

WIGROW



WiGROW

2018 - 2019 Annual Report

WiGROW is an initiative of the Vice Chancellor for Finance and Administration, the Vice Chancellor for Student Affairs, and the Vice Provost for Enrollment Management at the University of Wisconsin—Madison.

WiGROW was adopted and modified from the IOWA GROW program at the University of Iowa.

Administrative support for WiGROW is provided by the Office of Human Resources and the Office of Student Financial Aid.



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WiGROW 2018 - 2019

GROW: Guided Reflection On Work

Purpose & Vision of WiGROW

- To advocate for student employment as an educational experience
- To enhance student learning in the workplace by providing opportunities for reflection and professional development
- To support and engage supervisors of student-employees in their role as mentors and teachers of students

How WiGROW Works

1. Students discuss their on-the-job learning in biannual, neutral conversations guided by their supervisor.
2. These conversations prompting ongoing reflection-in-action.
3. Students deepen their skills by participating in WiGROW professional development workshops.
4. Students are able to recognize and articulate how their on-campus job skills transfer to their overall college experience and their future career.

WiGROW Engagement

98%

Of 3,873 Student Employees Participated

96%

Of 447 Supervisors of Student Employees Participated

Participating Units

- AIMS
- Business Services
- Facility Planning and Management
- Office of Human Resources
- Office of Student Financial Aid
- Recreation Sports
- University Housing
- University Health Services
- The Wisconsin Union

University of Wisconsin-Madison

WiGROW
Guided Reflection On Work

WiGROW 2018 - 2019

Among students who had a WiGROW conversation with their supervisor during the 2018—2019 school year...*

86% Say their supervisor helped them reflect on how the skills learned and used on the job transfer to their future career, compared to 35% among students who did not have a WiGROW conversation.**

83% Say their supervisor helped them reflect on how the skills learned and used on the job impact their college experience, compared to 39% of students who did not have a WiGROW conversation.

93% Say their on-campus job helped them work with people who are different than them, with 61% strongly agreeing, compared to 94% and 49% of students who did not have a WiGROW conversation.***

90% Say they feel supported by their on-campus supervisor compared to 80% of students who did not have a WiGROW conversation.

88% Say they feel engaged at their on-campus job. compared to 78% of students who did not have a WiGROW conversation.

80% Say their on-campus job has helped them feel a greater sense of belonging at UW-Madison compared to 71% of students who did not have a WiGROW conversation.

*Self-reported

**All percentages rounded to the nearest whole number; N = 571

***Outcomes 1, 2, 4, 5, and 6 statistically significant at alpha .01; Outcome 3 significant at alpha .05

CONNECTIONS TO CAREER

A key focus of the WiGROW initiative is to help students identify transferable skills — the knowledge, experience, and expertise they develop in their on-campus job that will help them succeed in other areas of life and in their future career.

86%

Of students who report having a WiGROW conversation agreed or strongly agreed with this statement.

In my on-campus job, my supervisor has helped me reflect on how the skills I learn and use at work will transfer to my future career.

35%

Of students who report not having a WiGROW conversation agreed or strongly agreed.

73%

Of all students who responded agreed or strongly agreed.

58%

Of all students who responded in the 2017—2018 school year agreed or strongly agreed.

	Coef.	P> t
Had conversation	1.345	0.000*
Constant	2.896	0.000

* Positive relationship

University of Wisconsin-Madison

CONNECTIONS TO CAREER

Q: “In my on-campus job, my supervisor has helped me reflect on how the skills I learn and use at my work will transfer to my future career.”

A: 5 point scale of Strongly Agree to Strongly Disagree

Student Characteristic		% of Students who Agree or Strongly Agree
All Respondents		73%
Year in School	1	76%
	2	67%*
	3	74%
	4+	73%
Role	Entry Level	71%
	Managing Students	80%
Hours Per Week	0-9	72%
	10-19	73%*
	20+	72%
Semesters in Job	0-2	72%
	3-5	77%
	6+	71%
Residency	Domestic	72%
	International	85%**
Attended Professional Development Trainings	No	62%
	Yes	79%**
Had a WiGROW Conversation	No	35%
	Unsure	64%**
	Yes	86%**

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

**Significant at alpha .01

CONNECTIONS TO COLLEGE EXPERIENCE

Students participate in WiGROW conversations throughout the year to make connections between the skills they are developing on the job and both their future career and their current experiences as students at UW.

83%

Of students who report having a WiGROW conversation agreed or strongly agreed with this statement.

In my on-campus job, my supervisor has helped me reflect on how the skills I learn and use at work impact my college experience.

39%

Of students who report not having a WiGROW conversation agreed or strongly agreed.

73%

Of all students who responded agreed or strongly agreed.

57%

Of all students who responded in the 2017—2018 school year agreed or strongly agreed.

	Coef.	P> t
Had conversation	1.259	0.000*
Constant	2.933	0.000

* Positive relationship

University of Wisconsin-Madison

CONNECTIONS TO COLLEGE EXPERIENCE

Q: “In my on-campus job, my supervisor has helped me reflect on how the skills I learn and use at my work impact my college experience.”

A: 5 point scale of Strongly Agree to Strongly Disagree

Student Characteristic		% of Students who Agree or Strongly Agree
All Respondents		73%
Year in School	1	76%
	2	67%
	3	74%
	4+	74%
Role	Entry Level	71%
	Managing Students	82%
Hours Per Week	0-9	71%
	10-19	73%
	20+	78%
Semesters in Job	0-2	72%
	3-5	76%
	6+	69%
Residency	Domestic	71%
	International	85%**
Attended Professional Development Trainings	No	61%
	Yes	80%**
Had a WiGROW Conversation	No	39%
	Unsure	71%**
	Yes	83%**

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

**Significant at alpha .01

INTERVIEWS, RESUMES, AND COVER LETTERS

In WiGROW conversations, students are able to practice language to use in an interview and in writing to articulate how their on campus job has provided meaningful, professional experience. This helps students not only name and reflect on their learning, but also advocate for themselves and communicate their strengths.

I am prepared to discuss my on-campus job...

...In an interview

...On my resume

...In a cover letter.

83%

Report being prepared to discuss their on-campus job in an interview.

88%

Report being prepared to discuss their on-campus job on a resume.

60%

Report being prepared to discuss their on-campus job in a cover letter.

INTERVIEWS, RESUMES, AND COVER LETTERS

Q: "I am prepared to discuss my on-campus job..."

A: Multiple choice check boxes, "In an interview," "On my resume," and/or "In a cover letter."

Student Characteristic		% of Students who selected...		
		Interview	Resume	Cover Letter
All Respondents		83%	88%	60%
Year in School	1	80%	87%	51%
	2	85%	88%	62%*
	3	83%	88%	69%**
	4+	89%	91%	70%**
Role	Entry Level	81%	87%	57%
	Managing Students	96%**	91%	72%
Hours Per Week	0-9	82%	86%	59%
	10-19	83%	89%	58%
	20+	94%	92%	78%
Semesters in Job	0-2	81%	87%	56%
	3-5	86%*	89%	66%**
	6+	95%	98%	79%
Residency	Domestic	87%	90%	65%
	International	59%**	73%**	28%**
Attended Professional Development Trainings	No	81%	88%	61%
	Yes	84%	88%	59%
Had a WiGROW Conversation	No	79%	84%	58%
	Unsure	74%	88%	59%
	Yes	86%	89%	60%

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

**Significant at alpha .01

DIVERSITY IN THE WORKPLACE

Students describe the ability to work with people who are different than they are, and developing friendships with people who they otherwise might not interact, as key benefits of on-campus student employment.

93%

Of students who report having a WiGROW conversation agreed or strongly agreed with this statement, with 61% strongly agreeing.

My on-campus job has helped me work with people who are different than me.

94%

Of students who report not having a WiGROW conversation agreed or strongly agreed, with 49% strongly agreeing.

93%

Of all students who responded agreed or strongly agreed.

	Coef.	P> t
Had conversation	0.140	0.044*
Constant	4.385	0.000

* Positive relationship

University of Wisconsin-Madison

DIVERSITY IN THE WORKPLACE

Q: “My on-campus job has helped me work with people who are different than me.”

A: 5 point scale of Strongly Agree to Strongly Disagree

Student Characteristic		% of Students who Agree or Strongly Agree
All Respondents		93%
Year in School	1	93%
	2	91%
	3	94%
	4+	95%
Role	Entry Level	93%
	Managing Students	97%**
Hours Per Week	0-9	91%
	10-19	95%*
	20+	97%*
Semesters in Job	0-2	93%
	3-5	92%
	6+	98%
Residency	Domestic	92%
	International	99%**
Attended Professional Development Trainings	No	92%
	Yes	94%
Had a WiGROW Conversation	No	94%
	Unsure	91%
	Yes	93%*

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

**Significant at alpha .01

What is one way your on-campus job has positively impacted your student experience and/or helped you prepare for your future career?

Students top three answers...

- 1) RELATIONSHIPS WITH COWORKERS
- 2) TIME MANAGEMENT SKILLS
- 3) ABILITY TO WORK ON A DIVERSE TEAM

OTHER RESPONSES INCLUDED...

- Sense of belonging
- A better resume
- Communication skills
- Money
- Relationships with people who I otherwise wouldn't have known
- Ability to balance work and life
- A work ethic
- A sense of personal responsibility
- Leadership skills
- Structure in my schedule
- Problem solving skills
- Social capital
- Customer service skills
- Ability to multitask
- Confidence
- Organization skills
- The knowledge that hard work pays off
- Ability to work with people who have different levels of skill and commitment
- A sense of belonging on campus
- Self-advocacy
- Ability to work in a fast-paced environment
- Public speaking
- Decision making

“MY JOB HAS HELPED ME MEET NEW PEOPLE ON
CAMPUS I NEVER WOULD HAVE ON MY OWN.”

— Freshman at University Housing

“MY JOB HELPS ME FEEL LIKE I AM MAKING A
DIFFERENCE ON THIS CAMPUS.”

— Junior at The Wisconsin Union

“I FEEL LIKE I BELONG.”

— Sophomore at University Housing

“MY JOB HAS PROVIDED ME WITH OPPORTUNITIES TO
MAKE THE MOST OF MY TIME HERE AT
UW-MADISON.”

— Freshman at The Office of Student Financial Aid

CLIMATE: SUPERVISOR SUPPORT

While identifying and communicating their own strengths, students can experience a stronger personal connection to their supervisors by having one to one WiGROW conversations.

90%

Of students who report having a WiGROW conversation agreed or strongly agreed with this statement.

I feel supported by my on-campus supervisor.

80%

Of students who report not having a WiGROW conversation agreed or strongly agreed.

87%

Of all students who responded agreed or strongly agreed.

	Coef.	P> t
Had conversation	0.416	0.000*
Constant	4.111	0.000

* Positive relationship

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CLIMATE: SUPERVISOR SUPPORT

Q: "I feel supported by my on-campus supervisor."

A: 5 point scale of Strongly Agree to Strongly Disagree

Student Characteristic		% of Students who Agree or Strongly Agree
All Respondents		87%
Year in School	1	87%
	2	86%
	3	88%
	4+	90%
Role	Entry Level	87%
	Managing Students	91%
Hours Per Week	0-9	84%
	10-19	91%
	20+	86%
Semesters in Job	0-2	87%
	3-5	89%
	6+	86%
Residency	Domestic	86%
	International	94%
Attended Professional Development Trainings	No	86%
	Yes	88%
Had a WiGROW Conversation	No	80%
	Unsure	91%
	Yes	90%**

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

**Significant at alpha .01

CLIMATE: WORKPLACE ENGAGEMENT

WiGROW makes work more meaningful by encouraging students to explore how their current job will help them reach their immediate and long term goals.

88%

Of students who report having a WiGROW conversation agreed or strongly agreed with this statement.

I feel engaged in my on-campus job.

78%

Of students who report not having a WiGROW conversation agreed or strongly agreed.

86%

Of all students who responded agreed or strongly agreed.

	Coef.	P> t
Had conversation	0.275	0.004*
Constant	4.007	0.000

* Positive relationship

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CLIMATE: WORKPLACE ENGAGEMENT

Q: “I feel engaged at my on-campus job.”

A: 5 point scale of Strongly Agree to Strongly Disagree

Student Characteristic		% of Students who Agree or Strongly Agree
All Respondents		86
Year in School	1	85%
	2	87%
	3	89%
	4+	80%
Role	Entry Level	84%
	Managing Students	94%**
Hours Per Week	0-9	82%
	10-19	89%
	20+	89%
Semesters in Job	0-2	86%
	3-5	87%
	6+	79%
Residency	Domestic	84%
	International	95%*
Attended Professional Development Trainings	No	83%
	Yes	87%
Had a WiGROW Conversation	No	78%
	Unsure	84%
	Yes	88%**

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

**Significant at alpha .01

CLIMATE: SENSE OF BELONGING

Students consistently cite relationships as a key benefit of their job: relationships with coworkers who become friends, relationships with people whom they otherwise wouldn't interact with, and relationships with their supervisors.

80%

Of students who report having a WiGROW conversation agreed or strongly agreed with this statement.

My on-campus job has helped me feel a greater sense of belonging at UW-Madison.

71%

Of students who report not having a WiGROW conversation agreed or strongly agreed.

78%

Of all students who responded agreed or strongly agreed.

	Coef.	P> t
Had conversation	0.279	0.003*
Constant	3.881	0.000

* Positive relationship

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CLIMATE: SENSE OF BELONGING

Q: “My on-campus job has helped me feel a greater sense of belonging at UW-Madison.”

A: 5 point scale of Strongly Agree to Strongly Disagree

Student Characteristic		% of Students who Agree or Strongly Agree
All Respondents		78%
Year in School	1	77%
	2	75%
	3	85%
	4+	78%
Role	Entry Level	77%
	Managing Students	83%
Hours Per Week	0-9	72%
	10-19	83%*
	20+	83%
Semesters in Job	0-2	78%
	3-5	80%
	6+	74%
Residency	Domestic	76%
	International	91%**
Attended Professional Development Trainings	No	76%
	Yes	79%
Had a WiGROW Conversation	No	71%
	Unsure	78%
	Yes	80%**

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

**Significant at alpha .01

SUPERVISOR ROLE

Supervisors are an integral part of the student employee experience, and are the principle administrators of the WiGROW initiative. Better supporting supervisors, expressing gratitude for their excellent work, and engaging them in decision making are ongoing goals.

51%

Agree or strongly agree

32%

Neither agree nor disagree

17%

Disagree or strongly disagree

My working relationship with student employees in my unit has strengthened as a result of the WiGROW program.

55%

Agree or strongly agree

25%

Neither agree nor disagree

20%

Disagree or strongly disagree

Participation in the WiGROW program adds value to my role as a supervisor.

SUPERVISOR ROLE

Q: “My working relationship with student employees in my unit has strengthened as a result of the WiGROW program.

Q: Participation in the WIGROW program adds value to my role as a supervisor

A: 5 point scale of Strongly Agree to Strongly Disagree

Supervisor Characteristic		% of Students who Agree or Strongly Agree	
		Strengthened Relationships	Value Added to Role
Overall		51%	55%
Currently a Student	Yes	46%	50%
	No	53%	58%
Time in Role	<6 Months	50%	50%
	6 Months—1 Year	55%	59%
	1 - 2 Years	49%	51%
	3 - 5 Years	59%	59%
	6+ Years	46%	57%
Also Supervise Non-Students	Yes	53%	61%
	No	49%	51%
Type of Conversation	1 to 1 Away From Daily Work	65%	78%*
	1 to 1 While Working	50%	31%
	Group	42%	63%
Trainings Attended	0 Trainings	43%	49%
	1 Training	57%	59%
	2+ Trainings	65%	70%*

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

SUPERVISOR TRAINING

Supervisors have the option of attending trainings throughout the school year on topics including facilitating WiGROW conversations, supporting student-employees' mental health, leading a diverse team of student employees, and more. Trainings vary year to year.

75%

Agree or strongly agree

17%

Neither agree nor disagree

7%

Disagree or strongly disagree

I have access to the training, tools and resources needed to have WiGROW conversations with my students.

88%

Agree or strongly agree

6%

Neither agree nor disagree

6%

Disagree or strongly disagree

I feel comfortable having WiGROW conversations.

SUPERVISOR TRAINING

Q: I have access to the training, tools and resources needed to have WiGROW conversations with my students.

Q: I feel comfortable having WiGROW conversations with my students.

A: 5 point scale of Strongly Agree to Strongly Disagree

Supervisor Characteristic		% of Students who Agree or Strongly Agree	
		Training, Tools and Resources	Comfortable Having Conversations
Overall		75%	88%
Currently a Student	Yes	71%	91%
	No	78%	87%
Time in Role	<6 Months	68%	86%
	6 Months—1 Year	68%	86%
	1 - 2 Years	65%	91%
	3 - 5 Years	93%*	86%
	6+ Years	80%	89%
Also Supervise Non-Students	Yes	75%	84%
	No	76%	91%
Type of Conversation	1 to 1 Away From Daily Work	87%	96%
	1 to 1 While	73%	86%
	Group	75%	92%
Trainings Attended	0 Trainings	72%	86%
	1 Training	80%	89%
	2+ Trainings	80%	95%

*Indicates statistically significant at alpha .05 when the first variable in this category is the constant.

How do you as a supervisor benefit from having WiGROW conversations with students?

Supervisors top three answers...

- 1) INTENTIONAL, MEANINGFUL RELATIONSHIPS WITH STUDENT EMPLOYEES
- 2) ABILITY TO BETTER SUPPORT STUDENT EMPLOYEES
- 3) PRACTICE AND IMPROVE SKILLS AS A SUPERVISOR

OTHER RESPONSES INCLUDED...

- Understanding students' goals
- Chance to show care and support
 - Teaching opportunity
 - Learning student perspective
 - Staff retention
- Increased morale among students
- Knowing how students are growing
 - Getting feedback
- Making students work more meaningful
 - A chance for self-reflection
 - New perspective on campus
 - A framework for conversations
- Getting to know students I don't interact with as regularly
- Understanding of students' experiences as a whole
 - Greater understanding of cultural differences in the workplace
 - Time to hear students' ideas
- A more positive work environment
 - Experiencing students' energy
 - Ability to more effectively lead

“WE CAN GAIN A GREATER UNDERSTANDING OF STUDENTS’ GOALS AND MOTIVATIONS SO WE CAN MAKE THEIR WORK MORE MEANINGFUL.”

— Supervisor at University Housing

“A STRONGER BOND IS DEVELOPED THAT ALLOWS FOR THE SUPERVISOR TO BETTER MANAGE A DIVERSE GROUP OF PEOPLE.”

— Supervisor at University Housing

“WIGROW PROVIDES A FRAMEWORK FOR MEANINGFUL CONVERSATIONS.”

— Supervisor at University Health Services

“WIGROW CONVERSATIONS REALLY HELP SUPERVISORS TO UNDERSTAND AND CONNECT WITH THEIR STUDENTS.”

— Supervisor at The Office of Student Financial Aid

How do student-employees benefit from on-campus employment?

Supervisors top three answers...

- 1) DEVELOP SKILLS THAT TRANSFER TO LIFE AFTER COLLEGE
- 2) PAY, LOCATION, AND FLEXIBLE SCHEDULE
- 3) RESUME BUILDING EXPERIENCE

OTHER RESPONSES INCLUDED...

- Relationships with other students
 - Time management skills
 - Leadership opportunities
- Better connection to campus
- Safe and supportive environment
 - Collaboration skills
 - Networking
- Sense of personal responsibility
 - Customer service skills
 - Professionalism
- Mentoring from supervisor
 - Office experience
 - Resiliency
- Being a part of something special
 - A sense of purpose
- A chance to be a student first
- Cross cultural understanding
- A more structured schedule
 - Problem solving skills
 - Communication skills
- Internship-level learning opportunities
- Conflict management experience
 - Ability to prioritize tasks
 - Self-discipline

“SUPERVISORS UNDERSTAND THAT THEY ARE
STUDENTS FIRST.”

— Supervisor at RecSports

“IT PROVIDES INSIGHT INTO THE WORKING WORLD,
PERHAPS A STEPPING STONE, WHILE STILL HAVING A
SAFETY NET.”

— Supervisor at The Wisconsin Union

“IT HELPS BUILD LEADERSHIP AND TIME
MANAGEMENT SKILLS THAT CAN'T BE LEARNED IN
THE CLASSROOM.”

— Supervisor at University Housing

“STUDENTS LEARN VALUABLE COMMUNICATION,
ORGANIZATION, INTERPERSONAL AND TIME
MANAGEMENT SKILLS.”

— Supervisor in The Office of Human Resources

The 2018 - 2019 WiGROW supervisor and student surveys were administered in April of 2019 via email in each participating WiGROW unit. Anonymous survey responses were collected via Qualtrics and were analyzed and compiled into this report by WiGROW graduate assistants.

Regression tables and additional breakdown of this data can be requested by emailing wigrow@ohr.wisc.edu.

2018—2019 MILESTONES

June 2018	The Office of Student Financial Aid joins as a program sponsor and partners with the Office of Human Resources to provide administrative support. A second graduate assistant is hired.
August 2018	The Wisconsin Union, RecSports and University Health Services continue to administer the WiGROW program as they transition to the VCSA.
Fall 2018	The Wisconsin Union and University Housing host professional development workshops for both student employees and supervisors of student employees.
January 2019	The steering committee votes to allow WiGROW conversations to happen in groups and in one to one settings during routine daily work.
February 2019	The steering committee votes to adopt a new WiGROW logo and spelling.
February 2019	A student advisory committee is formed to assist in planning student and supervisor trainings.
February— March 2019	Supervisor and student professional development workshops are offered throughout the spring semester.
May 2019	Vice Chancellor Lori Reesor joins WiGROW as an Executive Sponsor.

PARTICIPATING UNITS AND REPRESENTATION

WiGROW leadership includes Executive Sponsors, Program Sponsors, a Steering Committee, and a Student Advisory Committee.

Administrative support and direction are provided by Graduate Assistants and Program Sponsors in The Office of Human Resources and the Office of Student Financial Aid.

Executive Sponsors
Laurent Heller
Lori Reesor
Steve Hahn

Program Sponsors
Mark Guthier
Jeff Novak
Lynn Freeman
Justin Mumford

Student Advisory Committee
Juliana Bennett
Dakota Roettger
Cole Christophel
Greta Binversie

Participating Unit	Steering Committee Representative
AIMS	Mariah Julson
Business Services	Dawn Rekoske
Facility Planning and Management	Alicia Meyer
Office of Human Resources	Valery Jackson
Office of Student Financial Aid	Justin Mumford
Recreation Sports	Mackenzie Lucius
University Housing	Jenny Noonan
University Health Services	Nicole Mathweg
The Wisconsin Union	Ben Clark, Mark Guthier

Graduate Assistants
Emily Moss, Office of Student Financial Aid
Brenda Salvo, Office of Human Resources

CONTACT INFORMATION

Email Address

wigrow@ohr.wisc.edu

Student Website

studentjobs.wisc.edu/wigrow

Supervisor Website

talent.wisc.edu

“STUDENT EMPLOYEES BECOME A SMALL PART OF A LEGENDARY UNIVERSITY STEEPED IN TRADITION. I HOPE THAT YEARS FROM NOW THEY CAN LOOK BACK ON THEIR TIME HERE AND THINK THEY WERE A PART OF IT.”

— Supervisor at The Wisconsin Union