other Responses:

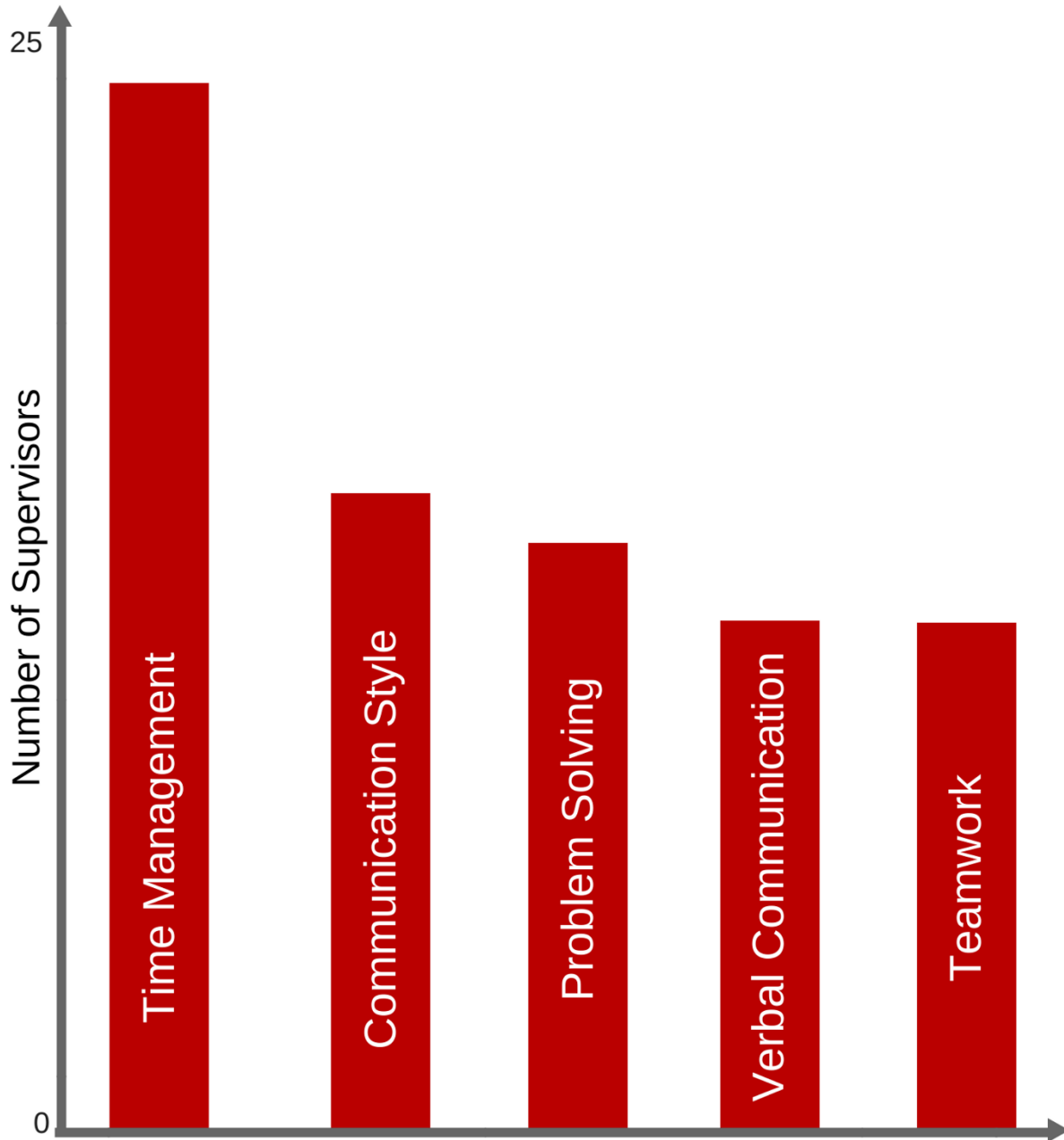
- a) Adaptability (2)
- b) Confidence
- c) Flexibility
- d) Job preparedness
- e) Leadership
- f) real life business skills
- g) schematics and logistics
- h) Teaching others

*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.

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

## Top 5 Most Frequent GROW Topics as Rated by Supervisors



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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 = 45)

## Comments

- a) For this set of GROW conversations I divided into the staff into 4 groups. Each group was given a large piece of paper and I presented them with a topic from the GROW facilitation guide. They discussed and wrote about the topic and then the groups rotated to a new topic paper. I presented them with a question that was similar to the original question but with a twist and let them build off of the previous group's ideas. At the end we shared out and each person presented their favorite idea from one of the topics. I felt like I got far more interesting and creative answers the first time around. Not to mention they were far more engaged.
- b) I had two very positive GROW conversations with student employees this semester. Students expressed that they really enjoyed these conversations and looked forward to them each semester. The guidelines for structuring the conversation were helpful. [Generally] I asked 2 questions for each section, and the follow-up was a good way to move toward greater depth in student answers. In general, students talked about how this position requires a high degree of autonomy and personal responsibility when it [came] to pacing yourself and meeting deadlines. But at the same time, students recognized ways in which non consulting teammates or supervisor could adversely affect our work. So balancing independent work with consulting others and soliciting input was an [outcome] that came up in both conversations. Finally, students were very clear that they were learning a lot of valuable lessons through their employment. One of my seniors talked about how he believed this would be a "chill" job to help him earn money [while] he enjoyed senior year - but the degree of challenge and growth he received surpassed his expectations. At the conclusion of his college experience, this was one of the more transformational experiences he had had in college.
- c) I have really enjoyed the GROW conversations with our staff. I am impressed with their reflection about their experiences as it seems they have thought about what they are learning beyond just this exercise. They are recognizing the importance of valuing differences and thinking critically about how to best serve a variety of populations. I have enjoyed hearing my students share their experiences and am confident they are gaining valuable life skills needed to succeed after OSU.
- d) Now that this is my 4th semester doing grow, some of my more veteran students are starting to lose interest in the conversations, especially the ones who have been in the same role for awhile. The new questions have been great, but the first two questions are getting very repetitive. If we could get some potential ideas on new ways to facilitate grow conversations, maybe different activities surrounding the same questions or new approaches to facilitating them with veteran students, that would be helpful.
- e) Students may not take it as serious without a more professional approach. We ensure our management stays involved to combat that. Also, it's hard for students to see the connection of why they are doing this, or what the outcome means for dining services

*Note.* Not all comments are listed in the above list. The selected responses best embody the different comments related to the GROW conversations.