



Student Employment for the Real World

Center for Student Involvement

Chris Fishpaw | Director, Student Leadership Programs | Gwyn Fox Stump | Associate Director, Student Life

Recognition

- NASPA Excellence Awards 2013-14 Bronze Honoree
- NASPA Excellence Awards 2016-17 Gold Honoree in the category of Student Unions, Student Activities, Greek Life, Leadership or related units
- NASPA 2016-17 Grand Gold Honoree selected from the Gold Honorees from all other categories

Why?

- Research¹ shows that employers are only “somewhat satisfied” with new graduates’ demonstration of job-related skills
- Students were not able to articulate how their experience related to their academic work on campus or the skills employers seek in recent graduates

Learning Outcomes

Students who work in the Center for Student Involvement will be able to:

- demonstrate a commitment to professionalism by following office policies and procedures and articulating an understanding of the ability to transfer each policy to a future career.
- identify procedures for dealing with peer-to-peer conflict including the Marianist strategy of staying at the table.
- become more comfortable having difficult conversations with peers.
- identify and work through challenges or encountered difficulties.
- understand the importance of setting goals and demonstrate SMART goals in a personal and professional setting.
- articulate dimensions of their personal identity and ways in which this relates to the identities of others.

Theoretical Framework

- Alexander Astin (1984)²
The more a student is involved, the more they will learn
- Baxter Magolda (2004)³
Learning Partnerships Model
Validate learners as knowers
Situating learning in the learner’s experience
Define learning as mutually constructing meaning
- George Kuh (2008)⁴
High Impact Educational Practices
Allow for considerable time devoted to meaningful tasks
Interaction with staff and peers about substantive matters
Increase interactions with diverse populations
Promote frequent feedback
Demonstrate various learning styles
- Britton (2010)⁵
Engaging in meaningful reflection
Six step model of reflective practice
Experience
Appraisal
Analysis
Discovery
Integration
Informed action
- UD Learning Outcomes
- CAS Standards
- ACUI Core Competencies
- Social Change / MSL Principles

Resources

- 1 National Association of Colleges and Employers. (2010). Job outlook 2011. Bethlehem, PA.
- 2 Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297-308.
- 3 Baxter Magolda, M.B., & King, P.M. (Eds.) (2004). *Learning partnerships: Theories and models of practice to educate for self-authorship*. Sterling, VA: Stylus Publishing.
- 4 Kuh, G. D., & Schneider, C. G. (2008). *High-impact educational practices: what they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- 5 Britton, B. (2010). *Self-Reflection*. J. Ubels, N.-A. Acquaye-Baddoo and A. Fowler, Capacity Development in Practice. London, Washington, DC: Earthscan.

Interview

- Initial Interview: In our hiring process, we ask students to articulate their desired learning experiences in CSI and how working in our office can relate back to their major and career/vocational aspirations.

Annual Training

- Annual Training: We provide foundations for success with our learning outcomes through customer service training, breakout sessions, and case studies. We utilize returning students to design and implement the training.

Weekly Reflections

- Weekly Reflections: Students are asked weekly to reflect on how their experiences on the job relate to our learning outcomes, their career goals, and their field of study. These reflections are the core of our development program, as they bring together all the elements of a High-Impact Educational Practice and allow students to make meaning of their experiences in the context of their academics and future vocation.

One-on-Ones

- One-on-Ones: Student managers review weekly reflections and conduct structured meetings with staff to engage in meaningful conversations about the learning outcomes twice each semester.

Ongoing Trainings

- Ongoing Trainings: Assessment data from the reflections and one-on-ones provide us with content areas for ongoing training sessions offered each semester. These optional paid sessions allow students to dig deeper into our learning outcomes, including multicultural competence and transferrable skills.



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Outcomes

% of Students Demonstrating Achievement of Learning Outcomes

Outcome	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
Professionalism	57%	67%	97%	91%	97%	96%
Conflict Management	66%	89%	x	87%	80%	82%
Problem Solving	68%	75%	87%	85%	92.5%	93%
Goal Setting	50%	64%	86%	86%	93%	90%
Diversity & Multicultural Competence	x	x	x	76%	76%	82%

x Assessment data was not collected for this outcome

Outcomes on the 2015 Multi-Institutional Study of Leadership compared to UD peers

CSI Employee (1=yes,0=no)		N	Mean	Effect Size	Significance
OUTSCB: Social Change Behaviors (mean score)	1.00	31	1.4226	.38	.036
	.00	1935	1.1493		
COMMIT: Commitment Scale (mean score)	1.00	27	4.5926	.40	.037
	.00	1807	4.3850		
COLLAB: Collaboration (mean score)	1.00	27	4.4938	.56	.004
	.00	1808	4.2075		
CIVIL**: Controversy with Civility (mean score)	1.00	27	4.3704	.34	.085**
	.00	1812	4.1966		
CITIZEN: Citizenship (mean score)	1.00	27	4.3827	.54	.006
	.00	1807	4.0611		
OMNIBUS: Overall Measure of Leadership Capacity (mean score)	1.00	27	4.4194	.50	.010
	.00	1803	4.1875		
OUTEFF: Leadership Efficacy (mean score)	1.00	27	3.4907	.52	.007
	.00	1789	3.1775		
OUTRES: Resilience (mean score)	1.00	27	4.2037	.50	.009
	.00	1784	3.8942		

**Does not meet <.07 threshold for significance