



# Student Employment Experience Learning Assessment

Autumn 2019 Score Report

Center for the Study of Student Life

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THE OHIO STATE UNIVERSITY

## WHAT IS THE STUDENT EMPLOYMENT EXPERIENCE LEARNING ASSESSMENT?

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 Student Employment Experience 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.

### METHOD

Students who were participating in the SEE program during the autumn 2019 semester were invited to take SEELA. To promote higher response rates, students were offered time to complete the assessment while working in their student employment position. Responses were collected between October 7, 2019 and November 29, 2019. A total of 1,456 students took the assessment. After removing those respondents who did not meet the minimum qualifications for inclusion in the data analysis, the final sample size was  $n = 1,273$ . Please note that not every student responded to every question on the assessment.

## HOW TO INTERPRET THE STUDENT EMPLOYMENT EXPERIENCE LEARNING ASSESSMENT SCORES

SEELA assesses seven different co-curricular learning competencies that students engage in by participating in SEE. There are two ways the seven competencies are assessed:

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|----------------------------|---|
| <b>Self-Efficacy Score</b> | <i>The degree to which the student feels confident in their ability to use that skill</i> |
| <b>Behavioral Score</b>    | <i>How often the student feels that they use that skill as part of their job</i>          |

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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%. 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 co-curricular competency to the job and to the student employee. Not every student role will require every competency.

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 that she thinks she needs to work with others in this way frequently in her job. That discrepancy would represent a good opportunity for discussion. However, Deb also reported a 26% Self-Efficacy Score and a 45% Behavioral Score in Communication. Though her self-efficacy score is still low, Deb may not want to or may not feel like she needs to develop communication skills as much, because they are of lesser importance in her role compared with Interpersonal Engagement.

Though mismatches in these scores can be good opportunities to promote discussion of growth, the best way to determine how Deb wants to develop is simply to ask her.

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**Table 1**  
**Average scores of each Student Employment Experience competency**

| Competency                              | Definition  | Self-Efficacy Mean Score | Behavioral Mean Score |
|---|---|--------------------------|-----------------------|
| Communication                           | 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.   | 90.6%<br>(n = 1,249)     | 64.9%<br>(n = 1,262)  |
| 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  | 87.7%<br>(n = 1,255)     | 76.3%<br>(n = 1,257)  |
| 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.   | 92.0%<br>(n = 1,250)     | 86.0%<br>(n = 1,246)  |
| Information Literacy                    | 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.                                     | 88.3%<br>(n = 1,252)     | 80.8%<br>(n = 1,257)  |
| Global Citizenship and Civic Engagement | Students will have an appreciation for the diversity in people and ideas, recognize the role of social diversity in shaping their own attitudes and values regarding appreciation and equity of others, and have an understanding of the pluralistic nature of institutions, society and culture in the United States and across the world.   | 85.1%<br>(n = 1,256)     | 79.8%<br>(n = 1,258)  |
| Ethical and Moral Reasoning             | Students will have the ability to formulate and make considered and reasoned ethical and moral judgments. They should be able to use the norms which guide human behavior in order to act with integrity and personal accountability in their daily lives.  | 93.0%<br>(n = 1,251)     | 90.7%<br>(n = 1,257)  |
| Self-Efficacy and Self-Awareness        | Students will be able to understand their own capabilities, including 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 within multiple situations. Students will have a strong sense of self and will take personal responsibility for the direction and balance of their own life. | 87.0%<br>(n = 1,250)     | 78.5%<br>(n = 1,255)  |

