

# **Student Employment is More Than Making Copies**

**The Ohio State University**

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# Student Life

- Nearly **4,000** student employees
- Co-curricular
  - Learning
  - Development
- Transferable skills
- Global citizenship

# Theory

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## Student Involvement (Astin, 1985)

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## I-E-O model (Astin, 1985)

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## Graduate outcomes, employability

(Brigstock, 2009; Fallows & Steven, 2000; Pitman & Broomhall, 2009)

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# Ohio State Student Success Outcomes (2009)

Opportunities to apply knowledge

Enhanced Perspectives of Global Issues

Opportunities to Exhibit Disciplinary Mastery

Preparation to Achieve Professional Aspirations

A Sense of Purpose and Strong Vocational Identity

Skills for Personal and Professional Networking and Life Success

# Student Life Commitments

Enhance Learning Environments

Provide Support for Transformational Student Experiences

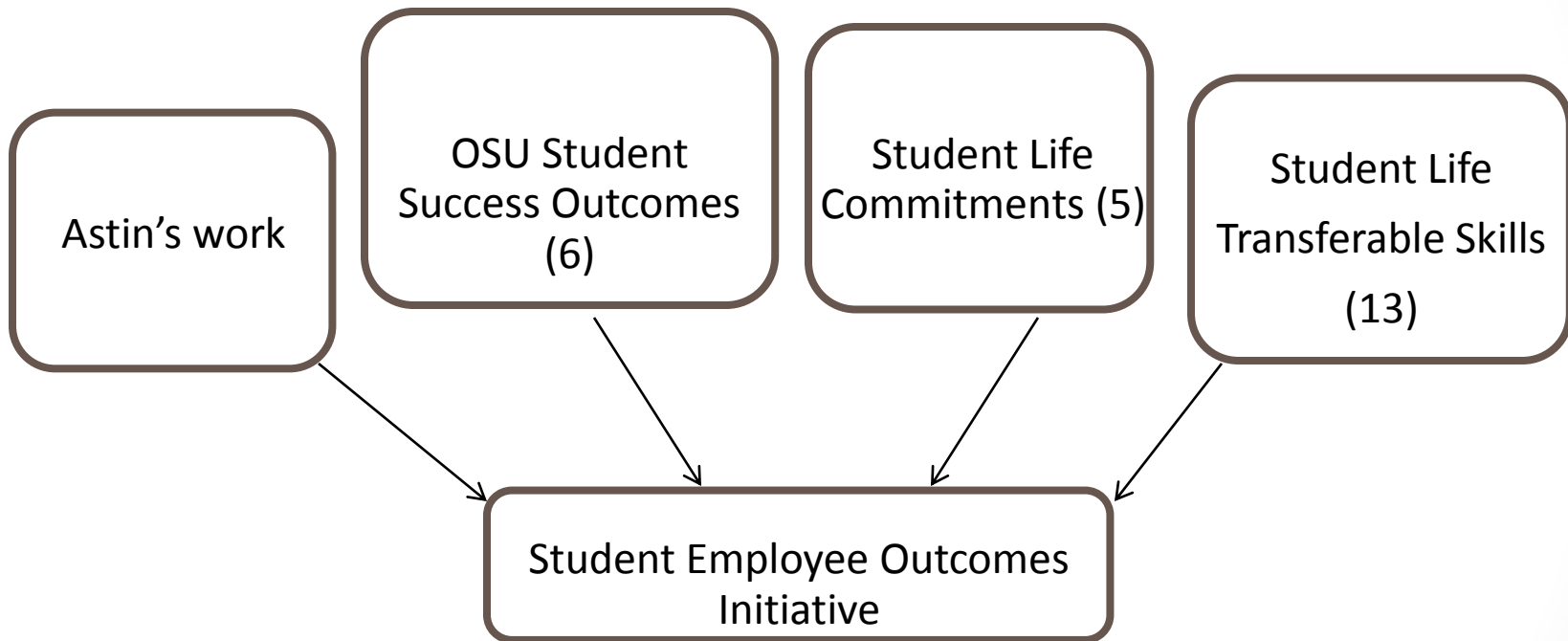
Promote Positive Climates of Diversity

Reinforce Resource Stewardship

Strengthen Staff Development and Culture

# Student Life Transferable Skills

- Creativity/ Initiative
- Cultural Competency
- Decision-Making
- Dependability
- Integrity
- Interpersonal skills
- Leadership
- Oral and Written Communication
- Organizational Skills
- Problem Solving
- Teamwork Skills
- Technology Skills
- Time Management



# Instrument Development

- 60 items
- Likert-type scale (1-Not at all...6-Greatly)
  - “My experience as a student employee has...”
- Principle Component Analysis: reduction
- 2<sup>nd</sup> administration



# Factor Analysis

- Groups items on survey statistically
- 7 factors
  - Teamwork (Interpersonal skills, integrity, and critical thinking)
  - Organization & Personal Responsibility
  - Personal Growth & Development
  - Academic Self-Efficacy
  - Self-Awareness and Connectedness
  - Social and Civic Engagement
  - Cultural Competencies

# Teamwork ( $\alpha=.970$ )

## INTERPERSONAL

- Ability to express thoughts and opinions clearly
- Ability to resolve conflict respectfully
- Ability to weigh different perspectives
- Ability to work as part of a team
- Ability to communicate effectively
- Ability to provide constructive criticism
- Made me more approachable
- Ability to comfortably interact with others
- Improved speaking skills

## INTEGRITY

- Consider repercussions of my actions
- Ability to think before I act
- Ability to admit mistakes
- Ability to take initiative
- Fostered my integrity
- More tolerant person
- Learn patience

## CRITICAL THINKING

- Improved critical thinking skills
- Ability to take direction
- Increased attention to detail

# Organization and Personal Responsibility ( $\alpha=.932$ )

- Improved organizational skills
- Improved time management skills
- Achieve better work-life balance
- More productive lifestyle
- More self-sufficient
- More responsible in everyday actions
- Better manage my money
- More dependable person

# Personal Growth and Development ( $\alpha=.924$ )

- Allowed me to acquire new skills
- Provided skills useful in a future career
- Introduced me to skills I did not know I had
- Introduced career opportunities that I was unaware of
- Pushed me beyond what I thought I was capable of
- Allowed me to realize greater potential in myself

# Academic Self-Efficacy ( $\alpha=.912$ )

- Helped to clarify academic goals
- Helped to solidify career goals
- Increased motivation to work on academics
- Motivated me to pursue a higher level of education

# Self-Awareness & Connectedness ( $\alpha=.908$ )

- Add value to my life
- Greater sense of purpose
- Develop better understanding of myself
- Solidify my values
- Fostered sense of belonging
- Form new meaningful friendships

# Social and Civic Engagement ( $\alpha=.892$ )

- Opened my eyes to national issues
- Opened my eyes to global issues
- Motivated involvement in community

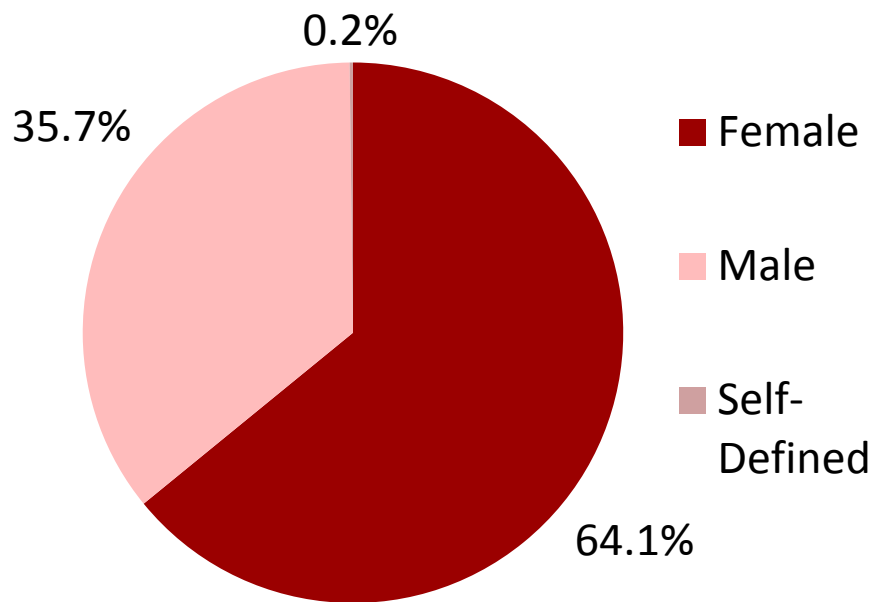
# Cultural Competencies ( $\alpha=.858$ )

- Expanded interactions with people of diverse backgrounds
- Increased awareness of other cultures

# Demographics

- **34.1%** response rate

## Gender



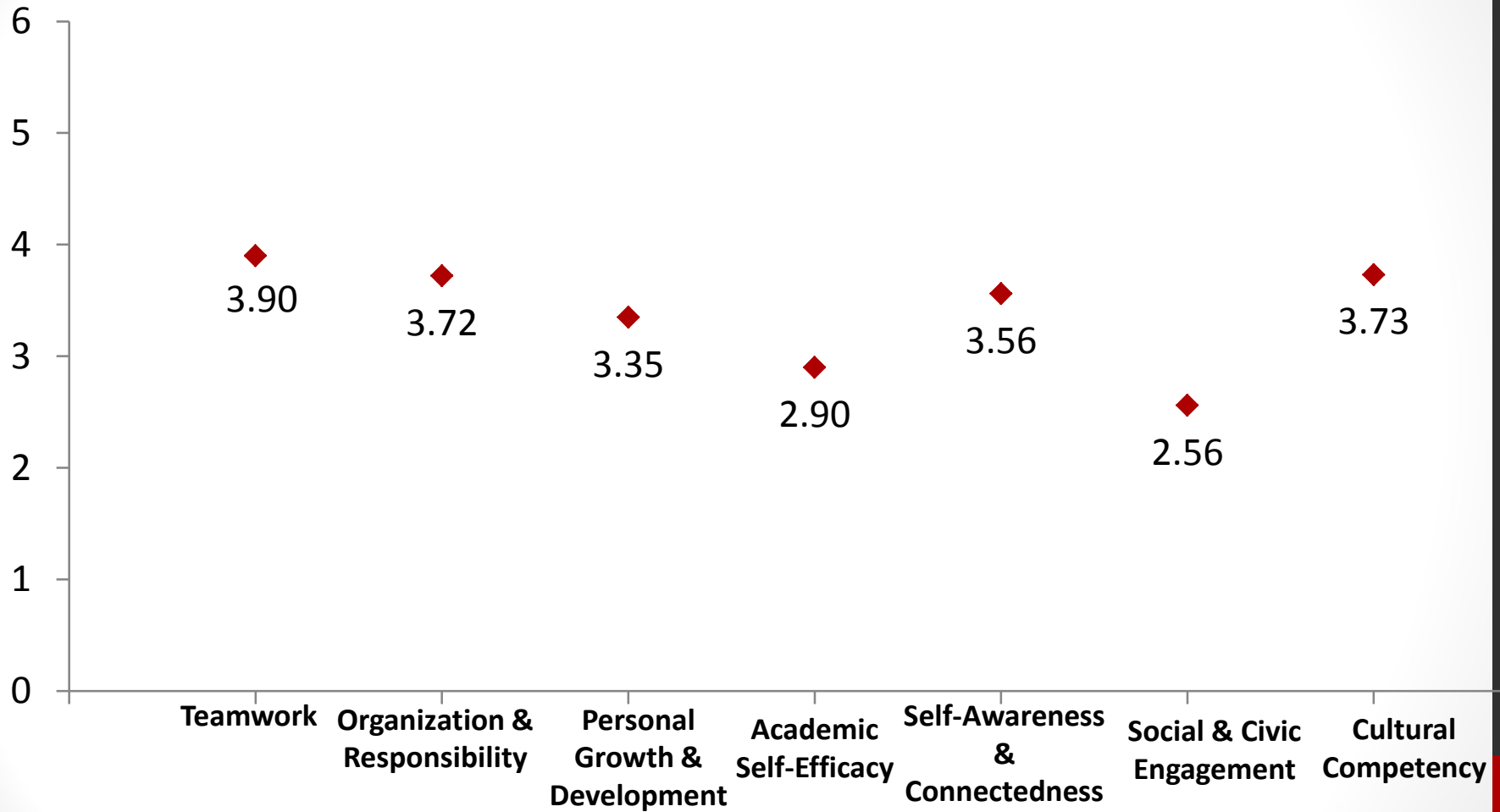
Rank	
1 <sup>st</sup> year	13.3%
2 <sup>nd</sup> year	28.2%
3 <sup>rd</sup> year	27.4%
4 <sup>th</sup> year	20.7%
5 <sup>th</sup> year (+) undergrad	4.7%
Graduate	5.1%



# Findings

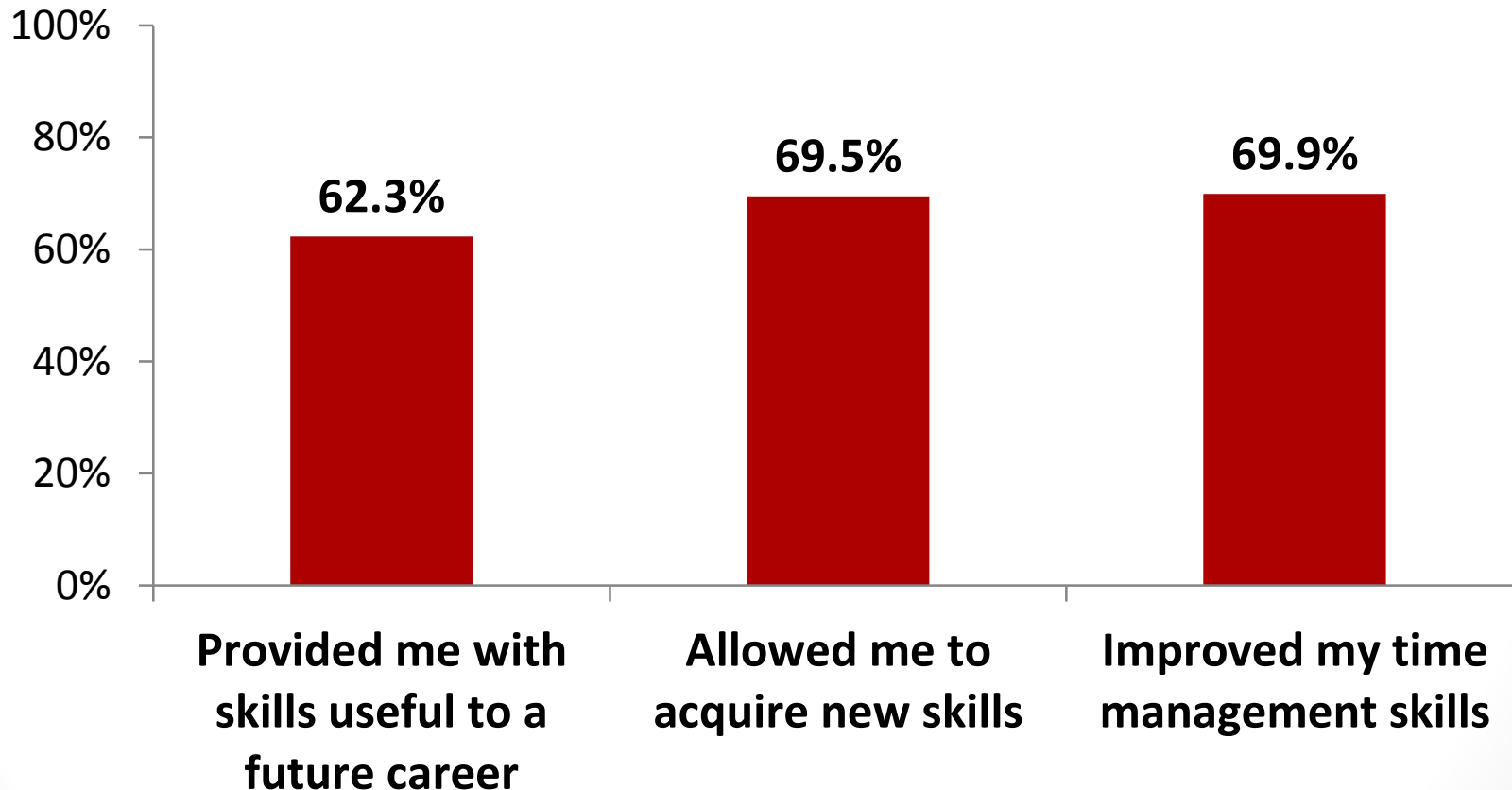
- **15.1%**-first part time job
- **19.3%**-position related to their field of study
- **26.2%**-supervise others
- **85.0%**- think their position is important to the function of Student Life

# Factor Means



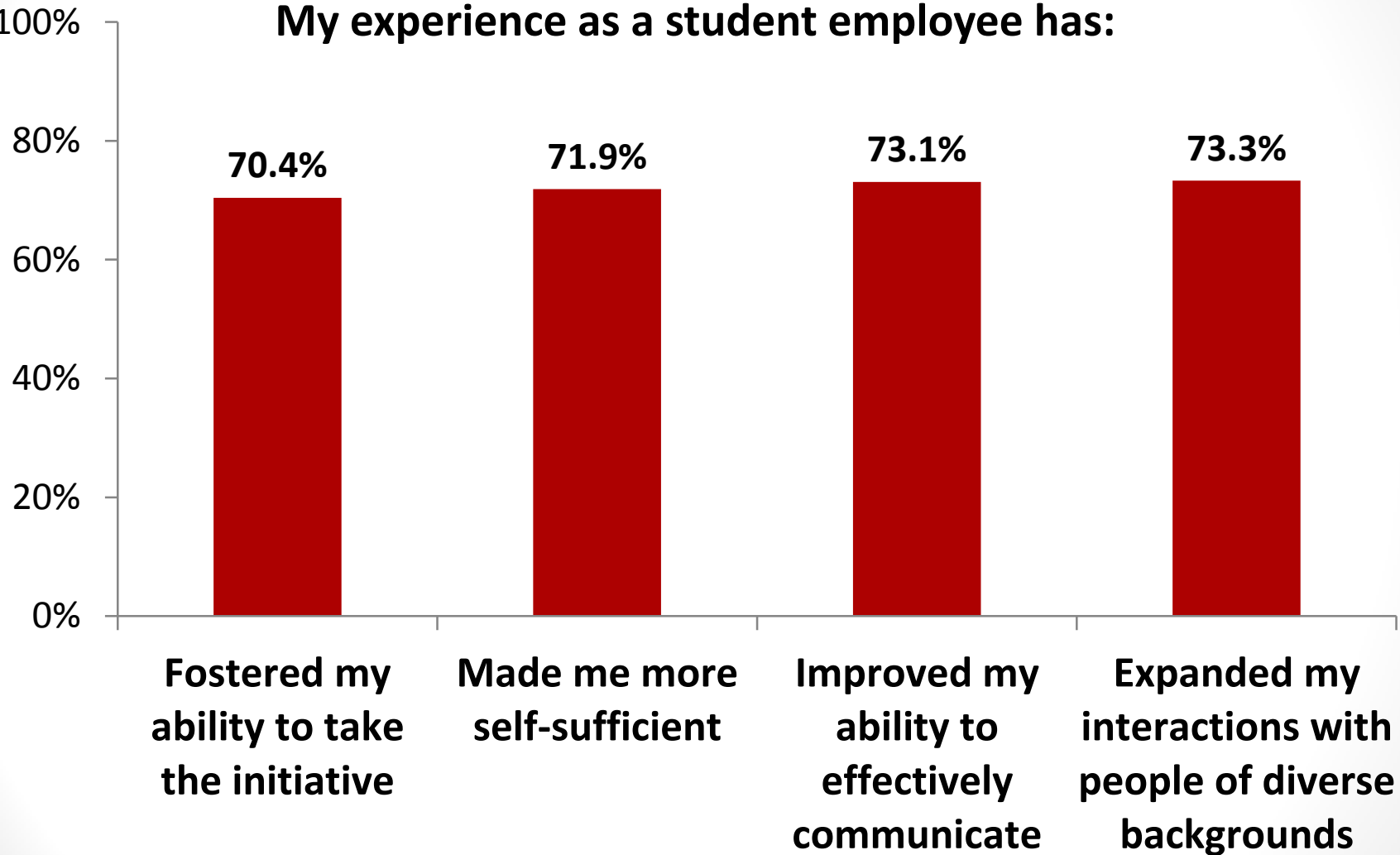
# Findings

**My experience as a student employee has:**



# Findings

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# Implications for the Institution

The Ohio State University now has

- An “outcomes” orientation
- Organizational emphasis of transferable skills and global citizenship

# Implications for student affairs

Student Life now has

- A “Working Group” examining, developing
  - Division-wide learning outcomes
  - Division-wide onboarding/training process
- A specific Strategic Initiative that conceptualizes student employment as a learning opportunity

# Implications for the department

The Center for the Study of Student Life now

- Has co-curricular training / on-boarding process
- Considers
  - Learning outcomes
  - Transferable skills
  - An authentic task orientation
  - Context of learner / learner goals

# How does this apply to me?



# Next Steps

- Continued, regular assessment
- Assessment of off-campus (outside of Student Life) student employee jobs
- Data-driven change

# Thank you!

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# **BOLD**WITHOUT

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B O U N D A R I E S

2013 NASPA Annual Conference  
March 16–20, 2013  
Orlando, Florida