The Student Employment Experience Learning Assessment (SEELA)

Facilitator's Guide

WHAT IS SEELA

The Student Employment Experience (SEE) is aimed at enriching the work experiences of student employees at The Ohio State University. A student employment experience should empower students to champion their own learning and provide them with the transferable skills needed to be successful in their employment role, in the classroom and in their future careers. The SEE Learning Assessment (SEELA) is one tool designed to track student development and help student employees learn how their skills apply in their student employment role. As students take SEELA over time, they can learn about how their skills change and grow. Supervisors can use SEELA results to guide student employees during their time in SEE.

HOW TO USE THIS GUIDE

This guide was created as a resource for supervisors and those they supervise. Included in this guide is a list of the seven learning competencies that the SEELA assesses and their definitions. Within the definition of each competency are discussion questions that could direct GROW (Guided Reflection on Work) conversations. The final section of the guide describes the score report in SEELA and how it can and should be interpreted.

Do not expect to use every single discussion question during the GROW conversation as there will most likely not be enough time to discuss every competency. Also, developing new and different discussion questions is encouraged! The GROW conversation that takes place each semester will be guided by the student employee's role, the student employee's personality and the supervisor's managerial style and strengths. This guide is not meant to be a script but rather a tool to deepen and support your developmental conversations.

LEARNING COMPETENCIES

COMMUNICATION

Definition

Students will effectively articulate their thoughts and feelings, both verbally and non-verbally, in a manner that is clear, concise and authentic. Students will be aware that the manner in which they express their ideas can affect the way in which the message is received.

Discussion Questions for the Supervisor to Ask Students

How do you think communication skills should be used in your student employment role?

Have you had moments of disconnect between what you intended for someone to read or hear and what they understood? How did you address it?

CRITICAL THINKING AND PROBLEM SOLVING

Definition

Students will have the ability to evaluate problems in multiple contexts, use inductive and deductive reasoning and create a sound analysis that leads to a logical conclusion. Students will learn to be innovative thinkers, ask insightful questions and offer creative solutions.

Discussion Questions for the Supervisor to Ask Students

How do you approach tasks or problems that you have not had to solve before?

Do you feel that there are any barriers to coming up with creative solutions to problems that you encounter? What are ways of getting around those barriers?

INTERPERSONAL ENGAGEMENT

Definition

Students will be able to work cooperatively and productively with others in a variety of settings. Students will have the ability to develop meaningful relationships within multiple contexts.

Discussion Questions for the Supervisor to Ask Students

How does being part of a team change how you might otherwise tackle your work?

How do you interact with your coworkers beyond what is needed to complete your tasks? How has that changed the way that you work as team?

INFORMATION LITERACY

Definition

Students will be self-directed learners who identify gaps in their own knowledge, utilize critical thinking and analysis skills, seek appropriate information and resources to fill those gaps through a variety of means, and effectively assess the knowledge acquired. They will contribute to the information ecosystem through ethical use of information and technological resources.

Discussion Questions for the Supervisor to Ask Students

Do you feel like you know enough about your position to do it well? Do you perceive that there are topics you still need to learn more about or new areas you want to explore?

How does technology affect your position? What practical ways can you use technology to more effectively complete tasks?

GLOBAL CITIZENSHIP AND CIVIC ENGAGEMENT

Definition

Students will have an appreciation for the diversity in people and ideas and recognize the role of social diversity in shaping their own attitudes and values regarding appreciation and equity of others. Students will have an understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world that will help them to become engaged and socially-conscious, responsible global citizens.

Discussion Questions for the Supervisor to Ask Students

What sort of role do you think that Ohio State has in the greater Columbus community? How does your position contribute to that role, if at all?

Do you often interact with others who have different ideas than you at work? On which topics have you agreed or disagreed? Do those agreements or disagreements impact your work?

ETHICAL AND MORAL REASONING

Definition

Students will have the ability to formulate and make considered and reasoned ethical and moral judgments. They should use the norms which guide human behavior in order to act with integrity and personal accountability in their daily lives.

Discussion Questions for the Supervisor to Ask Students

What do you believe compromises the ethical workplace?

Are there any differences in what you and your coworkers consider moral? How do you address those differences? How do those differences influence your work, if at all?

SELF-EFFICACY AND SELF-AWARENESS

Definition

Students will understand their own capabilities in the areas of wellness, coping with change, making difficult decisions, recovering from disappointment or setbacks and assessing their own ability to complete tasks, reach goals and succeed. Students will have a strong sense of self and will take personal responsibility for the direction and balance of their own lives.

Discussion Questions for the Supervisor to Ask Students

Which area(s) at work do you think are personal strengths for you?

Which area(s) at work are growth opportunities for you? How would growth in these areas improve your work?

RESOURCES

For relevant resources, please refer to the SEE website at see.osu.edu.

HOW TO INTERPRET THE SEELA SCORES

The SEELA assesses the aforementioned learning competencies. Each competency is assessed in the following two ways.

Self-Efficacy Score	*The degree to which the student feels confident in their ability to use that skill*
Behavioral Score	*How often the student believes that they use that skill as part of their job*

After the student employee completes SEELA, a score report featuring a table like the one below is generated and sent to them. Scores are reported in the form of percentages. Each of the 14 reported scores is out of 100 percent. The scores should not be interpreted as though they were a grade, and there is no quality of success or failure that should be ascribed to these scores. The scores signify the importance of the learning competency to the job and to the student employee. Not every student role will require every learning competency.

Skill	Self-Efficacy Score	Behavioral Score
Communication – Students will effectively communicate, both verbally and non-verbally, in a manner that is clear, concise and authentic. Students will be aware that the manner in which they express their ideas can affect the way in which the message is received.	26%	45%
Interpersonal Engagement – Students will be able to work cooperatively and productively with others in a variety of settings. Students will have the ability to develop meaningful relationships within multiple contexts.	30%	80%
Critical Thinking and Problem Solving – Students will have the ability to evaluate problems in multiple contexts, use inductive and deductive reasoning, and create a sound analysis that leads to a logical conclusion. Students will learn to be innovative thinkers, ask insightful questions and offer creative solutions.	60%	79%

To provide an example, a student employee named Deb receives a 30% Self-Efficacy Score and an 80% Behavioral Score in Interpersonal Engagement. Deb is reporting that she is not very confident in her ability to work cooperatively and productively with others but believes she needs to do so frequently for her job. That discrepancy would represent a good opportunity for discussion.

However, Deb also receives a 26% Self-Efficacy Score and a 45% Behavioral Score in Communication. Though her Self-Efficacy Score is still low, Deb may choose not to focus on developing her Communication skill at this time. According to her SEELA results, Deb believes she'll use the skill of Interpersonal Engagement more often than Communication in her role. While this discrepancy in these scores can serve as a good conversation topic, the best skills to focus on are those she prefers.

CONCLUSION

The student employees you supervise should benefit from your desire to engage with them thoughtfully and purposefully. If you have any questions about the SEE Program or interpreting SEELA results, please contact the SEE team at see@osu.edu. If you have any questions about SEELA as an assessment tool, please contact the Center for the Study of Student Life at cssl@osu.edu.