



UTSA GROW

Connecting Work and Academics:

How Students *and* Employers Benefit

Our Agenda Today

- Overview student success and student employment
- Enhancing student success through employment
- The key role of supervisors
- Strategies for supporting your students

Our Vision & Mission

Vision

To be recognized leaders in **student development** and collegiate recreation.

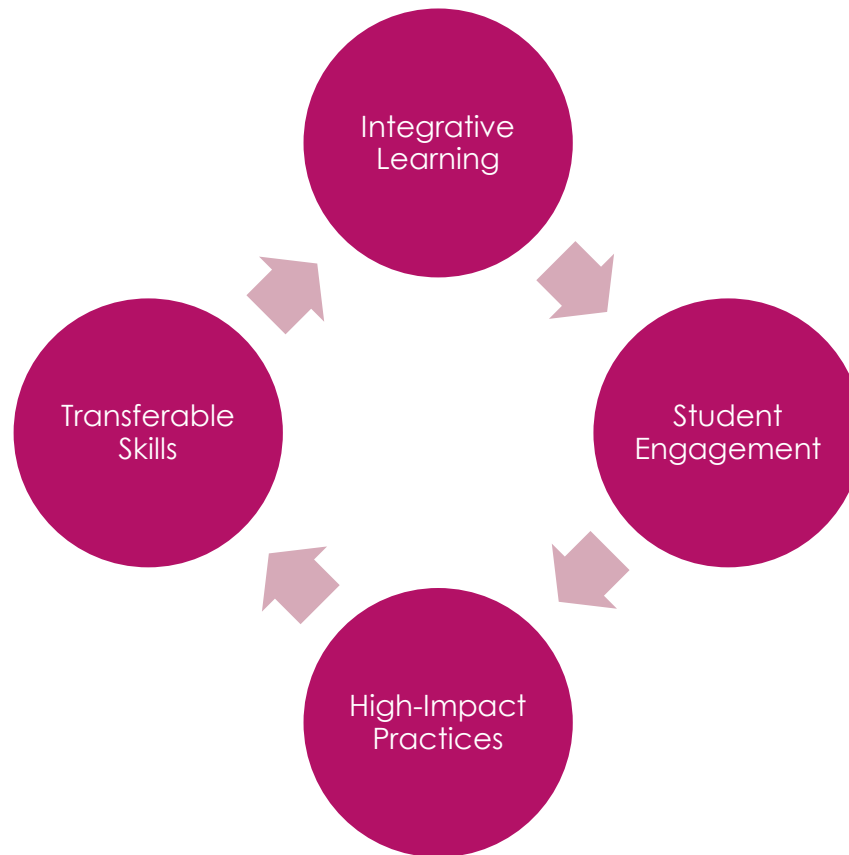
Mission

Campus Recreation provides opportunities to enhance the quality of life and **educational experiences** by offering a variety of facilities, programs and services that are responsive to the physical, social, recreational, and lifelong educational needs of the campus community.

Our Goals

- ▶ To provide safe recreation and leisure facilities for staff and participants.
- ▶ To provide a high level of customer service to our student staff and patrons.
- ▶ To develop life-long leisure, leadership and transferable skills for student staff and participants.

Connecting the Dots



Student Success

- ▶ *Students are most successful in “seamless environments” where they can make connections between classroom and out of classroom experiences.*

George D. Kuh, PhD

- ▶ The greatest impact appears to stem from students' total level of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are mutually reinforcing...

Pascarella & Terrenzini, 2005, pg. 602

- ▶ Irrespective of college major or institutional selectivity, what matters to career success is students' development of a broad set of cross-cutting capacities...”

Anthony Carnevale, Georgetown University
Center on Education and the Workforce

High-Impact Educational Practices

- ▶ High-impact activities are those that allow students to apply learning to real-life, to make connections, reflect and integrate learning.
- ▶ High-impact activities increase odds students will:
 - ▶ Invest time and effort
 - ▶ Interact with faculty and peers about substantive matters
 - ▶ Experience diversity
 - ▶ Get more frequent feedback
 - ▶ Reflect and integrate learning
 - ▶ Discover relevance of learning through real-world applications
- ▶ Campus jobs can be high-impact for our students.

High-Impact Educational Practices

- ▶ The impact of high-impact activities is enhanced when:
 - ▶ Structure and expectations set at appropriately high levels
 - ▶ Public demonstration of competence
- ▶ Campus jobs can be high-impact with some additional structure from us (supervisors)

Student Employment and Transferable Skills

- ▶ **What should students know and be able to do after working for Campus Recreation?**
 - ▶ Develop skills to work in a team structure.
 - ▶ Develop more effective time management skills.
 - ▶ Improve oral communication skills.
 - ▶ Improve written communication skills.
 - ▶ Use critical thinking skills to form opinions and solve problems.
 - ▶ Work effectively with individuals with a variety of backgrounds, experiences, and cultures.
 - ▶ Develop conflict resolution skills.

Student Voices

What they liked most about their job at Campus Recreation

- ▶ “A very diverse experience... getting to know different points of view. “
- ▶ “Being able to work with [other] students and being offered several opportunities to improve myself. “
- ▶ “Loved getting to supervise people before graduating college. It was a great opportunity.”
- ▶ “There was a connection between my program area and others. We could all collaborate and work toward one goal and be successful at it. “
- ▶ “Student development opportunities that [helped build] transferable skills within Campus Rec and outside of here. Skills that will help me in life.”

A decorative graphic at the top of the slide consists of a dark purple horizontal bar with a wavy bottom edge. A vertical pink rectangle is positioned on the right side of this bar, extending upwards beyond its top edge.

Our Goal:

To make student employment a
high-impact activity

IOWA GROW™: Guided Reflection on Work Study at the University of Iowa

- ▶ Supervisors from areas across campus were asked to have two structured conversations with each of their student employees during the spring semester.
- ▶ They were asked to record the student's answers to 5 questions.
- ▶ Supervisors submitted completed questionnaires to the IOWA GROW™ Project Team.

Students were More Likely to Report...

- ▶ Their supervisor helped them make connections between work and life as a student
- ▶ They could see connections between work and coursework
- ▶ Their job contributed positively to:
 - ▶ written communication skills
 - ▶ oral communication skills
 - ▶ conflict resolution skills
 - ▶ time management

U of Iowa Students were More Likely to...

- ▶ Mention positive outcomes of employment *other* than money
- ▶ Noted they felt as though they were making a positive contribution to the University of Iowa
- ▶ Be able to state at least one thing they've learned on the job

About UTSA GROW

- ▶ Modeled after IOWA GROW
- ▶ Pilot by Campus Rec in Spring 2015
 - ▶ Two program areas
 - ▶ Focus on student management team
 - ▶ Staff survey – pre and post assessment
 - ▶ UTSA Campus Rec GROW conversations with smaller group
 - ▶ Survey instrument
- ▶ UTSA Campus Rec GROW questionnaire
- ▶ Hosting conversations

Enhancing Student Learning through Employment

- ▶ Things to consider...
 - ▶ Incorporate language of student learning into job announcements and position descriptions
 - ▶ Create and use interview questions that encourage students to make connections between world of work and academics
 - ▶ Add discussions of learning outcomes to Orientation/Training checklists



Questions? Comments?