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More than a student worker job: transferrable skills matter in career readiness

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More than a student worker job: transferrable skills matter in career readiness

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A Dissertation

Submitted to the Faculty of

Mississippi State University

in Partial Fulfillment of the Requirements

for the Degree of Doctor of Philosophy

in Community College Leadership

in the Department of Educational Leadership within the College of Education

Mississippi State, Mississippi

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2020

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This dissertation study investigated if students, both native and transfer to the institution, showed growth in the Team URec transferrable skills model through competency trainings preparing students for career readiness. The study utilized a convenience sampling method, while assessment measures were quantitative. A statistical analysis was performed through a paired samples t-test to measure differences in students' pre-evaluation and post-evaluation results within the Team URec model. Additionally, a MANOVA analysis examined the differences between native and transfer students' pre-evaluation and post-evaluation scores. Lastly, a MANOVA examined the difference in student post-evaluation scores and supervisor post-evaluation scores. The participants were 78 students within a university recreation center in the southeastern United States. The independent variables included student status of native or transfer as well as rater status of supervisor or student. The dependent variables were students' and supervisors' ratings on the Team URec evaluation rubric, which consisted of eight competencies (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication). The research indicated significant differences between students' pre-evaluation and post-evaluation scores, indicating growth based on the Team

URec competencies. There was no significant difference in growth when comparing native and transfer students on the Team URec competency ratings and no significant difference between students' and supervisors' scores on the post-evaluation. While results were not significant when comparing native to transfer student's pre-evaluation and post-evaluation scores or student post-evaluation to supervisor post-evaluation scores, data reveal that students reported significant perceived growth in all eight competencies in their growth between pre-evaluations and post-evaluations. These results indicate a positive relation to being confident and well-prepared for their respective career paths.

DEDICATION

1 Corinthians 9:24-27

“ Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last, but we do it to get a crown that will last forever. Therefore, I do not run like someone running aimlessly; I do not fight like a boxer beating the air. No, I strike a blow to my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.”- *New International Version Bible*

I would like to dedicate this dissertation to the late William Townsend, who challenged me to acquire this degree before his passing, and to my wife Allison Townsend, who always supported me endlessly and never once questioned my journey.

Lastly, this dissertation is for those who were told you don't have the ability to complete graduate school or for those who just that need the encouragement to get started. I'm your proof and motivation that you can accomplish this; now go after the prize!

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So many people have helped me reach this point in my journey. I must first acknowledge the fact that I had an incredibly knowledgeable and caring committee. I would like to thank Dr. Stephanie King for the countless hours answering all my random questions that were asked time and time again. I would also like to thank Dr. Jeremy Baham, Dr. Linda Coats, and Dr. Mark Fincher for collective support, wisdom and guidance and never giving up on me. I would request to have this committee again if I repeated this journey.

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Finally, I would like to thank my wife Allison Townsend. Thank you for your love and endless support. You never questioned me in this journey and gave me space to work when chaos was impossible to evade. You were the constant in helping me achieve this incredible milestone and not letting me cave at my lowest points. Thank you!

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CHAPTER I

INTRODUCTION

Background of Study

The relationship between student engagement and student success is a relevant discussion at the university level with administration and leadership, with an emphasis of looking to improve academic retention and involvement. Fostering learning communities along with intentional mentorships have been prevalent in the research of student success being linked to student engagement. Terenzini, Rendon, Upcraft, Millar, Allison, and Gregg (as cited in Inkelas, Daver, Vogt, & Leonard, 2007),

...similarly noted that first-generation students tended to delay involvement in extracurricular activities and informal peer groups during the initial transition period and were often likely to have friends who lived off-campus or who were not enrolled in college. (p. 407)

This facilitates even more of an urgency to ensure that students are connected through learning communities or through organizational opportunities in order to grow academically as well as outside of the classroom. When students are required to take responsibility for activities that require daily decisions and tasks, they become invested in the activity and more committed to the college and their studies (Kuh, Cruce, Shoup, Gonyea, & Kinzie, 2008). While many engagement opportunities for students on campus revolve around learning communities or living communities, on-campus job employment has also been a part of the research for student

engagement. Based on an experiential learning student model study, Fede, Gorman, and Cimini (2018) stated,

Overall, we find that this specific model of student employment that incorporates aspects of experiential education in a unique, paid, university position with time spent in the community appears to be beneficial for undergraduates from a wide range of academic disciplines. (p. 121)

Beyond engagement, researchers have not fully delved into the outcomes of these student employees as they relate to on-the-job experience over time. Many students are employed during their time in college and learn practical skills (Bolton & Roselli, 2017).

The continual enrollment growth on college campuses has not only led to an increase in the student population, it has also presented more student worker employment opportunities outside of academics. Yeh (as cited in Fede et al., 2017) discusses, “In contrast, on-campus employment has been positively associated with academic success as well as persistence toward a degree” (p.109). While these employment opportunities are more abundant, many universities are tasked to show the value in these positions in order to sustain funding or to add further positions within their given staff structure. The research progress in university student affairs has been strongly geared toward student involvement, retention, and student success during the undergraduate experience, and, of late, delving into the preparedness for a career path provided during employment. An array of studies has been conducted within campus recreation facilities to help show their value on university campuses as well as the importance of employment (Athas, Oaks, & Kennedy-Phillips, 2013; Gleason, 1993; Tingle, Cooney, Asbury, & Tate, 2013). Areas for campus recreation facilities to concentrate on for further research include examining the motivations for

working in campus recreation, transferrable skill growth and the impact of organizational support from supervisory staff members. These experiences relate to the motivation and retention of staff members, and, most importantly how these experiences prepare students for careers. Cultivating a healthy work environment assists with the retention of productive employees and the successful recruitment of new workers (Pack, Jordan, Turner, & Haines, 2007). Several studies have looked at the importance of student employment and student worker growth and success within student affairs programs, along with other isolated programs, but there has been little focus on campus recreation (Athas et al., 2013; Benjamin & McDevitt, 2018.) This approach has provided a broader scope without looking more precisely at the impact of student employment within departments with smaller student staffs at the university and specifically at the impact of student employment on career preparation for students not native to the university, such as transfer students.

Statement of Problem

While the theoretical framework of student success demonstrates positive pathways through engagement and co-curricular experience, students have the propensity to head down the wrong pathway without healthy engagement and poor study habits which lead to not re-enrolling due to poor study habits (Kuh, 2015). Researchers also discuss that involvement in off-campus employment is often linked to poor academic performance due to excessive hours scheduled, whereas, on-campus jobs tend to provide intentional development and mentoring with more time management (Orszag, Orszag, & Whitmore, 2001). However, students employed on-or off-campus without guidance in proper time management and or excessive hours worked may have a lower grade point average (GPA) and retention (Gleason, 1993). This study about campus recreation provided a glimpse at the question revolving around preparing students for careers

through intentional training and on-the-job experience and whether it positively or negatively impacted native or transfer students in being career ready, which is currently lacking in the research.

Purpose of Study

The purpose of this study was to examine the relationship between student employment factors and career readiness growth through transferable skills in university recreation employees, both native and transfers to the university being studied. The study sought to determine if participation in student employment was related to student development of career readiness competencies, as determined by The National Association of Colleges and Employers (NACE), for students employed in varying areas of a university recreation department utilizing data from 2018-19.

Research Questions

1. What effect does participation in student employment that includes specialized training modules have on students gaining and/or strengthening their transferable job skills based on NACE indicators via the Team URec evaluation rubric (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication) when comparing student employees' level of skill at the beginning and end of the academic year based on the students' self-evaluation of their skills?
2. What are the differences in students gaining and/or strengthening their transferable job skills when comparing native student employees to transfer student employees?
3. What are the differences in supervisors' post-evaluation of student growth in transferable skills compared to students' post-evaluation?

Definition of Terms

The study embraced key terminology that were defined as follows. Use of the Team URec evaluation rubric ensured consistent language developed using NACE career readiness competencies. The difficulties associated with identifying, measuring, and assessing these skills may be due, in part, to the variety of terms used to refer to this skill set as well as confusion about the terminology used to describe individual skills (Peck, 2017).

1. Co-curricular experience. Campus recreation provides unique opportunities for student involvement outside of the classroom through various functional areas. Co-curricular experiences can provide a place for transformative educational experiences to grow in a variety of educational structures because experiential learning focuses on the development of the whole student (Peck, Hall, Cramp, Lawhead, Fehring, & Simpson, 2016).
2. NACE Career Readiness. Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace focusing on the competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Teamwork/Collaboration, Digital Technology, Leadership, Professionalism/Work Ethic, Career Management, and Global/Intercultural Fluency (Peck, 2017).
3. Team URec. The university recreation training model used in the research study. The model is built upon the NACE career readiness competencies which are the foundation of Team URec and its various training modules (Peck, 2017).
 - a. Teamwork. Demonstrates the ability to work with colleagues to achieve common goals. (See Appendix A and B).

- b. Self-Efficacy. Trust in his/her ability to accomplish tasks. (See Appendix A and B).
 - c. Adaptability. Displays the ability to adjust and respond to situational needs. (See Appendix A and B).
 - d. Mentoring. Serves as a role model for team members through integrity, work ethic, and positive attitude. (See Appendix A and B).
 - e. Unity. Demonstrates the desire to work in unison with the team. (See Appendix A and B).
 - f. Respect. Demonstrates respect and inclusion for all members of our university community. (See Appendix A and B).
 - g. Excellence. Strives for high performance in the execution of job duties and service to our patrons. (See Appendix A and B).
 - h. Communication. Exhibits verbal and written communication skills with team members and patrons. (See Appendix A and B).
4. Transferrable job skills. Skill development in co-curricular activities is a part of the full experience while undergraduates are enrolled. These skills may not be fully emphasized in the classroom setting and so aid in showing the value and justification in the dollars put towards high-dollar recreation centers and student fees assessed, which is an impetus for skill acquisition (Peck, 2017).

Theoretical Framework

George Kuh's Student Success Theoretical Framework served as the model for the study; it has an emphasis on student engagement and the positive benefits of engagement through navigating successful pathways during the collegiate journey (Kuh, 2006). Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) explain, "We focus on student engagement because it represents aspects of student behavior and institutional performance that colleges and universities can do something about, at least on the margins, whereas many other factors such as precollege characteristics are typically beyond the direct control of the student or the college or university" (p.8). Even through engagement and positive pathways, supervisors are responsible for educating students on time-management and not becoming overwhelmed with engagement as it may serve as a distractor rather than a motivator (Kulm & Cramer, 2006).

Engagement through student employment on the college campus has the propensity to serve as a positive pathway to positive outcomes post-graduation. Furthermore, Kuh et al. (2006) discuss, "If students are not able to successfully find their way through these screens, they may be either temporarily or permanently separated from the college experience" (p. 8).

Overview of Methods

The study focused on student staff employed within a university recreation department and participating in the Team URec training model during the 2018-19 year. The study encompassed 78 campus recreation student employees from all areas of university recreation. Participants who completed the post Team URec evaluation were only eligible for the study after working for at least one complete semester in the recreation facility.

The Team URec instrument, an adaptation of the "Are You Career Ready?" professional competency evaluation rubric through NACE Career Resources, included a rating

system of 1 to 5 on a Likert scale on perceived competency growth (1 = poor; 5 = excellent), along with a writing bank to share qualitative comments on ratings (Peck, 2017). At the beginning of the current study, students had already completed the self-evaluation for the beginning of the 2018-19 year, and the researcher gained permission to use this as existing data. Students completed the self-evaluation for the end of the year in May 2019. Area supervisors serving in professional staff roles within university recreation administered and collected evaluations from students. The primary researcher served as the sole data entry gatekeeper upon receiving completed evaluations from area supervisors.

For research question 1, data were analyzed using a paired samples t-test to compare each student's growth via scores at the beginning of the year to those at the end of the year. For research question 2, data were analyzed using a multivariate analysis of variance (ANOVA) to compare native and transfer students' growth using both scores at the beginning of the year and scores at the end of the year. For research question 3, data were analyzed using a multivariate ANOVA (MANOVA) to determine if differences existed between supervisors' and students' post-evaluation ratings.

Delimitations of Study

- The study was delimited to a group of 78 student employees within a campus recreation facility at one southeastern land-grant institution.
- The study was delimited to the 2018-19 academic year.
- The study was delimited to measurement of growth in transferrable skills using only the student self-evaluations and supervisor evaluations based on the NACE competency driven Team URec training curriculum.

Significance of Study

Multiple published studies in the *National Intramural and Recreational Sports Association (NIRSA) Journal* provide evidence of the impact of collegiate recreation on soft skills outcomes related to student success while on the job (Becker, Cooper, Atkins, & Martin, 2009; Bolton et al., 2017; Buzzelli, 2017; Johnson, Kaiser, & Bell, 2012). This research looked at career readiness as relate specifically to a subset of defined competencies within a student staff of native and transfer students. Additionally, the research aimed to further answer questions related to the value of student employment on campus and specifically within recreation departments. The outcome is to gauge if these outcomes relate to confidence in career paths upon graduation and job departure.

Research is limited on the effect of job growth in students through proper training and skill acquisition while employed within student affairs. This study was one of the first to evaluate career readiness through growth in job competencies based on the Team URec annual training curriculum. Results from this study may not only have identified a potential tool to help recognize a way to assess career readiness in students employed within student affairs departments, but may have identified a tool that is transferrable or adaptable for the use in many additional student employers internal or external to the university or community college. While the goal of the study was to show a positive impact on career readiness, it had the potential to provide a stance for the acquisition of additional resources when a facility is stricken with a dwindling budget.

Summary

Thus far the literature has shown an array of benefits resulting from student engagement on the university campus. Through this engagement, there is currently evidence of students

becoming more involved, motivated, and academically successful while enrolled. The current research investigated the growth of students who held student worker jobs while enrolled and if this type of engagement proved to be positive. Job satisfaction has been shown to receive high marks in campus recreation, which makes the case for looking into the opportunities for growth and perceived growth in its student employees (Kellison & James, 2011).

Satisfied employees are more likely to attract other high-performing employees, as well as more likely to be motivated to engage in professional development (learning new skills), resulting in greater productivity, which speaks to the importance of having personnel who are satisfied with their jobs and work environments (Stier, Schneider, Kampf, & Gaskins, 2010). The notion that student employees within campus recreation work in encouraging atmospheres leads to the idea of how these jobs are impacting these students over a period. A recent library study reported findings that student employment programs consistently align with High-Impact Practices regarding faculty and peer interaction, time, and effort (Mitola, Rinto, & Pattni, 2018). Research from this study was conducted using Kuh's High Impact Practices Theoretical Framework. This evidence indicates that properly engaging student workers challenged students outside of the classroom and aided in skill development and problem solving. This supports the current study of looking specifically at perceived growth in campus recreation student employees through the NACE competencies that were used in the adapted Team URec training and evaluation model.

CHAPTER II

LITERATURE REVIEW

Introduction

Student affairs divisions on university campuses have continued to construct innovative organizational charts with newly developed departments charged with accommodating the diverse needs of the ever-growing student body. Student affairs departments aim to provide the highest quality student experience possible, as many students are away from their homes for the first time. One of the departments that has seen exponential growth and emphasis on the student experience is campus recreation facilities generally housed under student affairs within the university. The programs offered through campus recreation departments are meant to enhance the experience for each student (Pack et al., 2007). To enhance the student experience, campus recreation facilities are being erected or renovated for millions of dollars. For example, Louisiana State University's lazy river, which is part of an \$85-million upgrade of the campus recreation center, is financed entirely by student fees (Stripling, 2017). With the student experience being at the pinnacle of campus recreation facilities, it is paramount that these mega facilities are focused on the total student experience. This experience is not only defined by those who participate in recreation programs, but also comprise the frontline workforce in the department. Campus recreation facilities generally have student staffs that triple its number of clerical and professional staff. Research has shown that developing students within student worker roles has been a priority considering these students serving in front-line positions

consistently influence customer satisfaction and decision making (Buzzelli, 2017; Kellison et al., 2011).

The student affairs division at most universities under study is committed to engaging in co-curricular learning, encouraging the acquisition of twenty-first century transferable skills and competencies, and continuing a direct and symbiotic relationship with the academic side of the university (Athas et al., 2013). Research has additionally alluded to this skill acquisition and increase in self-efficacy, as a part of these part-time student worker jobs is a marker for perseverance in academics. Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 1994). The finding that student employment experiences helped students to solidify career goals suggests that jobs within student affairs divisions may be instrumental in helping students make decisions that affect their futures (Athas et al., 2013).

NACE defines career readiness as the ability to attain and demonstrate required competencies that help to prepare college graduates and allow for successful transitions into professional jobs (Peck, 2017). While NACE lists the competencies that staff members gain and refine through daily experiences, the field aims to look further in-depth to investigate if skill acquisition is a determinant of applying for the job or job satisfaction, which is a motivator for employment retention. Additionally, the role of the supervisory staff, daily interactions with staff members, as well the supervisory staff's support and leadership style are all potential determinants for the motivation for acquiring a position, continuing employment or departing, which is a determinant if the employment led to a career path. This literature review honed in on motivation, daily experiences focused on transferable skills, and organizational support within

higher education, investigating the impetus of these factors in preparing students who are native to the university as well as transfer students for a career while aiming to find areas in need of more intentional research outside of student affairs and campus recreation. The community college, which is at a smaller scale than most universities, has less resources for investing in students in developmental job roles as it relates to the university. Astin (1999) states, “Community colleges are places where the involvement of both faculty and students seems to be minimal” (p. 521). This led to the notion that transfer students may demonstrate a wealth of growth from on-the-job experience and an intentional training model at the university if the opportunity was absent at the student’s respective community college.

General definitions were introduced in chapter one while the following delved further into the research and expanded discussion on the importance of these key terms in this study which are found in the literature. These terms, along with the literature, were derived from scholarly sources via the university library portal Google Scholar search and directly through peer reviewed journal portals such as the *Journal of Academic Librarianship*, *Recreational Sports Journal*, *College Journal of Student Development*, *Chronicle of Higher Education*, *College Student Journal*, *Recreational Sports Journal*, *Research in Higher Education* and NACE related sources.

Co-curricular experience is related to student involvement through experiences apart from the classroom setting. Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience (Astin, 1999). Astin (1999) emphasizes that a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Campus

recreation facilities are a predominant hub for these involved students to engage in these co-curricular experiences, which are available through many student employment opportunities. Student employee positions include intramural sport officials, front desk attendants, building supervisors, outdoor adventure trip leaders, lifeguards, personal trainers, group fitness instructors, and club sport supervisors (Bolton et al., 2017). Involvement in campus programming outside of the classroom is an optimistic marker for students rather than those less involved. But for many reasons such as busy schedules and study commitment, students do not devote enough effort to such activities (Kuh, 2007). Additionally, Kampf (2010) suggests that college students are seeking out dynamic recreation opportunities at the top of their list of expectations when deciding to attend a college. This involvement reaches further than the basketball courts of the recreation facility and may not be the first thought of traditional sports. For many others, student organizations form around common identities or passions like the Black Student Union or, at The University of the South, Pokemon (Peck, 2017). These invaluable experiences within student organizations and student employment opportunities aid in the facilitation of gaining both hard and soft skills.

Job satisfaction is important in the student worker experience as retention and growth are a valued asset of the employer. The literature elaborates on the benefits of student participation in health-focused programs and behaviors which points to student success through elevated academic performance and perseverance (Becker et al., 2009). Furthermore, Becker et al. (2009) demonstrate that healthy lifestyles and enthusiastic environments have the propensity to have the same impact on progressive student employment and job retention. Student success is a primary reason for all student affairs efforts, including campus recreation (Becker et al., 2009). With student employees comprising most of the workforce in campus recreation facilities, job

satisfaction, and retention are prominent components in examining career readiness. Roberts, Outley, and Estes (2002) conclude that professionals within the management structure must create opportunities for all employees to have meaningful interactions. Without appropriate training, cultural awareness often emerges through making mistakes (Roberts et al., 2002). In addition to trainings, motivation, and pay are factored into student employees becoming invested in their role. Bolton et al. (2017) found that most jobs are designed with entry-level positions and the student is given the opportunity to excel to a leadership position with more responsibility and increased pay. This is evidence that proper trainings, staff engagement and encouraging environments as found in these recreational facilities are a strong foundational path in bettering students for the future, while fully embracing the learning experience.

Transferrable skills are a goal of student employment through on-the-job experiences. Brown (2004) reports that higher education has been under increased scrutiny by many of its primary stakeholders—including legislators, parents, and students—who want to know how institutions are providing a return on their financial investment. Adjusting for inflation to 2013-14 dollars, the average cumulative amount taken out in federal loans by borrowers in their senior year of college also increased over this time period, from \$15,200 in 1989-90 to \$22,100 in 1999-2000 and to \$26,300 in 2011-12 (Velez & Woo, 2017). Bolton et al. (2017) share that transferable skills are the skills that employers say they most need and want to see in new hires. Hard skills are most often associated with knowledge-based and occupational skills that are quantifiable and measurable (Peck, 2017). Additionally, Peck (2017) explains that soft skills are related to the Emotional Intelligence Quotient (EQ), the range of character traits and interpersonal skills engaged in people relationships. Soft skills include a cluster of capabilities that relate to communication, social interaction, leading others, and influencing outcomes (Peck,

2017). Lastly, Peck (2017) explains that collegiate recreation is a co-curricular area in which students have been shown to acquire soft skills.

Motivation for Continual Growth

The motivation of employees to do well in their jobs and beyond has long been studied. In one study, many staff members were content in their positions in university recreation; however, dissatisfaction did occur in lack of support from supervisory staff members, salary, and general budget concerns (Stier et al., 2010). This study looked at employees who were invested as members in NIRSA across all demographic markers as well as whether the institution was a 2- or 4-year program. The study revealed that regardless of title or salary, the emerging theme for staff retention was an environment focused on professional development and focusing on its employees first (Stier et al., 2010). While this article is not directed at student development, it has commonalities with the mindset of career readiness in student employees.

Student-focused research showed evidence that as students remained in their positions longer, motivation increased leading to the desire for higher levels of education, both in fields related to recreation and outside of the field, solidifying their career goals (Athas et al., 2013). This study focused on a Midwestern university with nearly 40,000 students. The study was geared towards student affairs and the growth and acquisition of 21st Century transferrable skills. Students within the curricular and co-curricular realm were surveyed based on a holistic learning model that focused on common goals for transferrable skills for both the curricular and co-curricular areas. The total population offered the survey was $n=4,092$. The number of survey completions was 1,415 along with six receiving a \$50 gift card through a random drawing. Based on several survey predictors in the study, the data suggest that students perceive their

student employee experiences in this university's student affairs division to be instrumental in their skill development in a variety of areas (Athas et al., 2013).

Buzzelli (2017) found that students who were employed as group fitness instructors gained experience and knowledge in conflict resolution, leadership skills, and public speaking. His study took place at a small, mid-Atlantic university with an enrollment of less than 6,000 students within a recreation group exercise program. The purpose of the study was an effort to demonstrate the acquisition of soft skills attained by group exercise instructors apart from the health benefits of exercise gained by both the instructor and class participants. This qualitative study was a small sampling of eight group fitness instructors who took part in two interviews of no more than 25 minutes within a span of eight months. The researcher used a multiple round method of coding interviews in order to capture as many nuances as possible within such a strenuous process. Learning from mentors, understanding one's own personal fitness, leadership growth, and embracing public speaking were thematic in the qualitative findings in this study. Buzzelli (2017) stated, "While several instructors admitted to being naturally extroverted, there were a few who quickly self-identified as introverts without invitation" (p. 151). Being placed in these teaching experiences with an audience brought them instructors out of a shell and demonstrated growth in public speaking and communication (Buzzelli, 2017). Providing early experiences in career-related work helped to foster motivation to continue in the university recreation field.

Most student worker jobs provide motivation to stay employed due to monetary benefits; however, these motivations may vary for students on federal work study aid. Scott-Clayton and Minaya (2014) stated, "Despite the durability of student employment subsidies in student aid policy, their economic justification has never been fully articulated, and the presumed impacts of

such subsidies are often conflated with the impacts of student employment itself' (p. 1). While work study employment does provide financial aid within constraints of allowed hours worked, it is still not fully articulated what the main impetus is in maintaining work study employment. While work study does assist with financial debt load, but it may not focus heavily toward transferable skill acquisition (Scott-Clayton et al., 2014). While career readiness is the focus of this study, a motivating environment and other benefits of the job may increase the likelihood of staying engaged and embracing co-curricular activity.

Supervisory Engagement

In addition to providing daily experiences which promote student growth, the level of support felt from supervisory staff members, peers, and student workers were found to be a factor in building motivation. Student workers displayed a higher level of enthusiasm and commitment due to supervisory staff members in the organization supporting them consistently (Pack et al., 2007). This support led to more engagement in daily job responsibilities and requirements. However, students working in areas that required little interdependence and training were less likely to form a cohesive work group (Griffith, Walker, Joseph, & Collins, 2011). Creating that cohesive work environment which allowed for more support required training and inclusion of student workers in activities like staff meetings and certification classes. Most staff members were content in their position in university recreation when they felt supported; however, dissatisfaction did occur as staff members remained long-term, with this dissatisfaction revolving specifically around salary amounts and responsibilities. Ensuring that new staff members are supported helped facilitate long-term staff members (Stier et al., 2010). Stier et al. (2010) investigated a substantial sampling of association members in the NIRSA. It was intended to find out if and why a random sampling of NIRSA professionals enjoy their jobs.

Of the 1,000 organizational members who received the questionnaire, there was a response of 283 members who completed it. The survey instrument, developed by four authors who worked in the field of recreation, garnered qualitative and quantitative feedback. The research did not list specific data analysis; however, the results were presented in tables via percentile-based answers on specific questions. The findings revealed that 97% of Directors were satisfied with their jobs as were 87% at the Coordinator level, which showed high levels of satisfaction. Conversely, Directors were 73% satisfied with their salaries, and only 40% of Coordinators were satisfied (Stier et al., 2010). While money was the lesser of the two satisfactions reported, the higher levels of job satisfaction clearly demonstrated that organizational support played a relevant role in building motivation, transferable skills, and cohesion within the workforce. While this investigation was focused on professional staff, the study is still a good indicator of the workplace environment leading to satisfied workers and job motivation. With these data on motivation stemming from organizational support and engaging leaders, a strong pathway is set for career growth.

Transferrable Skills

Kuh (2007) stated that “student engagement declines in a linear fashion between the first and the last year of high school” (p. 1). This statement reflects the importance for practitioners to work hard at keeping students engaged in the classroom, as well as outside the classroom, during their first few semesters in college. Student workers and supervisory staff members engage in co-curricular experiences daily, which help to promote transferable skill growth and academic success. Furthermore, Peck et al. (2016) provide that, “One model with tremendous promise is the University of Iowa's ‘Iowa Grow’ program, which uses brief, structured conversations between student employees and their supervisors to help students connect the

skills and knowledge they are gaining in the classroom with their student work, and vice versa” (p. 2). The Team URec model emulated the Iowa Grow program through the study’s educational component on mentoring and through encouraging supervisors to regularly have reflection discussions with student employees.

Student workers learn by doing; therefore, skills that could be transferable to a post-university job market needed to be built into the daily experiences of student workers (Bolton et al., 2017). Research from as early as 1993 indicated that most student workers were already seeing long-term benefits, including better salaries, quicker employment, and more hours when entering the post-college job market due to a successful transition from college employment to career employment (Gleason, 1993). This growth occurred not only post-graduation but also during the time when they were at the university. Students who were engaged in student affairs programs were more likely to have increased their GPA and overall health status, indicating a need for promotion and continuation of programs provided by student affairs (Becker et al., 2009). Student leadership growth was most effective when leadership curriculum was embedded in daily routines and activities based on sound theoretical foundations (Tingle et al., 2013). A recent study geared its purpose at looking at the benefits of on- and off-campus success alongside academic success (Fede et al., 2018). This study specifically placed University of Rhode Island students in community engagement jobs that dealt with special needs of the community and real-world situations, with a hypothesis of students gaining new transferable skills with similar schedules of students working on campus. The sampling was purposive with 59 of 150 total workers at the Hunger Center completing a 46-item survey related to academic success and lifelong skill acquisition. A t-test analysis was utilized in order to compare the workers’ results to young adults elsewhere in the United States. Findings were very constructive

in nature for the workers who went through the program, reporting that 73% of respondents had above a 3.0 GPA and that more than 85% of former workers felt that they had improved in their abilities to empathize, communicate, and explain information clearly (Fede et al., 2018).

While student affairs programs, along with campus recreation programs, have begun investing in showing the worth of their student employees, other departments on university campuses are starting to notice their student employee's worth, which has led to recent investigations. Mitola et al. (2018) stated, "The work experiences of undergraduate students can also shape their college experiences and contribute to the development of skills employers seek in college graduates" (p. 352). This study delved into the intent of academic libraries utilizing their student employees through high-impact practices in order to aid in student success (Mitola et al., 2018). The authors of this qualitative investigation used a thorough online search process through educational search portals and websites with keywords that generally included "student," "libraries," and "work-study" from 1997 to current journals. The authors designed a search method to look in the literature for six characteristics to define the sought-out, high-impact practices of student employees. Multiple rounds of coding were performed and recorded in a Google form. While no specific data analytic testing was mentioned, findings were shown in percentile format and graph format. These data, in summary, showed that academic library student employees benefited greatly from these characteristics linked to high-impact practices, which were developing them into more diversely skilled workers with similar skills as seen in supervisors (Mitola et al., 2018).

Another study focused on student employment with the academic library system. Benjamin et al. (2018) stated, "Students reported that their work experience had resulted in improved reference skills, which progressively impacted academic work, and also that they

appreciated the increased responsibilities provided by the positions” (p. 257). The peers even suggested that all peer trainers should be required to offer a peer training session each semester because teaching someone else was the “best way to learn” (Benjamin et al., 2018, p. 257). This study also aimed to uncover the benefit of the transferable skills acquired through daily tasks and experiences while on the job. A qualitative interview approach was developed for use at a mid-sized, northeastern doctoral institution with 140 student employees circulating in the library system. Of the 140, 14 of these students were willing to participate, with only seven completing the full interview process, which entered them into a drawing for a gift card (Benjamin et al., 2018). The questionnaire focused on benefits of the job, training processes and reasons for their application for employment, challenges within the job, and an opportunity for general feedback. While few students reported negative feedback in their responses, most commented on their skill acquisition, leadership growth, and benefits including additional time to complete homework. Recommendations from the researchers were unambiguous in the fact that they acknowledged that students gained transferable skills and knowledge through their work experience, but it was deemed a necessity for supervisors to be more intentional with trainings and ways to offer incentives to employees (Benjamin et al., 2018).

Summary

The way student workers learn the skills required of their jobs was a topic that yielded much congruence between the student workers and staff/GA’s. Both groups spoke to a “learn by doing” approach of learning by student workers (Bolton et al., 2017). This approach of “learn by doing” with an emphasis on transferrable skills is necessary for the development of a perceived growth study that examines career readiness. On the optimistic side, employment in college is positively related to several indicators of successful transition to full-time work after graduation

(Gleason, 1993). While transferable skills were of discussion in the study, working a surplus of hours, which cut into academic studies, were shown to be a hindrance to classroom success. Gleason (1993) reported that students who worked a substantial amount in college tend to earn higher wages, work longer hours, and be employed a larger percentage of months in the first year or two after graduation. Recreation facilities offer many roles and experiences within their unique facilities, while satisfying the experiences needed for skill growth, while still fostering continual respect for academic commitments. With aquatics (lifeguarding), intramural and club sports (programming, officiating), facilities and event management (customer service, risk management), fitness classes (teaching), and outdoor recreation (leading trips), recreational sports is a figurative goldmine of leadership development opportunities (Tingle et al., 2013).

Part-time student employees, especially in recreation departments, have infrequently been investigated, or have been limited in their ability to generalize results by converging on a sole institution. Kulm et al. (2006) shared the following excerpt from their findings:

I don't think working for the university has affected my GPA at all. If anything, it has helped because by having a job it forced me into time management skills. When you're spending your own money having a job really helps. (p.4)

Kulm et al. (2006) share, "Working a limited number of hours (e.g. ten hours a week) at an on-campus job appears to have positive impacts on student performance" (p. 1). Being mindful of engagement and still having a balanced focus on academics is important for student employees having success in their role (Kulm et al., 2006).

The inimitable opportunity for university students to develop leadership skills, which can be taken to their careers and graduate school, is consistently emphasized during recreational

sports employment (Tingle et al., 2013). The findings in the literature on current student employment measures such as job satisfaction, transferrable skills, self-efficacy, and positive changes in academics as a result of campus recreation present an opportunity to investigate the missing link to career readiness in student employment at the university. Despite limited research, there have been several studies which have aided in the understanding of recreation employment (Johnson et al., 2012). Similar studies could be replicated in other student affairs departments or a densely populated campus using this study model on career readiness.

Previous research aligned with the duality of university student employment and student affairs student employment varied in scope and needs further investigation. Stier et al. (2010) conducted research with staff members who were members of the NIRSA and found that if the staff members were vested enough to join an association, their motivation levels were likely already elevated. While Stier's study focused on professionals, the arrow once again pointed to the fact that developing staff through supporting professional development opportunities may be a growth indicator for their student employees as well. Athas et al. (2013) focused on the perception of growth in self-efficacy skills like communication, teamwork, conflict resolution, and integrity. Buzzelli's (2017) study found that providing early experiences in career-related work helped to foster motivation to continue in the university recreation field. Tingle et al. (2013) included a directed leadership training program and found that the program was geared towards campus recreation student employees. Tingle et al. (2013) used the year-long Student Leadership Retreat and Training Model by Kouzes and Posner (2007) to engage 52 students from all functional areas in campus recreation. The results showed that curricula and trainings are intentional in the growth and leadership of student employees (Tingle et al., 2013).

The current study sought to address gaps in the research including conducting the study at a major public university in the Southeast (Buzzelli, 2017); focusing on typical daily experiences that build skills universal to a career path (Tingle et al., 2013); and providing a detailed look within university recreation (Becker et al., 2009) to help understand the personal experiences of student employees in the field. While prior studies did explore growth levels and motivation levels, more research is needed to determine readiness for the job market. Further study in how this knowledge of development can affect training and programming choices would help to develop student workers who are ready to enter the workforce (Athas et al., 2013; Becker et al., 2009; Buzzelli, 2017; Tingle et al., 2013). Further studies have also been recommended related to supervisory staff-to-staff cohesion and support levels and to understand the reasons for satisfaction and dissatisfaction with seasoned and new staff members (Griffith et al., 2011; Stier et al., 2010). Finally, studies have observed certain quantitative data in the area of perceived organizational support and transferrable skill refinement, however including ample qualitative data would provide a more profound understanding of the relationships at the university level (Bolton et. al., 2017; Pack et al., 2007). This study was an attempt to fill those gaps in order to demonstrate student preparedness for career paths.

CHAPTER III

METHODOLOGY

The research methodology explained in this chapter includes a description of the participants in the study, instruments and materials used, developed research questions, procedures followed for data collection, and procedures followed for the data analysis. The results from the data analysis is discussed in following chapters.

Independent and Dependent Variables

The independent variables in the research study were defined by the institution of the student employee, whether the student was native to the institution or the student was a transfer student from a community college, and if the evaluator was a student or a supervisor. Specific job areas at the university located within the southeast focused on various student employment areas within a university recreation center that houses six functional work areas (aquatics, sport clubs, facilities, fitness, intramurals and outdoor adventures).

The dependent variables were examined using a quantitative approach in this research study and included students' perceived growth using an evaluation rubric designed and adapted with competencies from the NACE as well as supervisor ratings on the same instrument. Students completed a self-evaluation at the beginning and at the end of the academic year. The evaluation was also completed during the post-evaluation phase by student supervisors to gauge their ratings of the student worker. The relationship of the variables was seen through both expectations of

employers as they relate to student employees and intended growth as defined in the NACE competencies and the adapted evaluation rubric.

Research Design

The purpose of this quantitative study was to examine the relationship between student employment factors and career readiness growth through transferable skills in university recreation employees, both native and transfers to the university being studied. The study sought to determine if participation in student employment was related to student development of career readiness competencies, as determined by NACE, for students employed in varying areas of a university recreation department in 2018-19. Student scores on the NACE evaluation, as rated by the students themselves, were compared from the beginning of the academic year to the end of the academic year using a paired samples t-test in order to determine if growth occurred. In addition, transfer and native students were compared for growth using differences in their self-assessed scores in the beginning and the end of the academic year using a MANOVA to see if differences existed between these groups of students. Lastly, a MANOVA was used to determine if there were differences in the post-evaluations completed by both the supervisor and student. While supervisors generally operate in a hegemonic nature during an evaluation process and often not encouraging 2-way discussion, this instrument encourages conversation as it primarily focuses on the student's perceived growth versus solely on job performance.

Comiskey, Curtis, and Dempsey (2016) specify that "correlational research is used frequently in social and healthcare research because it can be used in any research study that does not wish (or is unable) to manipulate the independent variable(s) under investigation" (p. 4). The independent variable in the research study was defined by the institution of the student employee, whether the student was native to the institution or the student was a transfer student

from a community college, and whether the evaluator was a supervisor or a student. With this study, the independent variable was explicitly defined with no alterations. There was no altering or manipulation of any variables during this study.

The study took place at a land-grant university located within the southeastern United States and focused on various student employment areas within a university recreation center that houses six functional work areas. The dependent variables included students' perceived growth using an evaluation rubric designed and adapted with competencies from the NACE. Students completed a self-evaluation using the evaluation tool at the beginning and at the end of the academic year. The relationship of the variables is seen through both expectations of employers as they related to student employees and intended growth, defined in the NACE competencies and the adapted evaluation rubric.

In this study, students employed in campus recreation were administered the Team URec Self Evaluation Instrument at the August 2018 student in-service. These existing data were analyzed in relation to the self-evaluations administered to student employees departing at the end of fall 2018 semester or spring 2019 semester, which was determined by graduation. The self-evaluations investigated a correlation in growth in the Team URec competencies as it relates to on the job experience. As additional indicators that might influence growth in the Team URec competencies, the study included those students native to the campus of study and those who were transfer students. The analysis also involved the supervisor providing ratings of the student on a post evaluation to determine differences in their ratings compared to the students' ratings post evaluation. This process of multiple evaluations over the span of a year necessitates a longitudinal study design.

The Research Questions

To further investigate transferrable skills as they relate to career readiness and expand the literature in field in response to the mentioned gaps, the following research questions were explored:

1. What effect does participation in student employment that includes specialized training modules have on students gaining and/or strengthening their transferable job skills based on NACE indicators via the Team URec evaluation rubric (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication) when comparing student employees' level of skill at the beginning and end of the academic year based on the students' self-evaluation of their skills?
2. What are the differences in students gaining and/or strengthening their transferable job skills when comparing native student employees to transfer student employees?
3. What are the differences in supervisors' post-evaluation of the students' growth in transferable skills compared to students' post-evaluation?

The Research Site

Participants in this study consisted of 78 student employees, both native and transfer students to the university, all working for the Department of University Recreation (URec). URec operates within the Division of Student Affairs at a land-grant university located in the southeastern United States with a student enrollment of over 22,000 students. The Department of URec provides unique recreation programs, services, and facilities that support and encourage the development of a healthy lifestyle among the university community. Located at the recreation center, URec employs several professional staff along with well over 150 student staff members on payroll. The site was chosen based on convenience for the researcher along with its ability to

house all participants working in a variety of functional areas in a consistent environment during the study. Students are exposed to the Team URec training model as a part of their employment. Students were notified that existing data as well data collected by the researcher during the post-evaluation phase of the training model did not have any identifiers or names within the study results.

Participants

The proposed study focused on student staff within university recreation participating in the Team URec training model. The population encompassed 78 student employees from all areas of university recreation. Student participants ranged from 18 to approximately 24 years of age. There was a balanced distribution of male and female participants from lower to middle class socioeconomic backgrounds. With historical staffing patterns and university demographics, study participants presented varying ethnic backgrounds such as African American, Caucasian, and Other. All subjects were consistently located in the university recreation facility during the administering of pre-evaluation and post-evaluation instrumentation. For significance in data analysis and the purpose of identifying relationships between the independent and dependent variables, all student staff from all functional areas within URec were involved in the study. The site was specifically chosen due to its ability to focus specifically on the growth in NACE competencies as they relate to career readiness through the on-the-job experience. These competencies are exposed through the Team URec training model and developed to help students enhance or increase their set of hard and soft skills while completing on-the-job tasks. The NACE Career Readiness competencies that are adapted for the Team URec training model focus on teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication. Apart from the Team URec

training model as it relates to employment, students remained anonymous in this study with no identifiers.

Instruments and Materials Used

A revised pilot Team URec evaluation tool (see Appendix A and B) developed in 2017 by department staff, with an attitudinal survey format, was used with a quantitative rating system of a 1 to 5 Likert scale on perceived competency growth (1= poor; 5 = excellent). This evaluation was adapted using the Likert scale format from the NACE Career Resources Professional Competency Assessment with an emphasis on employability skills defined in Peck's (2017) rubric in Engagement Employability which are aligned with NACE employment competencies (National Association of Colleges and Employers, 2016). The instrument contains competencies in the acronym Team URec where each letter signifies an adapted NACE competency to be measured (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication). Each competency was defined on the evaluation rubric for students after the competency was listed which facilitated consistency, leading to further protocol validity. This rubric model allowed students to revisit the definition, which aided in the validity of participants providing veritable ratings. Students were provided the opportunity to emit comments on the rubric on their forecasted growth and perceived growth on the pre and post self-evaluation.

The career readiness instrument has interrelations of several instruments used in the following discussion on student affairs studies. NACE Career Resources uses a similar scale in its Professional Competency Assessment Tool which adequately addresses reliability and validity. As aforementioned as a part of the evaluation rubric, reliably stated NACE defined competencies are expected to yield construct validity as stated in the research hypothesis

(National Association of Colleges and Employers, 2016). The developed pre-evaluation and post-evaluation both exhibited reliability through consistent gatekeepers who delivered evaluations in the same location. The results were generalizable to most student affairs departments that have students who have engaging, interactive customer service roles with patrons or participants. This assumed the results would also be generalizable to most student affairs student employees as the competencies are universal and recognized through National Association of Student Personnel Administrators (NASPA) and NACE, which are a general practice for most student affairs divisions. Additionally, departments external to student affairs may also find benefit in these data and results if they have student employees in similar roles with similar growth and career readiness expectations. Furthermore, various threats have a minimal likelihood of transpiring throughout the study, but not at an onerous level that would have the propensity to lessen the study's validity. Specific threats to the internal validity of the study include maturation, mortality, subject matter, and implementation. Two that arose as being the most ubiquitous were mortality in which a student worker may resign or avoid trainings, as well as a supervisor who failed to administer the evaluation as scheduled or directed.

To focus on integrity, the study ensured that the instrument used was credible using NACE competencies, familiarized participants with the training and the purpose of study and reiterated its importance after each training module to encourage honesty on pre-and post-instruments. For dependability, gatekeepers ensured that a consistent protocol and explanation is read each time the pre-and-post instrument are administered. They asked multiple times if participants were clear on expectations presented. For confirmability, a transparent audit trail was demonstrated and documented for anyone reviewing this study. Students were reminded

that the evaluation is built to track growth and has no disciplinary impact or ability to harm the student's current work record based on their perceived reported ratings.

Procedures for Data Collection

IRB approval was obtained through the university before any data, pre-existing or collected, was used within the study. All students employed in university recreation in 2018-19 were asked to participate in both the pre- and post-data collection. The quantitative research was conducted and administered through consistent gatekeepers in the facility. Existing data via the student pre self-evaluation was administered by supervisors at the August 2018 staff in-service. Specifically, 118 students were in attendance and participated in the Team URec self-evaluation. Upon entering the Team URec session of the student staff in-service, the Team URec supervisors discussed the expectations of the Team URec training model and answered any student questions regarding completing the pre self-evaluation rubric. The supervisors explained to the students that the evaluation consisted of a total of eight competency ratings and a comments section and would take approximately 10 minutes to complete. Throughout the academic year, area supervisors serving in professional staff roles within university recreation administered and collected post evaluations from students as they departed. The primary researcher served as the sole data entry gatekeeper upon receiving completed evaluations from area supervisors. Participation in the Team URec evaluation process was a part of the student employment training model, but not mandatory in nature. No incentive promotion or accolades were built into the evaluation process, as students were internal and accessible for the process. However, students were assured that their ratings on the evaluations would not have any impact on their work record or serve as any disciplinary measure in order to promote answering with honesty.

Additionally, students were informed that all identifying information would be removed from the data file before any use in the study.

Procedures for Data Analysis

Table 1 provides an overview of the research questions, data collected, and methods of analysis used.

Table 1

Team URec Research Questions and Analysis

Research Question	Data	Method of Analysis
1. Effect of participation in student employment on growth	<ol style="list-style-type: none"> 1. Scores on beginning evaluation for each sub score and overall competency rating <ol style="list-style-type: none"> a. Teamwork b. Self-efficacy c. Adaptability d. Mentoring e. Unity f. Respect g. Excellence h. Communication 2. Scores on ending evaluation for each sub score (see above) 	Paired samples t-test
2. Effect of participation in student employment on growth when comparing natives and transfers	<ol style="list-style-type: none"> 1. Student status as transfer or native 2. Scores on beginning evaluation for each sub score (see above) 3. Scores on ending evaluation for each sub score (see above) 	MANOVA
3. Differences in the supervisors' post evaluation of the student's growth in transferable skills compared to the student's post evaluation	<ol style="list-style-type: none"> 1. Scores on ending evaluation for each sub score (all students) 2. Scores on ending evaluation for each sub score (supervisor) 	MANOVA

Summary of Methodology

The main objective of this study was to determine growth in student employees within university recreation as it relates to career readiness. The study utilized a population of student workers in university recreation from diverse backgrounds. These student employees were either native to the university or transfer students from a community college or other institution. The data collection process was a comprehensive and thorough process in working with supervisors within university recreation to ensure integrity and reliability in the completion of pre self-evaluation and post self-evaluation rubrics. The instrument was an adaptation of the NACE Career Readiness competencies, which was the center of focus for growth in student workers. Paired samples t-tests were run in the study to look for differences in competencies through the student worker's training and on-the-job experience from beginning to ending employment. Instrumentation was in the form of an evaluation with a Likert rating scale. Pre self-evaluations were existing data and were completed in the August 2018 student in-service. Post self-evaluations were completed in May 2019. A MANOVA was used to compare native and transfer students. All student employees at the annual staff in-service were given the opportunity to participate in the university recreation study. In the case of research within this specific department, the researcher was granted access involving over 150 student employees on payroll, which encompasses employees within all functional areas in the department. Research was conducted and administered through consistent gatekeepers in the facility. Specifically, area supervisors serving in professional staff roles within university recreation administered and collected evaluations from students. The primary researcher served as the sole data entry gatekeeper upon receiving completed evaluations from area supervisors. Participants who complete the post Team URec evaluation were only eligible to do so after working for at least

one complete semester in the recreation facility. This was a factor in the validity of the study when considering the student's perceived growth.

The researcher ensured that all documents were properly stored during the timeframe of the study which was reiterated continually with reminders to professional supervisors that were recruited . Also, there were no identifiers in the data analysis process with names or university markers which link back to the participant. If a professional staff member was in violation of sharing publicly sensitive student information, it falls under The Family Educational Rights and Privacy Act of 1974 (FERPA) which would be managed through Human Resources. Bonito, Titus, Greene, Amoozegar, Eicheldinger, and Wright (2012) share that during the initial meetings with complainants, the majority of Research Integrity Officers or RIOs (80%) say they discuss the types of support the institution is responsible for providing to complainants (Bonito et al., 2012). Bonito et al. (2012) report that protection from retaliation is the most frequently discussed specific aspect of the topic, with two-thirds of RIOs (68%) discussing the institution's policy and procedures regarding protection against retaliation from respondents and other institutional members. While whistleblowing and unethical practices occur, mitigation through ethical protocols and training mitigates these actions.

CHAPTER IV

RESULTS

Introduction

Results of the study are presented in this chapter. Chapter V encompasses a breakdown of discussions, limitations, and future recommendations. The purpose of this quantitative study was to examine the relationship between student employment factors and career readiness growth through transferable skills in university recreation employees, both native and transfers to the university being studied.

Presentation of Results

Findings from the statistical analyses of the collected data are discussed and reported in this chapter. Data were analyzed using paired sample t-tests and MANOVA.

The independent variable in the research study was defined by the institution of the student employee, whether the student was native to the institution or the student was a transfer student from a community college, and whether the evaluator was a supervisor or a student. Specific job areas at the university located within the southeast focused on various student employment areas within a university recreation center that houses six functional work areas. The dependent variables were examined using a quantitative approach in this research study and included students' perceived growth using an evaluation designed and adapted with competencies from the NACE. Students completed a self-evaluation using the evaluation at the beginning and at the end of the academic year. The evaluation was additionally completed during

the post evaluation phase by student supervisors to gauge their ratings of growth of the student worker. The relationship of the variables was seen through both expectations of employers as they relate to student employees and intended growth, defined in the NACE competencies and the adapted evaluation tool. A paired samples t-test was used to determine the relationship between the dependent variable of students' perceived growth using an evaluation designed and adapted with competencies from the NACE. Students completed a self-evaluation using the evaluation at the beginning and at the end of the academic year. The independent variable included the eight competencies in the Team URec evaluation (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication) adapted through NACE. A multivariate ANOVA analysis was used to look for growth when comparing transfer students to native students. A MANOVA was used to compare students' post-evaluations in the Team URec competency areas to supervisors' post-evaluations.

Specifically, 118 students were in attendance and participated in the Team URec self-evaluation. Upon entering the Team URec session of the student staff in-service, the Team URec supervisors discussed the expectations of the Team URec training model and answered any student questions regarding completing the pre self-evaluation rubric. The supervisors explained to the students that the evaluation consisted of a total of eight competency ratings and a comments section and would take approximately 10 minutes to complete. After the reporting of statistics, 40 students did not provide adequate identification numbers; therefore, their data were not included in the study, which left 78 students as participants of which 38 students were native to the institution and 40 were transfer students (see Table 2 and 3).

Table 2

Team URec Study Participant Demographics

Variable	Frequency	Percentage
Gender		
Male	32	41%
Female	46	59%
Race/Ethnicity		
Caucasian	59	75%
African-American	11	14%
Hispanic	2	3%
Asian	2	3%
Other	4	5%
Classification		
Native	38	49%
Transfer	40	51%

Table 3

Team URec Academic Statistics

Variable	Score
Average ACT Score	
Native	24
Transfer	26
Average GPA Score	
Native	3.25
Transfer	3.36

Table 4

Team URec Statistics for Student Classification and Evaluation Type

Team URec Competency Ratings	All Students (<i>n</i> =78)		Native Students (<i>n</i> =38)		Transfer Students (<i>n</i> =40)	
	Mean	SD	Mean	SD	Mean	SD
<i>Student Pre-Evaluation</i>						
Teamwork	3.81	.757	3.71	.694	3.90	.810
Self-Efficacy	3.74	.874	3.63	.913	3.85	.834
Adaptability	3.85	.757	3.76	.852	3.93	.656
Mentoring	3.63	.839	3.50	.862	3.75	.809
Unity	3.77	.755	3.82	.563	3.72	.905
Respect	4.32	.674	4.21	.777	4.42	.549
Excellence	3.92	.769	3.92	.749	3.93	.797
Communication	3.73	.949	3.66	.847	3.80	1.043
<i>Student Post-Evaluation</i>						
Teamwork	4.28	.601	4.32	.574	4.25	.630
Self-Efficacy	4.28	.682	4.42	.642	4.15	.700
Adaptability	4.28	.643	4.37	.633	4.20	.648
Mentoring	4.13	.745	4.21	.664	4.05	.815
Unity	4.19	.625	4.16	.547	4.22	.698
Respect	4.16	.572	4.61	.638	4.52	.506
Excellence	4.56	.734	4.21	.704	4.08	.764
Communication	4.14	.727	4.24	.714	4.17	.747
<i>Supervisor Post-Evaluation</i>						
Teamwork	4.11	.453	4.11	.453	4.13	.563
Self-Efficacy	4.08	.587	4.08	.587	4.18	.712
Adaptability	4.05	.567	4.05	.567	4.20	.939
Mentoring	3.89	.606	3.89	.606	4.05	.597
Unity	4.03	.492	4.03	.492	4.05	.714
Respect	4.29	.565	4.29	.565	4.33	.616
Excellence	4.21	.528	4.21	.528	4.15	.700
Communication	4.00	.520	4.00	.520	4.05	.815

Table 5

Team URec Pre to Post Evaluation Growth by Student Classification

Competency	All	Native	Transfer
Teamwork	.4744	.6053	.3500
Self-Efficacy	.5256	.7895	.2750
Adaptability	.4103	.6053	.2250
Mentoring	.5000	.7105	.3000
Unity	.4231	.3421	.5000
Respect	.2051	.3158	.1000
Excellence	.2051	.2895	.1250
Communication	.4487	.5789	.3250

Table 6

Team URec Example of Intersectionality of Race and Gender

		Black			White			Overall		
Gender	N (%)	M	SD	N(%)	M	SD	N(%)	M	SD	
Pre	F	5 (7%)	4.03	.81	35 (50%)	3.83	1.17	40 (57%)	3.93	.99
	M	6 (9%)	3.56	1.44	24 (34%)	3.82	1.18	30 (43%)	3.69	1.31
Total		11 (16%)	3.80	1.13	59 (84%)	3.83	1.18	70 (100%)	3.82	1.16
Post	F	5 (7%)	4.38	.62	35 (50%)	4.26	.74	40 (57%)	4.32	.68
	M	6 (9%)	4.13	.876	24 (34%)	4.25	.75	30 (43%)	4.18	.813
Total		11 (16%)	4.25	.75	59 (84%)	4.26	.75	70 (100%)	4.255	.75

Research Question 1 stated, “What effect does participation in student employment that includes specialized training modules have on students gaining and/or strengthening their transferable job skills based on NACE indicators via the Team URec evaluation rubric (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication) when comparing student employees' level of skill at the beginning and end of the academic year based on the students' self-evaluation of their skills?”

A paired-samples t-test was conducted to compare student's pre-evaluation and post-evaluation Team URec competency ratings (see Table 7 and 8). There was a significant difference in the scores for the eight competencies as reported.

Teamwork

Results revealed a significant difference in growth for pre-evaluation teamwork ($M=3.81$, $SD=.757$) and post-evaluation teamwork ($M=4.28$, $SD=.601$) conditions; $t(77) = -4.937$, $p = .001$.

Self-Efficacy

Results revealed a significant difference in growth for pre-evaluation self-efficacy ($M=3.74$, $SD=.874$) and post-evaluation self-efficacy ($M=4.28$, $SD=.682$) conditions; $t(77) = -5.010$, $p = .001$.

Adaptability

Results revealed a significant difference in growth for pre-evaluation adaptability ($M=3.85$, $SD=.757$) and post-evaluation adaptability ($M=4.28$, $SD=.643$) conditions; $t(77) = -4.467$, $p = .001$.

Mentoring

Results revealed a significant difference in growth for pre-evaluation mentoring ($M=3.63$, $SD=.839$) and post-evaluation mentoring ($M=4.13$, $SD=.745$) conditions; $t(77) = -4.467$, $p = .001$.

Unity

Results revealed a significant difference in growth for pre-evaluation unity ($M=3.77$, $SD=.755$) and post-evaluation unity ($M=4.19$, $SD=.625$) conditions; $t(77) = -4.341$, $p = .001$.

Respect

Results revealed a significant difference in growth for pre-evaluation respect ($M=4.32$, $SD=.674$) and post-evaluation respect ($M=4.56$, $SD=.572$) conditions; $t(77) = -2.834$, $p = .006$.

Excellence

Results revealed a significant difference in growth for pre-evaluation excellence ($M=3.92$, $SD=.769$) and post-evaluation excellence ($M=4.14$, $SD=.734$) conditions; $t(77) = -2.456$, $p = .016$.

Communication

Results revealed a significant difference in growth for pre-evaluation respect ($M=3.73$, $SD=.949$) and post-evaluation respect ($M=4.21$, $SD=.727$) conditions; $t(77) = -3.887$, $p = .001$.

Table 7

Team URec Paired Samples T-Test Descriptive Statistics

Student Pre and Post Evaluation Scores	Mean	Student Participants	Std. Dev.	Std. Err.
Teamwork (Pre)	3.81	78	.757	.086
Teamwork (Post)	4.28	78	.601	.068
Self-Efficacy (Pre)	3.74	78	.874	.099
Self-Efficacy (Post)	4.28	78	.682	.077
Adaptability (Pre)	3.85	78	.757	.086
Adaptability (Post)	4.28	78	.643	.073
Mentoring (Pre)	3.63	78	.839	.095
Mentoring (Post)	4.13	78	.745	.084
Unity (Pre)	3.77	78	.755	.085
Unity (Post)	4.19	78	.625	.071
Respect (Pre)	4.32	78	.674	.076
Respect (Post)	4.56	78	.572	.065
Excellence (Pre)	3.92	78	.769	.087
Excellence (Post)	4.14	78	.734	.083
Communication (Pre)	3.73	78	.949	.107
Communication (Post)	4.21	78	.727	.082

Table 8

Team URec Paired Differences of Pre and Post Evaluations for All Students

Student Pre and Post Evaluation Scores	Mean	Std. Dev.	Std. Err.	T	df	Sig
Teamwork (Pre)						
Teamwork (Post)	-.474	.849	.096	-4.937	77	.001
Self-Efficacy (Pre)						
Self-Efficacy (Post)	-.538	.949	.107	-5.010	77	.001
Adaptability (Pre)						
Adaptability (Post)	-.436	.862	.098	-4.467	77	.001
Mentoring (Pre)						
Mentoring (Post)	-.500	.950	.108	-4.648	77	.001
Unity (Pre)						
Unity (Post)	-.423	.861	.097	-4.341	77	.001
Respect (Pre)						
Respect (Post)	-.244	.759	.086	-2.834	77	.006
Excellence (Pre)						
Excellence (Post)	-.218	.784	.089	-2.456	77	.016
Communication (Pre)						
Communication (Post)	-.474	1.078	.122	-3.887	77	.001

Research Question 2 stated, “What are the differences in students gaining and/or strengthening their transferable job skills when comparing native student employees to transfer student employees? Results revealed there was no statistically significant difference in gaining and/or strengthening their transferable job skills when comparing native student employees to transfer student employees, $F(16, 61) = .601, p = .122$; Wilk's $\Lambda = 0.838$, partial $\eta^2 = .162$.

Research Question 3 stated, “What are the differences in the supervisor’s post-evaluation of the student’s growth in transferable skills compared to the students post-evaluation?” Results revealed there was no statistically significant difference in supervisor’s post-evaluation of the student’s growth in transferable skills compared to the students post-evaluation, $F(8, 69) = 1.669, p = .871$; Wilk's $\Lambda = 0.864$, partial $\eta^2 = .136$.

CHAPTER V
DISCUSSION OF RESULTS, FINDINGS RELATED TO THE LITERATURE, AND
FUTURE RECOMMENDATIONS

Discussion of Results

This chapter summarizes the overview of the research, summary of results, discussion of findings, conclusions research questions, and limitations of the study. The chapter also provides general recommendations for practitioners and policymakers along with recommendations for future research.

The purpose of this study was to examine the relationship between student employment factors and career readiness growth through transferable skills in university recreation employees, both native and transfers to the university being studied. The study included all genders, majors, and levels of education within the university recreation facility. The study sought to determine if participation in student employment was related to student development of career readiness competencies, as determined by NACE, for students employed in varying areas of a university recreation department utilizing data from 2018-2019. Student scores on the NACE evaluation, as rated by the students themselves, were compared from the beginning of the academic year to the end of the academic year using a paired samples t-test to determine if growth occurred. Additionally, student's post-evaluation ratings were compared to supervisor's post-evaluation ratings to investigate a difference in perceived ratings.

As aforementioned, students employed on-or off-campus without guidance in proper time management and or excessive hours worked may have a lower GPA and retention (Gleason, 1993). This foundation of the Team URec model is to ensure that through proper mentorship, time management with growth in the additional competencies would not be a burden towards a student's GPA, but rather a strategy to prepare them for the workforce without sacrificing their academics (see Table 3). In a recent study, students suggested that they were more competent in their communication skills and more knowledgeable in collaboration with others due to working more hours at the recreation facility (Anderson, Ramos, & Knee, 2018).

The research questions facilitating this study were as follows:

1. What effect does participation in student employment that includes specialized training modules have on students gaining and/or strengthening their transferable job skills based on NACE indicators via the Team URec evaluation rubric (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication) when comparing student employees' level of skill at the beginning and end of the academic year based on the students' self-evaluation of their skills?
2. What are the differences in students gaining and/or strengthening their transferable job skills when comparing native student employees to transfer student employees?
3. What are the differences in supervisors' post-evaluation of student growth in transferable skills compared to students' post-evaluation?

This study used quantitative data based on an existing population of active student employees engaged in their employment and academics. From a population of over 100 students working in campus recreation, 118 students completed the initial pre-evaluation for the Team URec training model. Of these 118 students, 78 students fully completed the initial evaluation

without error, which consisted of ratings of all eight competencies within the Team URec pre-evaluation rubric which assessed quantitative perceived growth by participating students; however quantitative data was the method used specifically for this study.

The Team URec evaluation was administered by the researcher during the Fall 2018 semester at the August in-service in coordination with university recreation professional staff. The Office of Institutional Research and Effectiveness provided additional data related to ACT score, GPA, gender, race, and transfer institutions, etc., for the 78 participants (Tables 2 and 3). The final evaluation period for this study, which concluded in May 2019, consisted of 78 participants who completed the Team URec post-evaluation and additionally met with their respective supervisor in their area of work within the recreation facility to discuss their post-evaluation as it compared to the supervisors' post-evaluation.

Student scores on the NACE derived Team URec evaluation, as rated by the students themselves, were compared from the beginning of the academic year to the end of the academic year using a paired samples t-test in order to determine if growth occurred. In addition, transfer and native students were compared on their self-assessed scores for both the beginning and the end of the academic year using a multivariate ANOVA analysis to see if differences exist between these groups of students. Lastly, A MANOVA determined if there were differences in the post evaluations completed by both the supervisor and student. While supervisors generally operate in a hegemonic nature during an evaluation process and often not encouraging 2-way discussion, this instrument encourages conversation as it primarily focuses on the student's perceived growth versus solely job performance.

Research Question 1: What effect does participation in student employment that includes specialized training modules have on students gaining and/or strengthening their transferable job

skills based on NACE indicators via the Team URec evaluation rubric (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication) when comparing student employees' level of skill at the beginning and end of the academic year based on the students' self-evaluation of their skills?

Conclusion 1: Student employment that includes specialized training modules strengthens students' transferable job skills in teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication.

This study found a positive relationship between all students' Team URec pre-evaluation and post-evaluation perceived ratings of growth scores, with all revealing a significant p value of $< .05$ (see Table 8). All Team URec evaluations were included in this study, rather than limiting to native or transfer, which allowed a broader view of their perceived growth and a more robust sample size. All pre-evaluation and post-evaluation competency comparisons showed significant growth of $p < .05$; however, mentoring and self-efficacy both showed the highest mean difference in growth between the pre-evaluation and post-evaluation out of all Team URec competencies. A recent British study delves into the investigation of growth in self-efficacy and other personal factors as recent college graduates begin their transition into the workforce (Grossman, Coertjens, & Kyndt, 2020). This study reaffirms the benefit of self-efficacy and eludes to the importance of being confident and how students have greater success in their new journey with intentional growth and preparation prior to entering the workforce.

Research Question 2: What are the differences in students gaining and/or strengthening their transferable job skills when comparing native student employees to transfer student employees?

Conclusion 2: While there was no significance in the MANOVA analysis, calculations in growth through mean differences revealed that transfer student employees rated themselves

higher on 7 of 8 competencies than did native students in pre-evaluation scores for the exception of unity. On their transferable job skills when compared to transfer student employees, native students rated themselves higher on 7 of 8 post-evaluation scores for the exception of unity. While transfer students may not have the volume of engagement opportunities that a 4-year institution offers, the smaller community college campus culture provides a confidence building atmosphere with an inviting environment (Umbach, Tuchmayer, Clayton, & Smith, 2019). These scores along with the research indicate that transfer students have propensity to step onto a 4-year campus with confidence and skill development. Transfer students presumably come to campus with more lived experiences than a freshmen or sophomore as seen in their unity competency rating. This further concludes with these data showing no significance in overall scores demonstrates the ability for both native and transfer students to positively benefit and show growth in these type of training and evaluation models.

Campus recreation facilities are under more pressure than ever to run broader and more unique programs, along with the urgency to properly train staff adequately on diversity and inclusion to make programs more inviting and to create a welcoming environment (Kaltenbaugh, Parsons, Brubaker, Bonadio, & Locust, 2017). As campus recreation facilities focus on diversity, models such as the Team URec model, the implementation of trainings that solely focus on building team unity will allow the unity competency to be more prominent.

Research Question 3: What are the differences in supervisors' post-evaluation of student growth in transferable skills compared to students' post-evaluation?

Conclusion 3: Supervisors' post-evaluation ratings of student growth in transferable skills was lower as compared to students' post-evaluation ratings. While these data suggest that supervisors rate more conservatively, the differences were not glaring as the results in chapter 4 revealed

there was no statistically significant difference in supervisor's post-evaluation of the student's growth in transferable skills compared to the students post-evaluation (as seen in Tables 4 and 5).

Transfer students' post-evaluation ratings were closely related to those of their supervisors, whereas native students generally rated themselves higher than did their supervisors on their post-evaluation perceived competency ratings. Lived experiences in community college, along with a sense of university knowledge, may provide a heightened sense of confidence for transfer students attending a 4-year institution (Umbach et al., 2019). This confidence displayed by transfer students may be evidenced by their heightened pre-evaluation perceived competency ratings. Organizational cultures that focus on staff chemistry and effective training models, often see retention in staff, which leads to more opportunities for personal growth and growth in job competencies (Bolton et al., 2017). While native students demonstrated slightly higher post-evaluation scores than supervisors, the higher rating demonstrates that students grew in their abilities and knowledge in the Team URec competencies as these data reveal. With these data not revealing a significance, the results demonstrated that the student and supervisor are both engaged in the training model process and have balanced viewpoints on the students' overall competency growth.

Findings Related to the Literature

Supervisory engagement along with a sense of belonging in the work-place is an accessible value to research, especially in campus recreation where the job is often referred to as an environment where professionals "work hard and play hard." Students are constantly around peers, friends, mentors, and activities that are frequently enjoyed in their spare time when not in the academic setting of a classroom. Kuh (2006) suggests that a positive college experience along with positive on the job satisfaction is available for research, however post-collegiate

success is something that could be tapped into further. While an initial pre-evaluation and post-evaluation may provide substance in perceived growth, revisiting perceived growth within the beginning months on the job, post-secondary would be a stronger indicator.

GPA has been a focus for universities as a whole, but definitely an indicator for campus recreation to satisfy the assumption that frequent usage of a recreation facility may lead to a higher GPA and retention through graduation as well engagement through employment or organized clubs may positively impact the student's GPA (Table 3). Students who work an overabundance of hours in a non-motivating setting may result in a lower GPA, however those students who balance time-management and work in a culture of positivity tend to have a higher GPA (Gleason, 1993; Hackett, 2007).

Lastly, several competencies within the Team URec model have the capacity to encourage and promote diversity within a student staff environment. With everyone having individual traits which make them who they are, it's imperative that campus recreation professionals see the link in ensuring that diversity is a primary focus and make efforts to build training components into its departmental framework (Kaltenbaugh, Parsons, Brubaker, Bonadio, & Locust, 2014). Diversity trainings appear to fit with the competencies focused on teamwork, mentoring, unity and respect, however it would be the job of the researcher to suggest deciding the alignment of the Team URec competencies that are the most relevant for the diversity research. Combining diversity trainings with component trainings in the Team URec model would provide an indirect growth in career readiness, however it would provide a clear path for further research on the value of diversity trainings within an institution.

Limitations

This study was an attempt to identify a universally available tool to help students recognize their growth in transferrable skills outlined in the Team URec model with a target of career readiness regardless of the students' field of study. First-year experience curriculums are ideal platforms to address these motivational constructs.

- The study was limited due to erroneous or incomplete evaluations.
- The study relied on students' self-assessment of themselves on the competencies. Studies have shown that white students have shown a tendency to rate themselves with more confidence in respect to their worldviews as well as to concerns regarding risks than do individuals of other races or ethnicities (Finucane, Slovic, Mertz, Flynn, & Satterfield, 2000).
- A continual challenge that university administrators who engage in hiring extensive student staff's face when implementing similar studies is depending on the positive retention of students in their current role.
- Providing early and often reminders of end of semester evaluations and meetings with supervisors along with completing post Team URec evaluations is obligatory in curtailing missed evaluations and reminding of the importance of completion within the study.
- Additionally, limitations of this study included setting parameters of participation within the walls of the recreation facility to an estimated 120 student workers, which has the inclination to change monthly due to resignations, class schedule changes and random departures. Ten or more students departed from the area of fitness two weeks into their hiring in the fall semester of 2018.
- Another limitation was students graduating early in December and not being present to

complete the post evaluation in May. These limitations led to 40 students not fully completing the Team URec evaluation process, which resulted in removal of their data from the study.

- The study was built on 8 specific competencies on a 1 to 5 rating scale. Only using a 1 to 5 scale, versus a 7-point Likert scales allows a limitation of growth variance.
- Lastly, an ideal tracking window of a student in the Team URec study would be all four years that they are enrolled at the institution; however, this provides an unrealistic level of difficulty for hiring supervisors to only hire freshmen and be dependent on such a high level of retention.

Recommendations for Practitioners and Future Research

The indicator of growth in transferrable skills as it factors into career readiness is a gap in research that has that not been fully recognized. However the framework has been in place for years as NACE has provided career readiness competencies all while student affairs professionals along with campus recreation professionals have navigated around the framework by looking at the impact of individual motivators for student employees as well other outcomes from student employment. Professionals have continually found research avenues related to GPA, job satisfaction, retention rates, and diverse staffing to accrue more funding for departments or show their value. The following are recommendations for practitioners in the field to suggest or possibly embrace for future research.

Career Readiness Training Models

Peck (2017) suggests that there is a gap between where college students are when transitioning to the job market opposed to where employers desire for them to be in terms of

their comfortability with their ability to apply soft skills. This presents the need for universities to look at models and evaluation processes similar to Team URec as well inquiring if there are avenues for more academic credit for the acquisition of hours through employment focused on NACE competencies that align with career readiness training models and evaluation processes. This acquisition may provide as a positive implementation for both the community college and four-year institutional setting. The affordability and low need for resources in this type of evaluation and training model, presents a positive potential for implementation within smaller institutions as well the community college setting which often operates on a smaller scale funding model dependent on grant funding and partnerships.

Intersectionality

While this assessment model presumably provides benefits for the majority of students participating, it is worthwhile to investigate the impact of race, gender, leadership positions, and native/transfer status of participants. Intersectionality has the proclivity to unveil both gaps and balance in diversity on campus (Museus & Griffin, 2011). An example of looking at this type of intersectionality is captured in Table 6 which elaborates on gender, race and pre-evaluation and post-evaluation score means and standard deviations. Lastly, students have the opportunity to cross-train and gain experience in the various areas within the URec departments, which opens up access to new leadership positions for students. These sects of students who have cross-trained or have assumed leadership roles present an additional route for intentional studies.

Longitudinal Study

Subsequent investigation is justified to examine the effectiveness of the Team URec evaluation process with an emphasis on tracking students over four years in a longitudinal

process, however it is very unlikely for such a process to be sustainable in one department. This is ideal for an entire student affairs division to embrace, while encouraging a training and evaluation process across all departments with a goal of continuity and a focus on career preparedness for all students.

Post-Graduate Evaluation Process

A continued study approach, post-graduation, would entail revisiting the post-evaluation Team URec evaluation process with recent graduates to compare their student departure evaluation with their revisited evaluation within their initial few months on the job. With GPA evolving as a sustainable marker for retention studies through student engagement, it is suggested that GPA is used a co-variable in future Team URec evaluation studies.

Concluding Remarks

The current study found little evidence that there were major differences in the ability of the Team URec model to show vast differences in native versus transfer students who participated in the study; however, it gave a consistent tracking mechanism of growth for an extensive population of students.

- The Team URec evaluation may be utilized as a universal training model and evaluation system to identify growth in transferrable skills in students as they prepare for their future careers.
- The Team URec model is not limited to campus recreation or student affairs departments but has the qualification to fit the mold for a multitude of departments across campus landscapes.
- For future researchers interested in using this model, it is necessary to continually

communicate to a department of supervisors in order to improve the rate of fulfillment and curtail incomplete evaluations.

- Lastly, integrating the Team URec model into staff trainings and in-service meetings provides students with a continual understanding and application of the transferrable skills related to the competencies within their student employment.

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APPENDIX A
TEAM UREC STUDENT EVALUATION (FRONT)

TEAM UREC

Student Employee Leadership Competencies Self-Evaluation

Employee Name: _____ Position Title: _____

Supervisor: _____ Evaluation Date: _____

The purpose of the self-evaluation is to provide objective, and honest feedback on how you feel while demonstrating the leadership competencies listed below throughout your employment with University Recreation. It allows the supervisor to acknowledge areas of strength as well as develop plans for addressing areas where growth is needed.

Please rate the student in the following areas, with 5 being the highest possible rating:					
T = Teamwork: Demonstrates the ability to work with colleagues to achieve common goals. How do you feel that you can demonstrate teamwork during your employment?	1	2	3	4	5
E = Self-Efficacy: Trust is his/her ability to accomplish tasks. How do you feel that you can demonstrate self-efficacy during your employment?	1	2	3	4	5
A = Adaptability: Displays the ability to adjust and respond to situational needs. How do you feel that you can demonstrate adaptability during your employment?	1	2	3	4	5
M = Mentoring: Serves as a role Model for team members through integrity, work ethic, and positive attitude. How do you feel you can demonstrate mentoring during your employment?	1	2	3	4	5

APPENDIX B
TEAM UREC STUDENT EVALUATION (BACK)

U = Unity: Demonstrates the desire to work in unison with the team. How do you feel you can demonstrate unity during your employment?	1	2	3	4	5
R = Respect: Demonstrates respect and inclusion for all members of our university community. How do you feel you can demonstrate respect during your employment?	1	2	3	4	5
E = Excellence: Strives for high performance in the execution of job duties and service to our patrons. How do you feel you can demonstrate excellence during your employment?	1	2	3	4	5
C = Communication: Exhibits verbal and written communication skills with team members and patrons. How do you feel you can demonstrate communication during your employment?	1	2	3	4	5

(PRE-TEST ONLY) Explain how the above competencies will aid in preparing you for a professional career?

Student: _____

Date: _____

Evaluator: _____

Date: _____

APPENDIX C

TEAM UREC SUPERVISOR EVALUATION (FRONT)

TEAM UREC
Student Employee Leadership Competencies Evaluation

Employee Name: _____ **Position Title:** _____

Supervisor: _____ **Evaluation Date:** _____

The purpose of the performance evaluation is to provide objective, constructive feedback on how the employee listed above is demonstrating the leadership competencies listed below throughout his/her employment with University Recreation. It allows the supervisor to acknowledge areas of strength as well as develop plans for addressing areas where improvement is needed.

Please rate the student in the following areas, with 5 being the highest possible rating: 5 = Excellent: Performs consistently beyond expectations and is consistently outstanding. 4 = Satisfactory: Consistently fulfills expectations and at times, exceeds them. 3 = Fair: Fulfills basic/ minimal expectations. 2 = Needs Improvement: Occasionally does not meet expectations; substandard performance. 1 = Poor: Does not meet expectations; not likely to remain hired if performance does not improve.					
T = Teamwork: Demonstrates the ability to work with colleagues to achieve common goals. How has the employee demonstrated teamwork during his/her employment?	1	2	3	4	5
Supervisor Comments:					
Student Comments:					
E = Self-Efficacy: Trust in his/her ability to accomplish tasks. How has the employee demonstrated self-efficacy during his/her employment?	1	2	3	4	5
Supervisor Comments:					
Student Comments:					
A = Adaptability: Displays the ability to adjust and respond to situational needs. How has the employee demonstrated adaptability during his/her employment?	1	2	3	4	5
Supervisor Comments:					
Student Comments:					
M = Mentoring: Serves as a role Model for team members through integrity, work ethic, and positive attitude. How has the employee demonstrated mentoring during his/her employment?	1	2	3	4	5
Supervisor Comments:					
Student Comments:					

APPENDIX D

TEAM UREC SUPERVISOR EVALUATION (BACK)

U = Unity: Demonstrates the desire to work in unison with the team. How has the employee demonstrated unity during his/her employment?	1	2	3	4	5
Supervisor Comments:					
Student Comments:					
R = Respect: Demonstrates respect and inclusion for all members of our university community. How has the employee demonstrated respect during his/her employment?	1	2	3	4	5
Supervisor Comments:					
Student Comments:					
E = Excellence: Strives for high performance in the execution of job duties and service to our patrons. How has the employee demonstrated excellence during his/her employment?	1	2	3	4	5
Supervisor Comments:					
Student Comments:					
C = Communication: Exhibits verbal and written communication skills with team members and patrons. How has the employee demonstrated communication during his/her employment?	1	2	3	4	5
Supervisor Comments:					
Student Comments:					
Additional comments:					

Student: _____

Date: _____

Evaluator: _____

Date: _____

APPENDIX E
IRB APPROVAL LETTER

APPENDIX F
IRB APPROVAL EMAIL

Approval Notice for Study # IRB-19-156, More than a student worker job: Transferable skills matter in career readiness



Townsend, Jason
To: Townsend, Jason

[Reply](#) [Reply All](#) [Forward](#) [...](#)

Mon 9/7/2020 7:26 PM

From: prm199@msstate.edu <prm199@msstate.edu>

Sent: Friday, April 26, 2019 3:36:03 PM

To: King, Stephanie; Baham, Jeremy; Coats, Linda; Fincher, Mark; Townsend, Jason

Subject: Approval Notice for Study # IRB-19-156, More than a student worker job: Transferable skills matter in career readiness

Protocol ID: IRB-19-156
Principal Investigator: Stephanie King
Protocol Title: More than a student worker job: Transferable skills matter in career readiness
Review Type: EXEMPT
Approval Date: April 26, 2019
Expiration Date: April 25, 2024

The above referenced study has been approved. To access your approval documents, log into myProtocol and click on the protocol number to open the approved study. Your official approval letter can be found under the Event History section. For non-Exempt approved studies, all stamped documents (e.g., consent, recruitment) can be found in the Attachment section and are labeled accordingly.

If you have any questions that the HRPP can assist you in answering, please do not hesitate to contact us at irb@research.msstate.edu or 662.325.3994.