Career Development Experiences
Research

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Today’s Goals

- Understand our research framework in exploring career development at the UO
- Will review preliminary findings from research on career development at the UO
Student Life Assessment & Research: Who We Are

Vision: *Promote a culture of Student Life assessment and research.*

- Committed to demonstrating the collective impact and outlook of the University of Oregon Division of Student Life programming
- Supports our units/programs develop student learning and development outcome criteria, metrics, and assessment plans that will guide decision-making and programming
- We consult on assessment and research projects in order to create the most effective programming possible
Goals of Research

1. describe different types of student experiences regarding employment and career development
2. explore perceptions of those experiences
   ◊ Academic
   ◊ Work success
   ◊ Student learning and development
3. contribute to data-driven decisions that help guide the University of Oregon
   ◊ maximizing organizational efficiency and effectiveness
   ◊ facilitating students’ success, learning, and development
   ◊ contribute to general discussions of policies and practices regarding student employment and experiential learning in higher education
Why is it important?

- Many departments, programs, and units depend on them daily to achieve strategic organizational goals
- Undergraduate student employees make up about 32% of the university’s personnel
  - ~16% of the undergraduate population
- Graduate student employees make up about 14% of the university’s personnel
  - Unknown portions of graduates and undergraduates performing organizational functions through various assistantship, externship, fellowship, internship, and leadership positions with or without financial support
- Student easily make up half of workforce at the UO
Research Methodology

- Historical Records
- Surveys and Focus Groups
- Learning/Development Assessments
Research Methodology

- Historical Records
  - Collection: HR and academic records (2006-present)
  - Focus: relationships between undergrad student employment at university and academic success outcomes
  - Challenge: getting the data
  - Limitation: comparison group to student employees at university is everyone who isn’t that, regardless of other employment status/work experience
Research Methodology

✧ Surveys and Focus Groups
  ✧ Collection:
    ✧ Survey and focus group of Student Life student supervisors
    ✧ Survey of all undergrads and grads and targeted focus groups
  ✧ Focus: landscape of undergrad and grad employment and employment-like experiences; Student Life student supervisors’ experiences supervising
  ✧ Challenge: getting supervisor info, getting students to show up for focus groups
  ✧ Limitation: can’t measure everything (student survey), inferences (student focus group)
Research Methodology

- Learning/Development Assessments
  - Collection: 3 sets/studies among Student Life “student employees”
  - Focus:
    - Measurement of cognitive skills
    - Measurement of civic engagement and personal strengths
    - Measurement of intrapersonal and interpersonal skills
  - Challenge: downscaling for feasibility
  - Limitation: inferences
Supervisor Survey
Position Info

Which category best describes your current position?
- Classified
- Unclassified
- prefer not to respond

For what unit(s), department(s), program area(s), etc. do you work? (write "prefer not to respond" if you prefer not to respond)

What is your current job title? (write "prefer not to respond" if you prefer not to respond)

What is the FTE of your position?

How long have you had this position?
Classes of Staff Supervised

In general, whom do you supervise? (select all that apply)

- Student Leaders
- Student Employees
- Graduate Employees
- Classified Staff
- Unclassified Staff
- other (please specify)
- prefer not to respond
Classes of Staff Supervised

In general, whom do you supervise? (select all that apply)

- Student Leaders
- Student Employees
- Graduate Employees
- Classified Staff
- Unclassified Staff
- other (please specify)
- prefer not to respond
In general, whom do you supervise? (select all that apply)

- Student Leaders
- Student Employees
- Graduate Employees
Student Leaders

Are the student leaders you supervise undergraduate or graduate students?
undergraduate
graduate
both
prefer not to respond

How long have you supervised student leaders?

How many student leaders do you currently supervise?

Do you provide the student leaders you supervise with formal performance evaluations?
Yes
No
prefer not to respond

Student Employees

Are the student employees you supervise undergraduate or graduate students?
undergraduate
graduate
both
prefer not to respond

How long have you supervised student employees?

How many student employees do you currently supervise?

Do you provide the student employees you supervise with formal performance evaluations?
Yes
No
prefer not to respond

Graduate Employees

How long have you supervised graduate employees?

How many graduate employees do you currently supervise?

Do you provide the graduate employees you supervise with formal performance evaluations?
Yes
No
prefer not to respond
Skills Development

- Prioritize tasks to manage time effectively
- Use skills to generate solutions to problems
- Use interpersonal skills to work effectively with others
- Adapt to changing requirements
- Apply talents to achieve career goals
- Work cooperatively with others to complete assignments
- Take initiative to get things done
- Use technology to complete tasks
- Experience the day-to-day realities of the professional workplace
- Demonstrate work ethic by showing up ready to do what needs to be done

To what extent do you feel like you provide students you supervise with opportunities to do the following things?

- never
- rarely
- sometimes
- a good amount
- a great deal

CareerOneStop (n.d.) Building blocks model. Retrieved from
Students are prepared for the careers they want.

Students' academic programs have prepared them for the careers they want.

Students have to find ways outside of their academic programs to prepare themselves for the careers they want.

Students' work experiences at the UO have prepared them for the careers they want.

Students have to find ways outside of their work experiences to prepare themselves for the careers they want.
The UO’s investment in preparing students for post-graduation success

Your own investment in preparing students for post-graduation success

UO’s support structures (e.g., Human Resources, Student Employment Enhancement, etc.) for helping you prepare students for post-graduation success

The UO’s support structures (e.g., Human Resources, Student Employment Enhancement, etc.) for helping you supervise students effectively

Satisfaction

- extremely dissatisfied
- moderately dissatisfied
- slightly dissatisfied
- neither satisfied nor dissatisfied
- slightly satisfied
- moderately satisfied
- extremely satisfied
- no basis to judge
\[ N = 56 \]

<table>
<thead>
<tr>
<th>Classified</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>64%</td>
</tr>
</tbody>
</table>

96% 1.0+ FTE

<table>
<thead>
<tr>
<th>Length of Time in Current Position</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year or Less</td>
<td>38%</td>
</tr>
<tr>
<td>2-5 Years</td>
<td>44%</td>
</tr>
<tr>
<td>6+ Years</td>
<td>18%</td>
</tr>
</tbody>
</table>
## Completion Rates and Unit Representativeness

<table>
<thead>
<tr>
<th>Unit</th>
<th>Represented in Data</th>
<th>Represented in Division</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Center</td>
<td>11%</td>
<td>12%</td>
<td>67%</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>16%</td>
<td>18%</td>
<td>64%</td>
</tr>
<tr>
<td>EMU</td>
<td>41%</td>
<td>41%</td>
<td>72%</td>
</tr>
<tr>
<td>PE &amp; Rec</td>
<td>13%</td>
<td>13%</td>
<td>70%</td>
</tr>
<tr>
<td>VPSL</td>
<td>20%</td>
<td>17%</td>
<td>85%</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td>72%</td>
</tr>
</tbody>
</table>

Note: “Represented in Data” = survey completion. “Represented in Division” = contacts of student supervisors provided by units. “Completion Rate” = $n$ survey completions / $n$ student supervisors
### Student Employee : Student Employee Supervisor

<table>
<thead>
<tr>
<th>Unit</th>
<th>%age Student Employee Supervisors</th>
<th>%age Student Employees</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMU</td>
<td>43%</td>
<td>44%</td>
<td>13:1</td>
</tr>
<tr>
<td>PE &amp; Rec</td>
<td>12%</td>
<td>44%</td>
<td>49:1</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>14%</td>
<td>8%</td>
<td>7:1</td>
</tr>
<tr>
<td>VPSL</td>
<td>22%</td>
<td>3%</td>
<td>2:1</td>
</tr>
<tr>
<td>Career Center</td>
<td>10%</td>
<td>1%</td>
<td>2:1</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td><strong>13:1</strong></td>
</tr>
</tbody>
</table>

Note: “%age Student Employee Supervisors” = percentage of supervisors reporting that they supervise “student employees” in survey. “%age Student Employees” = percentage of “student employees” based on head-count records. “Ratio” = n “student employees” from head-count / n “student employee” supervisors from survey.
<table>
<thead>
<tr>
<th>Length of Experience Supervising Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year or Less</td>
<td>20%</td>
</tr>
<tr>
<td>2-5 Years</td>
<td>35%</td>
</tr>
<tr>
<td>6+ Years</td>
<td>45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students Currently Supervised</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4 Supervisees</td>
<td>24%</td>
</tr>
<tr>
<td>5-7 Supervisees</td>
<td>26%</td>
</tr>
<tr>
<td>8-15 Supervisees</td>
<td>24%</td>
</tr>
<tr>
<td>16+ Supervisees</td>
<td>26%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Staff Currently Supervised</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Type</td>
<td>37%</td>
</tr>
<tr>
<td>2 Types</td>
<td>39%</td>
</tr>
<tr>
<td>3 Types</td>
<td>24%</td>
</tr>
<tr>
<td>4 Types</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: Types = undergrad, grad, classified, unclassified. “1 Type” = either grad or undergrad because everyone surveyed supervises some kind of student, but not necessarily anyone else.
Students are Prepared for the Careers They Want
Satisfaction with UO’s Investment in Prep

- Student Life: 16 dissatisfied, 13 neutral, 23 satisfied
- EMU: 6 dissatisfied, 5 neutral, 9 satisfied
- PE & Rec: 1 dissatisfied, 3 neutral, 2 satisfied
- Dean of Students Office: 3 dissatisfied, 3 neutral, 3 satisfied
- Vice President’s Office: 3 dissatisfied, 2 neutral, 6 satisfied
- Career Center: 3 dissatisfied, 3 neutral, 3 satisfied
Length of Experience Supervising Students

- $r_s = -0.20$
  - Students are Prepared

- $r_s = -0.24$
  - Academic Programs Prepare Students

- $r_s = 0.20$
  - Work Experiences Prepare Students

- $r_s = -0.30$
  - Students Have to Find Ways Outside Work Experiences

- $r_s = -0.23$
  - Satisfaction with UO’s Investment Preparing Students

- $r_s = -0.19$
  - Satisfaction with Support Structures for Supervisors of Students
<table>
<thead>
<tr>
<th>Correlation ($r_s$)</th>
<th>Academic Programs Prepare Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$r_s = 0.60$</td>
<td></td>
</tr>
<tr>
<td>$r_s = 0.32$</td>
<td>Work Experiences Prepare Students</td>
</tr>
<tr>
<td>$r_s = 0.30$</td>
<td>Students Have to Find Ways Outside Work Experiences</td>
</tr>
<tr>
<td>$r_s = 0.55$</td>
<td>Satisfaction with UO’s Investment Preparing Students</td>
</tr>
</tbody>
</table>

Note: The correlation coefficients indicate the strength and direction of the relationship between the variables.
Skills Development

<table>
<thead>
<tr>
<th></th>
<th>rs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Have to Find Ways Outside Academic Programs</td>
<td>.28</td>
</tr>
<tr>
<td>Work Experiences Prepare Students</td>
<td>.37</td>
</tr>
<tr>
<td>Satisfaction with Own Investment in Preparing Students</td>
<td>.33</td>
</tr>
</tbody>
</table>
Summary: Supervisor Survey

- Increased supervisory experience (length of experience supervising students, number of students currently supervised, and how many types of staff currently supervised) is associated with decreased belief that students are prepared for the careers they want.
  - Increased length of experience supervising students, specifically, is related to a lot more:
    - decreased belief that academic programs are preparing students for the careers they want
    - increased belief that work experiences are preparing students for the careers they want
    - decreased belief that students have to find ways outside of their work experiences to prepare for the careers they want
    - decreased satisfaction with UO’s investment in preparing students for post-graduate success
    - decreased satisfaction with UO’s support structures for supervisors of students
Summary: Supervisor Survey

- Increased belief that students are prepared for the careers they want is associated with:
  - increased belief that academic programs are preparing students for the careers they want
  - increased beliefs that work experiences are preparing students for the careers they want and that students have to find ways outside of their work experiences to prepare for the careers they want (both half the size as previous relationship)
  - increased satisfaction with UO’s investment in preparing students for post-graduation success
Summary: Supervisor Survey

- Increased belief that supervisors are providing students with opportunities to develop various important skills through their work experiences is associated with:
  - increased belief that students have to find ways outside their academic programs to prepare for the careers they want
  - increased belief that work experiences are preparing students for the careers they want
  - increased satisfaction with own investment in preparing students for post-graduation success
Focus Group Format

- 90 minutes, 10-12 participants per 4 sessions, 30 staff members participated
- Questions
  - Take a look at items in the questionnaire to explore whether you feel that your student employees are building skills that they will use post-graduation
  - Which one or two of the skills are most important to you in educating your student employees and why? Which one or two of the skills would you like your student employees to have more opportunities to develop?
  - How have you provided your student employees with opportunities to demonstrate and practice leadership skills, in particular? Please explain.
  - Do you actively provide your student employees with feedback on their performance, either formally or informally? Please describe this process and your reflections on how it can be enhanced and improved.
  - Do you feel like the experiences your student employees are encountering on the job are preparing them for lives and careers post-graduation? Please explain.
  - What sort of support do you need (that you are not currently getting or is not currently available) to supervise your student employees effectively? What needs to be created or what could be improved that already exists?
## Supervisor Focus Groups

<table>
<thead>
<tr>
<th>US Department of Labor Tiers 1 &amp; 3 foundational competencies for workplace success</th>
<th>Skill development items used in online questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3: Business Fundamentals, and Tier 1: Professionalism</td>
<td>1. Experience the day-to-day realities of the professional workplace</td>
</tr>
<tr>
<td>Tier 3: Problem Solving &amp; Decision Making</td>
<td>2. Use skills to generate solutions to problems</td>
</tr>
<tr>
<td>Tier 3: Teamwork</td>
<td>3. Work cooperatively with others to complete assignments</td>
</tr>
<tr>
<td>Tier 1: Interpersonal Skills</td>
<td>4. Use interpersonal skills to work effectively with others</td>
</tr>
<tr>
<td>Tier 3: Planning &amp; Organizing</td>
<td>5. Prioritize tasks to manage time effectively</td>
</tr>
<tr>
<td>Tier 1: Dependability &amp; Reliability Tier 1: Integrity</td>
<td>6. Demonstrate work ethic by showing up ready to do what needs to be done</td>
</tr>
<tr>
<td>Tier 3: Working with Tools &amp; Technology</td>
<td>7. Use technology to complete tasks</td>
</tr>
<tr>
<td>Tier 1: Adaptability &amp; Flexibility</td>
<td>8. Adapt to changing requirements</td>
</tr>
<tr>
<td>Tier 1: Lifelong Learning/Career Interests</td>
<td>9. Apply talents to achieve career goals</td>
</tr>
<tr>
<td>Tier 1: Initiative</td>
<td>10. Take initiative to get things done</td>
</tr>
</tbody>
</table>
# Supervisor Focus Groups

## Key Finding 1: Focus on Student development

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic professional skills are important to develop</strong></td>
</tr>
<tr>
<td>• students may not have a lot of basic skills</td>
</tr>
<tr>
<td>• helping students gain basic skills in doing the day-to-day through experiential learning is critical (e.g., dependability &amp; reliability; relationship building; taking initiative; professionalism) with interpersonal skills and using technology also threaded throughout much of the discussion centered on providing professional development opportunities (e.g., through trainings, workshops, meetings)</td>
</tr>
<tr>
<td><strong>Intensive career development opportunities (e.g., student employment) provides ways to develop, learn and grow in a safe environment to make mistakes</strong></td>
</tr>
<tr>
<td>• peer-to-peer learning environments and self-exploration utilized to help students grow &amp; develop</td>
</tr>
<tr>
<td>• guidelines and guides with clear expectations are important</td>
</tr>
<tr>
<td>• supervisor’s role extends beyond the management and into a mentorship, one in which empowers students</td>
</tr>
<tr>
<td>• regarding teaching students how to effectively deal with authorities/people in power (e.g., faculty/staff)</td>
</tr>
<tr>
<td><strong>Feedback should be ongoing and consistent</strong></td>
</tr>
<tr>
<td>• emphasis on 1:1 interactions for formative feedback are important to helping students discuss skills</td>
</tr>
<tr>
<td>• variable mixture of whether and how performance evals are implemented variable practices – some skill-focused and struggling to measure well, some feedback-focused, some professional development</td>
</tr>
</tbody>
</table>
### Supervisor Focus Groups

#### Key Finding 2: Improved Support Structures

**Examples**

Leveraging with current Human Resources processes
- alleviate time and effort for hiring and paperwork
- more supervisory training support
- creating a space to address equity issues with stipends, special topics (e.g., international students) and monthly pay issues
- create synergy with offering professional development for students in wider spaces and cross-departments, but allowing autonomy for units to offer job specific training

**Performance feedback**
- more cross-divisional “unity” (e.g., evals pre-employment and post-employment, reviewing resumes more 1:1/specific than career center gives) by bridging silos and leveraging resources

**Share success stories**
- need better demonstration and communication of value of student employment and student supervision
- build capacity on SEE
What we have learned

- **Strong support around supporting students from a developmental approach**
  - supervisors were passionate and dedicated in supporting students in their growth around workplace competencies and ensuring they are prepared for their post-graduate careers and lives
- **Need for a greater university presence and structure to support human resources when it comes to supporting student employees**
  - Improved support for staff overseeing student employees and anyone facilitating an intensive career development experience for our students is needed from University leadership
  - The Student Employee Enhancement (SEE) came up as a great initiative and staff supervisors were appreciative of its efforts
  - Participants felt the University needs to build capacity within SEE and it should be embedded as a University structure
- **Human Resources was mentioned frequently and it was indicated that it should and needs to provide more support with supervisor training in regards to hiring student employees**
- **Staff supervisors overall were excited to be included in this research and having their voices and perspectives heard on this topic.**
Recommendations

- University leadership appoint a contact in Human Resources to better support staff supervisors in hiring and training in regards to student employees
- SEE needs to continue to be supported from University leadership
- There needs to be a forum to support fellow staff supervisors in assisting one another in facilitating career development experiences for students (community of support)
- Develop an online one-stop with resources for supervisors on dealing with challenging students, how to write reference letters, etc.
Student Survey
If you opt in, we will use the records above to customize the questionnaire. If you opt out, we will not use those records, which will make the questionnaire a bit longer and less individually-relevant.

- Opt In - use records to customize the questionnaire
- Opt Out - do not use records to customize the questionnaire
Current Work Experience Followup Questions

Where?

Doing what?

How many hours per week?

How long had job?

Supervise others?

Receive formal performance evals?

Valuable for career development?
Think of your job in general. All in all, what is it like most of the time?

"Yes" if it describes your job
"No" if it does not describe your job
"?" if you cannot decide

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>undesirable</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>better than most</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>disagreeable</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>makes me content</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>excellent</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>enjoyable</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>poor</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Skills Development

Job Satisfaction

Career Preparation
Psych Satisfaction

Skills Development

Career Preparation

Job Satisfaction

Competence
People at work tell me I am good at what I do.
- definitely false
- probably false
- probably true
- definitely true

Autonomy
I feel like I can pretty much be myself at work.
- definitely false
- probably false
- probably true
- definitely true

Relatedness
I consider the people I work with to be my friends.
- definitely false
- probably false
- probably true
- definitely true
1. Fulltime grad students employed in any way.

2. Fulltime undergrad students exclusively/primarily working at UO in “student employee” position.

3. Fulltime undergrad students exclusively/primarily working as student leader, research assistant, intern/extern.

4. Fulltime undergrad students exclusively/primarily employed outside UO.
Survey Results Forthcoming

from $N = 1,617$ responses with minimal amount of useable data
Focus Group Format

- 90 minutes, 10-12 participants per # sessions, # participated
- Questions
  - How might you use the experiences you are encountering in your job in your post-graduation plans, future career, and life in general?
  - (For only Graduate Students) Are you intending to continue on the traditional academic path, becoming a professor or researcher, after you finish grad school? Are you planning on or thinking about pursuing other career paths? Do you feel like your employment experience has provided you with knowledge or skills that are applicable for pursuing academic career path or non-academic career paths? Please explain.
  - Take a look at the other side of this handout. The research team used those items in the questionnaire to explore whether you feel like your work experiences are helping you build skills that you will use post-graduation. Which one or two of the skills are most important to you and why? Which one or two of the skills would you like to have more opportunities to practice in your current job?
  - Does your supervisor actively provide you with feedback on your performance? Please describe this process and your reflections on how it can be enhanced and improved.
  - (For only Undergraduate Students) How has your employment experience provided you opportunities to demonstrate and practice leadership skills? Please explain.
  - How has your employment experience helped or hindered your progress in your academic work? Please explain.
## Preliminary Findings: Graduate Students

### Examples

- There is not enough time and feel overworked on a quarter system
  - They realized this is expected, but still tough
  - There is not consistent feedback or support from colleges/departments
    - Often feedback is non-existent and students have to take strong initiative to know how they are doing
- Teaching and TAing can be distracting and seems to hinder time to do research
- There is little to no support for non-academic career support and only an emphasis on going into faculty positions
  - Graduate students are afraid to say they are interested in non-academic careers, because they feel like a failure if they don’t want to pursue faculty jobs
  - Graduate students don’t know where to go to get non-academic career development support
  - They don’t feel the Career Center has the expertise to help them find non-academic jobs
    - They wish their colleges/departments would take a bigger role in connecting them to industry
# Student Focus Groups: Preliminary Findings

## Preliminary Findings: Undergraduate Students

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Want more opportunities to develop team working skills rather than just being told what to do</td>
</tr>
<tr>
<td>o Desire more strategic connections between academic work and career planning</td>
</tr>
<tr>
<td>o Want to experience the realities of a workplace</td>
</tr>
<tr>
<td>• Students working off campus need to make a living wage</td>
</tr>
<tr>
<td>o Access to on campus employment is competitive</td>
</tr>
<tr>
<td>o Leadership opportunities are more difficult for those who need to work (e.g., first-generation, etc.)</td>
</tr>
</tbody>
</table>
If you opt in, we will use the records above to customize the questionnaire. If you opt out, we will not use those records, which will make the questionnaire a bit longer and less individually-relevant.

- Opt In - use records to customize the questionnaire
- Opt Out - do not use records to customize the questionnaire
Not Employed

Employed By UO
- Faculty/Staff
- Graduate Employees
- Student Employees
- Student Leaders
- Research Assistants
- Interns/Externs

Employed Outside UO
- Non-UO Employees

Special Type – Employment-Like Experiences
Current Work Experience Followup Questions

- Where?
- Doing what?
- How many hours per week?
- How long had job?
- Supervise others?
- Receive formal performance evals?
- Valuable for career development?
Skills Development

Career Preparation
**Job Satisfaction**

Think of your job in general. All in all, what is it like most of the time?

"Yes" if it describes your job
"No" if it does not describe your job
"?" if you cannot decide

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>undesirable</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>better than most</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>disagreeable</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>makes me content</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>excellent</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>enjoyable</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>poor</td>
<td>○</td>
<td>○</td>
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</tr>
</tbody>
</table>
Psych Satisfaction

Skills Development

Career Preparation

Job Satisfaction

Competence
People at work tell me I am good at what I do.

- definitely false
- probably false
- probably true
- definitely true

Autonomy
I feel like I can pretty much be myself at work.

- definitely false
- probably false
- probably true
- definitely true

Relatedness
I consider the people I work with to be my friends.

- definitely false
- probably false
- probably true
- definitely true
Psych Satisfaction

Skills Development

Career Preparation

Job Satisfaction
Grad

1. Fulltime grad students employed in any way

Undergrad Student Employee

2. Fulltime undergrad students exclusively/primarily working at UO in “student employee” position

Undergrad Special Type

3. Fulltime undergrad students exclusively/primarily working as student leader, research assistant, intern/extern

Undergrad Outside UO

4. Fulltime undergrad students exclusively/primarily employed outside UO
Survey Results Forthcoming

from $N = 1,617$
responses with
minimal amount
of useable data
<table>
<thead>
<tr>
<th>Cognitive Skills</th>
<th>Civic Engagement &amp; Personal Strengths</th>
<th>Intrapersonal &amp; Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
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<tr>
<td>Creative Thinking</td>
<td></td>
<td></td>
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<tr>
<td>Need for Cognition</td>
<td></td>
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<tr>
<td>Conscientiousness</td>
<td></td>
<td></td>
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<tr>
<td>Openness to Experience</td>
<td></td>
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<tr>
<td>Cognitive Function</td>
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<tr>
<td>Cognitive Skills</td>
<td>Civic Engagement &amp; Personal Strengths</td>
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<tr>
<td>------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Civic Competency, Attitudes, &amp; Participation</td>
<td>Intercultural Competency &amp; Diversity</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>Personal Strengths</td>
<td>Universality/Diversity</td>
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<tr>
<td>Need for Cognition</td>
<td></td>
<td>Emotional/Social Intelligence</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td></td>
<td>Self-Reflection &amp; Insight</td>
</tr>
<tr>
<td>Openness to Experience</td>
<td></td>
<td>Adaptability</td>
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<tr>
<td>Cognitive Function</td>
<td></td>
<td>Career Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personality</td>
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<tr>
<td>Cognitive Skills</td>
<td>Civic Engagement &amp; Personal Strengths</td>
<td>Intrapersonal &amp; Interpersonal Skills</td>
</tr>
<tr>
<td>------------------</td>
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<td>-------------------------------------</td>
</tr>
<tr>
<td>Openness to Experience – from HEXACO Personality Inventory <a href="http://www.hexaco.org/">http://www.hexaco.org/</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intrapersonal & Interpersonal Skills Continued


Personality – HEXACO Personality Inventory http://www.hexaco.org/
LEVELS OF BENEFIT

Individual: individualized score reports for student employees – self-reflection/knowledge/exploration
Overall Scaled Score

Your Score
- 174 on a scale of 150 to 180
- Level: Advanced
- 92nd Percentile

Average Score
Of all students who took this assessment from 2016–20XX.

150 Developing
A typical student at the developing level may:
- make inferential connections between two explicitly related points
- follow the logic of an explicitly structured argument
- mistake evidence that is broadly related to a topic for evidence that is relevant to a specific assertion
- identify evidence that directly supports or undermines a claim
- have difficulty distinguishing causation from correlation

162 Proficient
A typical student at the proficient level has demonstrated the ability to:
- make inferential connections
- follow the logic of an argument
- understand logical relationships between assertions/arguments and supporting information
- identify implicit assumptions and evidence that supports or undermines a claim
- distinguish causation from correlation

173 Advanced
A typical student at the advanced level has demonstrated the ability to:
- extrapolate implications
- describe the logic of complex arguments
- understand subtle logical relationships between assertions/arguments and supporting information
- identify needed evidence and implicit assumptions
- identify possible alternative causes or explanations

Test: HEighten® Critical Thinking Assessment
Test Date: 08/12/2016
Institution: University Name
EMOTIONAL/SOCIAL INTELLIGENCE DOMAIN SCORES

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Positive Expressivity</td>
<td>2.56</td>
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<tr>
<td>Negative Expressivity</td>
<td>2.6</td>
</tr>
<tr>
<td>Attending to Emotions</td>
<td>2.8</td>
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<tr>
<td>Emotion-Based Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>Responsiveness to Joy</td>
<td>2.9</td>
</tr>
<tr>
<td>Responsiveness to Distress</td>
<td>3.4</td>
</tr>
<tr>
<td>Empathic Concern</td>
<td>2.8</td>
</tr>
</tbody>
</table>

EMOTIONAL/SOCIAL INTELLIGENCE DOMAIN DESCRIPTIONS

These scales measure 7 trait tendencies toward expressing, feeling, attending to, and acting on emotions. [higher scores = greater tendency; find this info and more in Kimberly Barchard's dissertation]

The **Positive Expressivity** scale measures the tendency to express positive emotions. The **Negative Expressivity** scale measures the tendency to express negative emotions. The **Attending to Emotions** scale measures the tendency to pay attention to one’s emotions.

The **Emotion-Based Decision-Making** scale measures the tendency to make important life decisions based on emotions, rather than using logic.

The **Responsiveness to Joy** scale measures the tendency to feel positive emotions when in the presence of other people who are feeling positive emotions.

The **Responsiveness to Distress** scale measures the tendency to feel negative emotions when in the presence of other people who are feeling negative emotions.

The **Empathic Concern** scale measures the tendency to feel concern or sympathy for those who suffer (differs from Responsiveness to Distress in that it is about others, not self).
LEVELS OF BENEFIT

Individual: individualized score reports for student employees – self-reflection/knowledge/exploration

Department: departmentalized score reports for groups of student employees – supervisor knowledge of where student employees are at, what is good, what are gaps, alignment with outcomes

Division: analysis of length of employment ↔ outcomes relationships – understand outcomes that student employment may contribute to generally, inform supervision practices, facilitate scaling future assessment implementation, etc.
Conclusions & Next Steps

- Data collection for final phase during Spring 2019 term forthcoming
- Institutional barriers
  - Way data is collected
  - Access to data
  - Space
  - Systems issues in regards to supporting supervisors
- Capacity issues
- Enthusiasm and passion for student development
  - Learning more about the student experience
Career Development Experiences
Research

Renée Delgado-Riley, Ph.D., Director, Student Life Assessment & Research
Brian Clark, Ph.D., Assistant Director, Student Life Assessment & Research