

# Rensselaer

The EBI Student Employee Evaluation yielded overall mixed results from a 40.2% response rate of surveyed RPI employees (No. Attempted = 1684 / No. Responded = 678). Additionally, because of low numbers between the cross analyses with race/ethnicity, all but White and Asian are statistically insignificant (though the cross analyses does provide insight on how the sub divisions reported their individual satisfaction and learning). EBI divides the survey between two focus areas: satisfaction and learning. Satisfaction deals with the likes and dislikes of particular areas while learning focuses on preselected EBI growth areas students should be exposed to and develops within. This executive summary will summarize the top three strengths and weaknesses in satisfaction and learning, following up with capitalizations (how to capitalize on success) and recommendations (for improvement) for strengths and weaknesses respectively.



**Benchmarking  
Assessments**

## *Student Employment EBI Evaluation: Executive Summary*

### **Satisfaction Overview**

Overall satisfaction was extremely high, slightly exceeding EBI's standard of excellence goal in 14/16 focus areas. Students reported moderately high to extremely high in 90% of the questions surveyed. The remaining 10% reported moderately low to dissatisfaction across the board.

#### **Top Strengths**

***Balancing Academics and Jobs*** – Students reported significantly high that they were successfully able to balance their academics and their workload. 78% reported that working had no impact on their GPA while 12% reported it slightly caused their GPA to increase. The remaining percentages reported a slight decrease in their GPA. ***Capitalization*** – Reinforce to students that the skills and experience they are learning here are transferable to many post-graduate working areas. Hold students accountable for significant decreases in work performances. Finally, inquire what major a student has and distribute work and assignments that may align with their future profession.

***Support in Regards to Work*** – Students reported significantly high that they had a strong support system (both personally and professionally) with their supervisors. Students also reported high that troubleshooting and mediations were strong support areas their supervisors excelled in with regards to supporting them. ***Capitalization*** – Continue to not show favoritism between employees, which can cause dissatisfaction between employees who perceive they are not valued. Providing professional development opportunities to student employees is another value that not only supports them personally, but increases the level of skilled and competent employees with the respective organizations/departments.

***Respect Between Co-workers*** – Students reported significantly high that respect within co-worker circles was established, valued and sustained. ***Capitalization*** – Allow student employees to make a list of their own personal values and explain how their values align with the overall populace of students, supervisors, campus, etc. Holding students accountable when disrespectful discourse occurs (especially when said as a joke or comical) will keep this competency high.

As previously mentioned, students are overall highly satisfied with their workload, supervisor support, and respect between co-workers; all areas that amount to a productive working experience. Students seems highly capable of being given a task and completing it in both solo or group work while confident enough to seek out supervisor support if necessary.

**Overall Ranking for EBI Student Employee Satisfaction: 9.5/10**

## *Student Employment EBI Evaluation: Executive Summary*

Overall learning via student employment opportunities was reported severely low, with students reporting little to no learning opportunities to develop new personal and/or professional skills to maximize both their role as employees and skills that could transcend into academic and personal areas. Averaged out, 50% of students reported neutrally while 25% reported no learning occurred and the final 25% reported learning in designated areas. 0/20 areas meet EBI's standard of excellence goal. While satisfaction deals with likes/dislikes, learning assesses and measures the opportunities to learn specific skills. Note that this survey assesses if student learned these skills while working in their respective departments, not if they did or did not possess these competencies prior.

### Top Weaknesses

**Critical Thinking Skills** – Critical thinking skills were reported severely low, which under certain circumstances could be immensely problematic. Many students reported they were unable, or ineffectively equipped, to effectively think proactively and devise a mental map for answers outside of their own perspective. **Recommendation** – Give students case studies during employee trainings related to a situation that could or did happen, allowing them to take a solution-based approach with co-workers to conceptualize the different options and perspectives available outside their own. Challenging students (respectively and supportively) during applicable moments could also raise this skill.

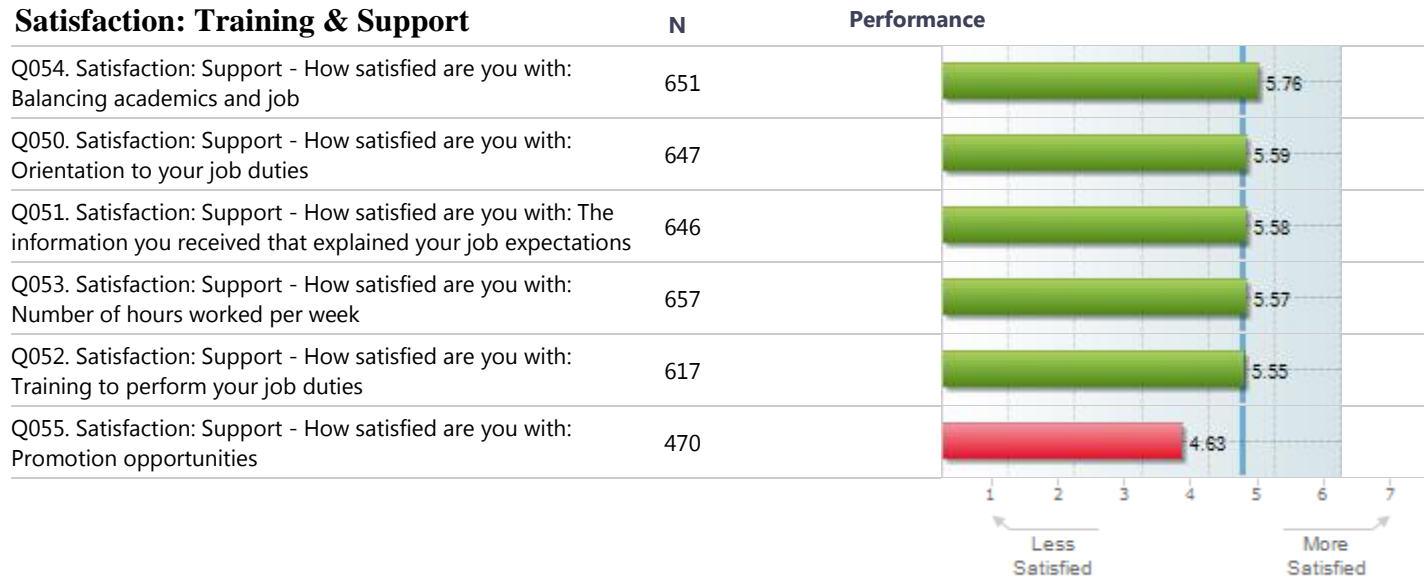
**CLASS Integration** – While CLASS is a brilliant framework for student development and learning, it lacks both concrete learning outcomes and consistency in how each area is integrated into specific function areas. For instance, Professional Development is a CLASS competency, and does not seem to be strongly linked to RPI student employment, which is one of the primary areas on campus where students have the opportunity to grow professionally. Professional learning outcomes via CLASS are also not firmly established, with different departments providing their own interpretation. **Recommendation** – (\*This may have to come from a higher department than strictly The Student Union) Establishing learning outcomes, e.g., development of professional discourse with colleagues/supervisors, building a working portfolio, building a professional network related to major, etc., and have supervisors assess these areas during employee evaluations so students can develop professionally and know (realize) they are developing professionally.

Each area in *Self knowledge and Skills* should be a focus area of improvement. Students at RPI are very intelligent individuals who enter this university with well established thoughts, skills and viewpoints. Regarding student employment, students are highly skilled prior to entering their position, but do not seem to develop past administrative and clerical competencies (except in research-based jobs). It would be recommended to provide professional development opportunities to student employees and make them aware of learning objectives (such as time management) and holding them accountable in some way that could be assessed later (such as through a sign-in/sign-out sheet) rather through CLASS or another established source. Sincere, interpersonal dialogue and communication between supervisor and employee are key.

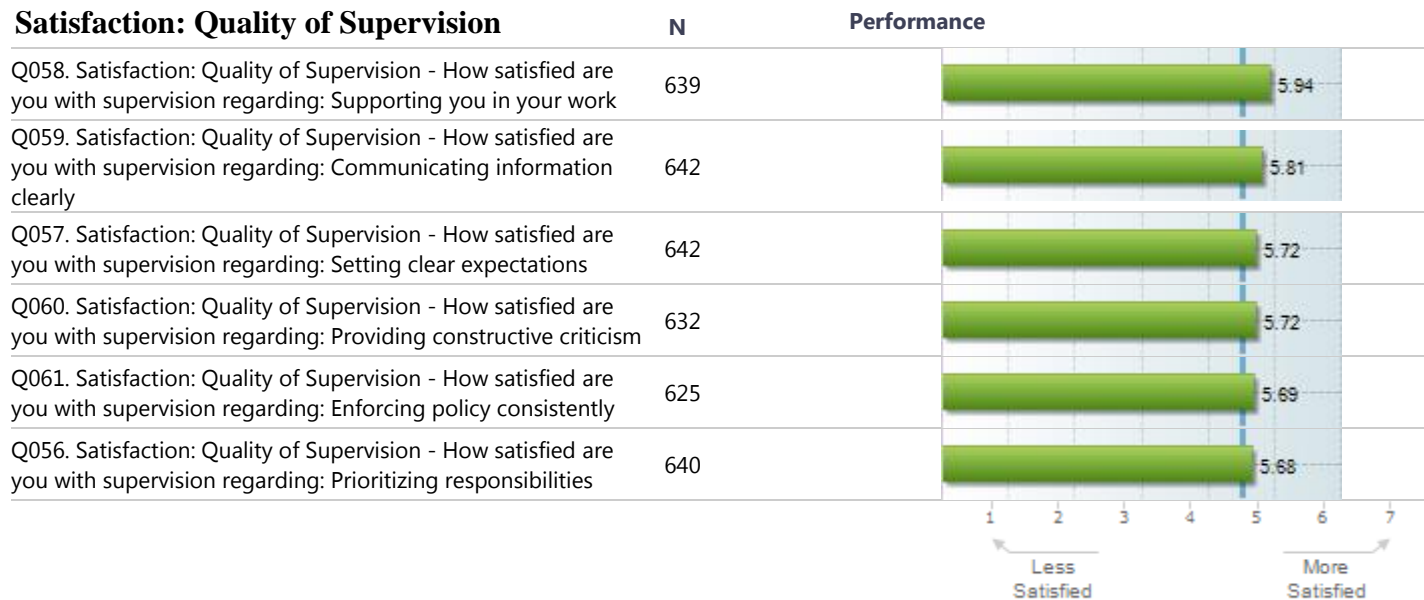
**Overall Ranking for EBI Student Employee Learning: 4/10**

## Student Employment EBI Evaluation: Executive Summary

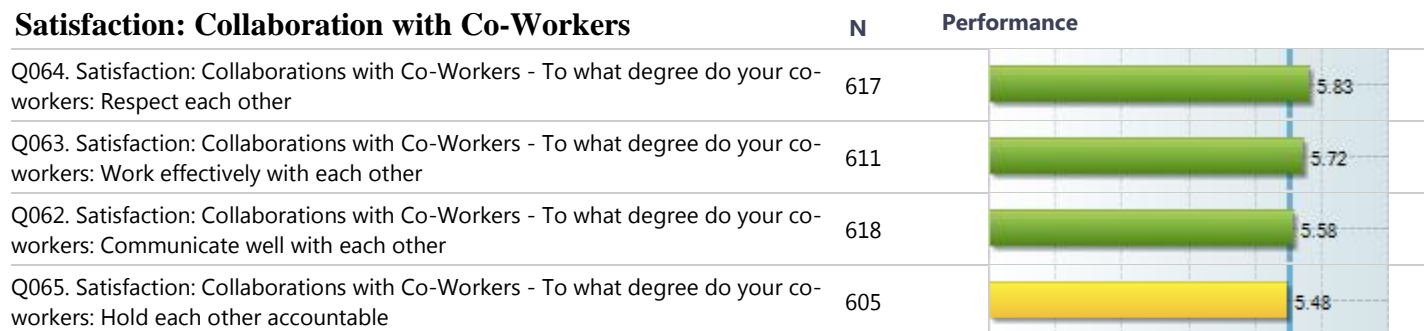
### Satisfaction: Training & Support



### Satisfaction: Quality of Supervision



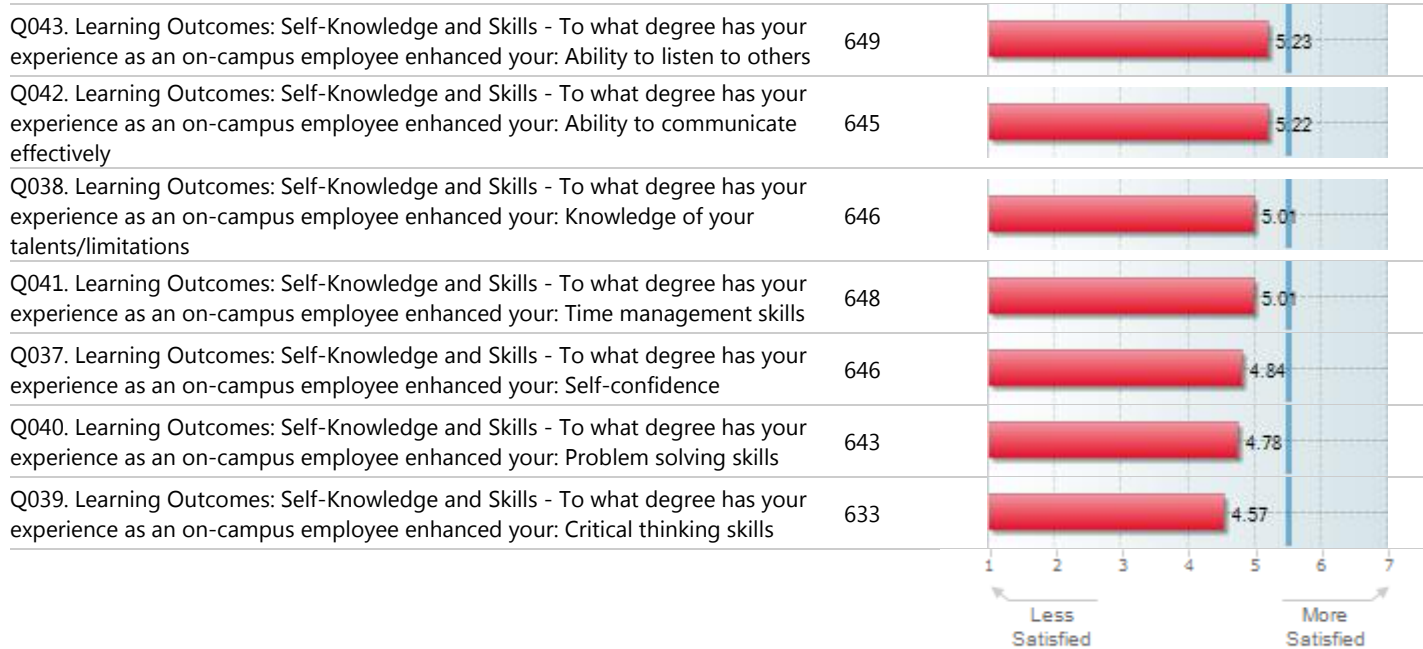
### Satisfaction: Collaboration with Co-Workers



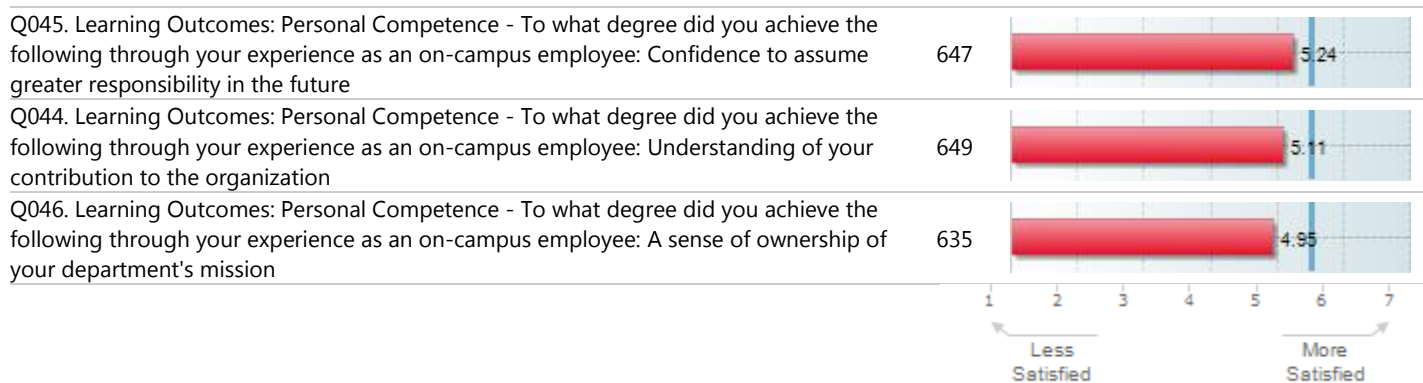
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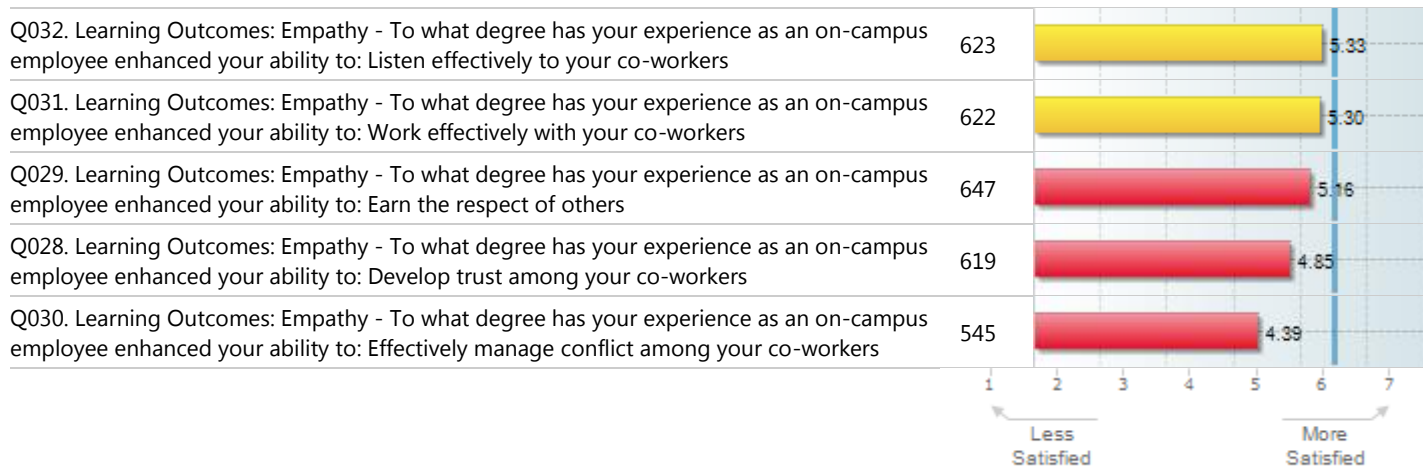
## Learning: Self Knowledge and Skills



## Learning Outcomes: Personal Competence

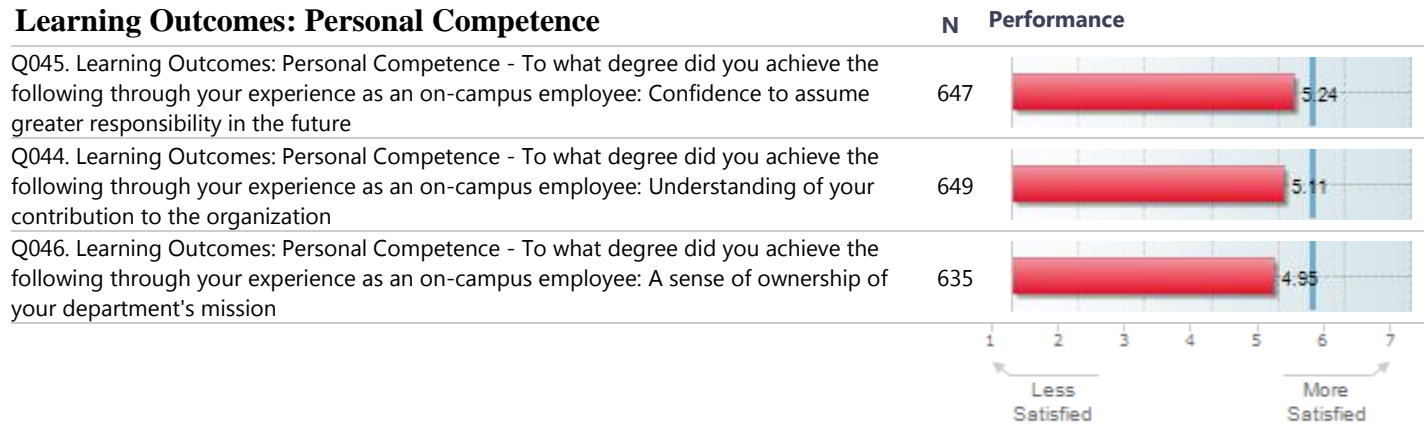


## Learning Outcomes: Empathy



# Student Employment EBI Evaluation: Executive Summary

## Learning Outcomes: Personal Competence



## Learning Outcomes: Diverse Interactions

