

**I'M NOT CRYING, YOU'RE CRYING,  
OR, STUDENT EXIT INTERVIEWS  
AS A HIGH IMPACT PRACTICE**

**Robin Anderson  
Lewis & Clark College  
Watzek Library**



# About me



Robin Anderson

they / them

Student Employment Coordinator

Watzek Library

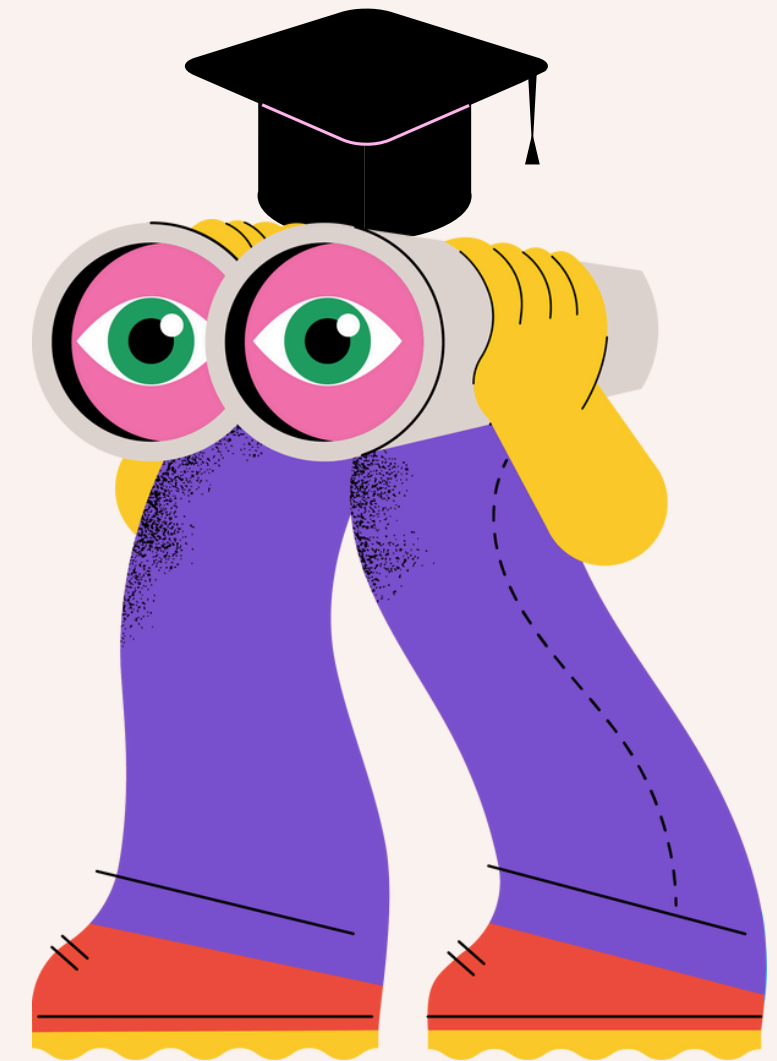
January 2019 – Present



# Context

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- **Private liberal arts college in Portland, Oregon**
- **2139 undergraduate students, fall 2024**
- **18 non-student library staff, 5 in Access Services**
- **Open 24/5 = 141 hours/week**



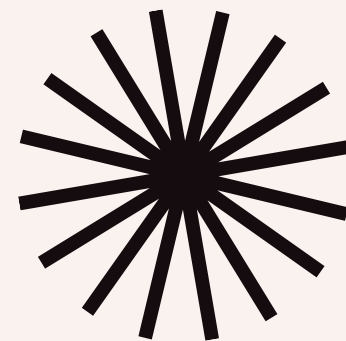
# Student Staff

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**During school year, ~25 student staff,  
Students work at library 3 - 4 years  
During breaks, 3 - 6 student staff**

Their duties include:

- Checking library materials in and out
- Providing library information and basic research assistance
- Referring complex questions to library staff
- Helping patrons use technology and equipment
- Sorting and shelving library materials



# College vs. the real world

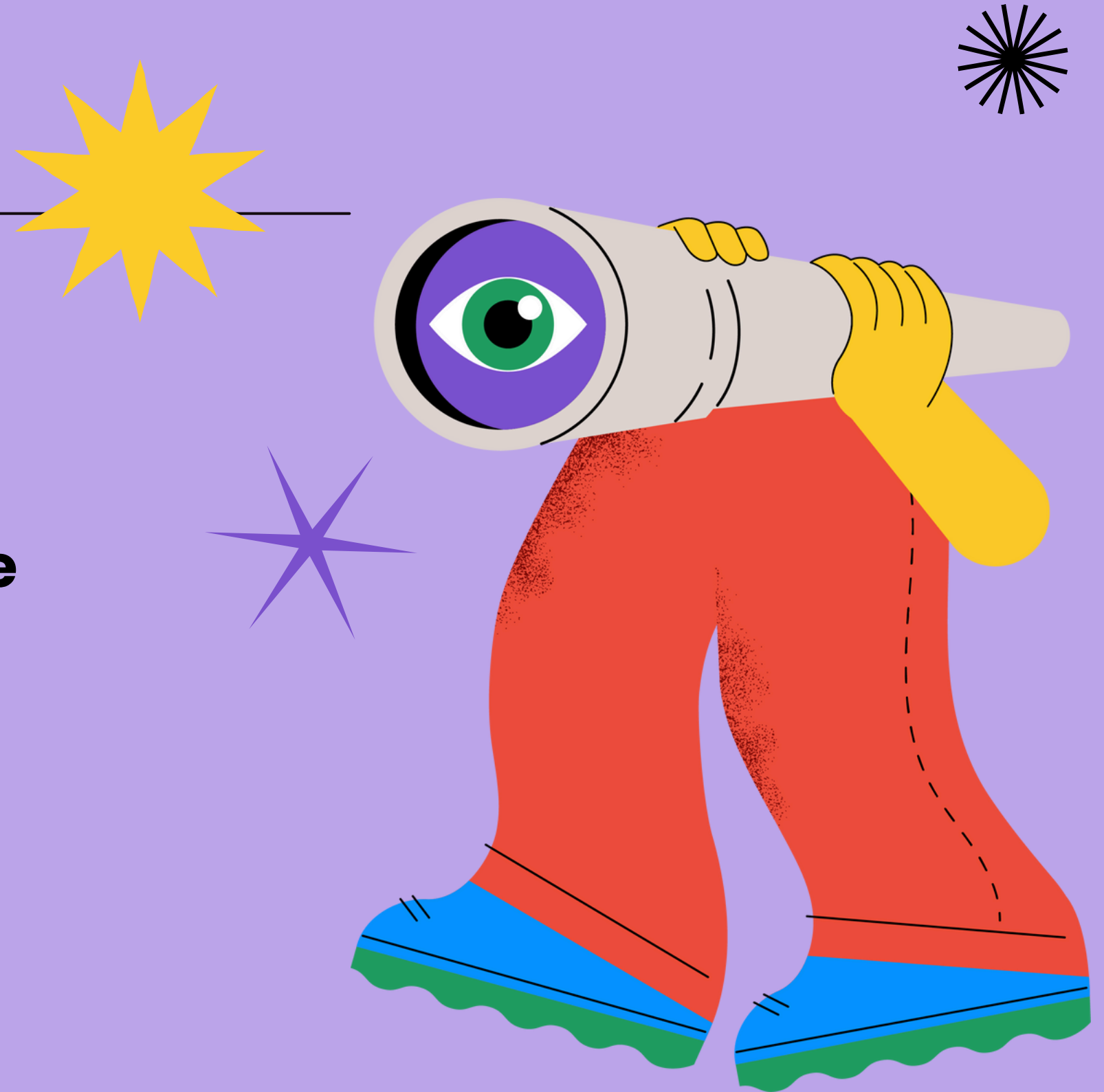
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**Noticing transferable skills is hard!**

**How can we help students identify the many skills they're gaining?**

**How do their college experiences matter?**

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# High Impact Practices

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## Ask questions, find connections

University of Iowa's GROW® method:

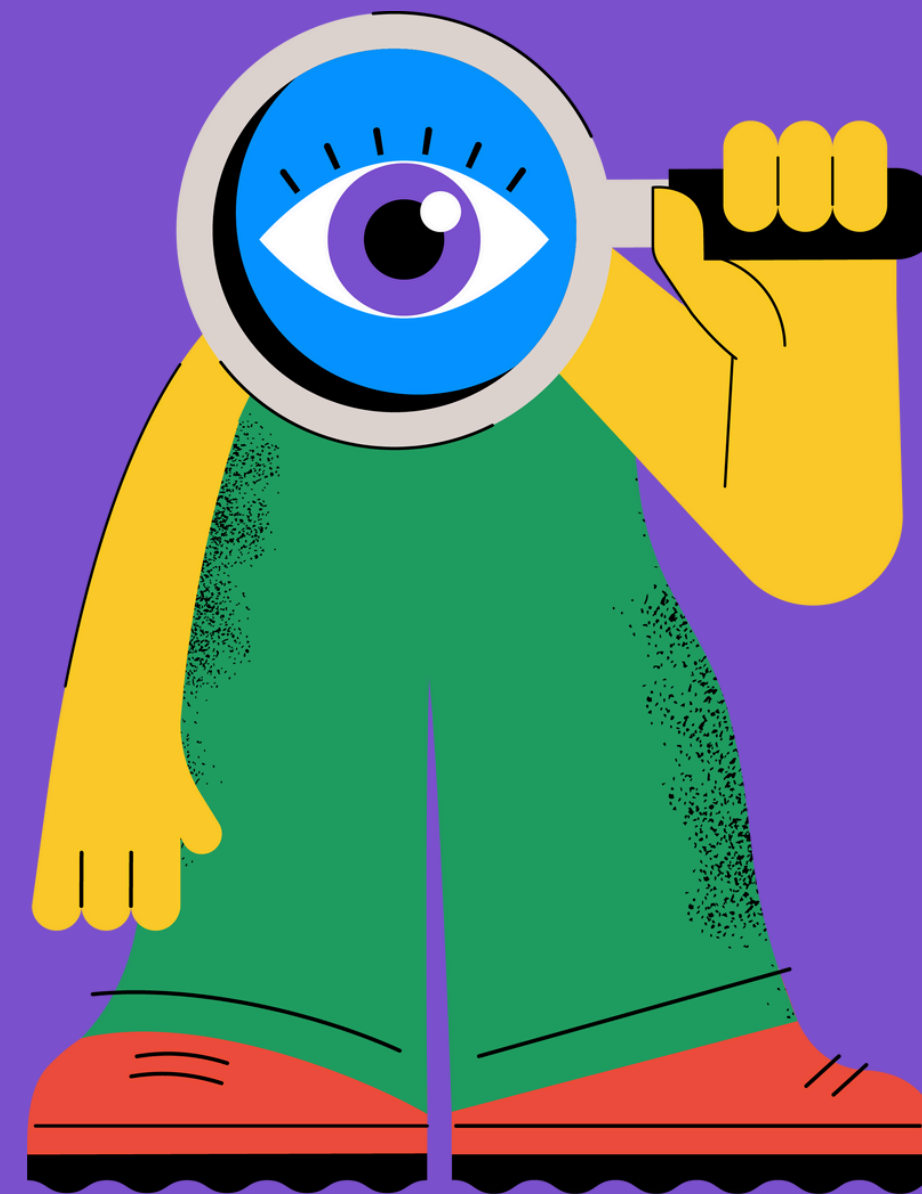
Guided Reflection on Work

- Identify skills from work
- Identify skills from class
- Identify skills from work that help classes, and vice-versa
- Identify how skills could transfer to the real world



# Exit Interview

- Help graduating seniors observe their growth
- Share questions in advance
- Scheduled 1 : 1 with supervisor during work
- Takes 30 minutes - 1 hour
- Email student a copy of their responses



# What do you enjoy doing?

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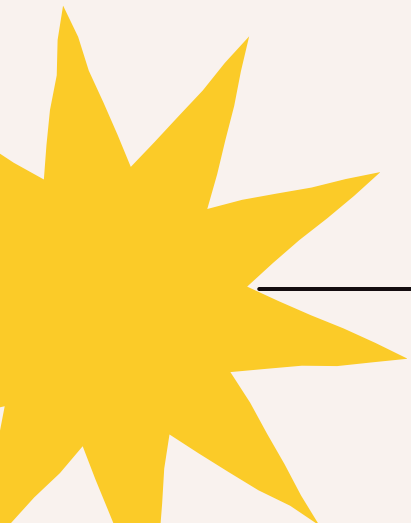
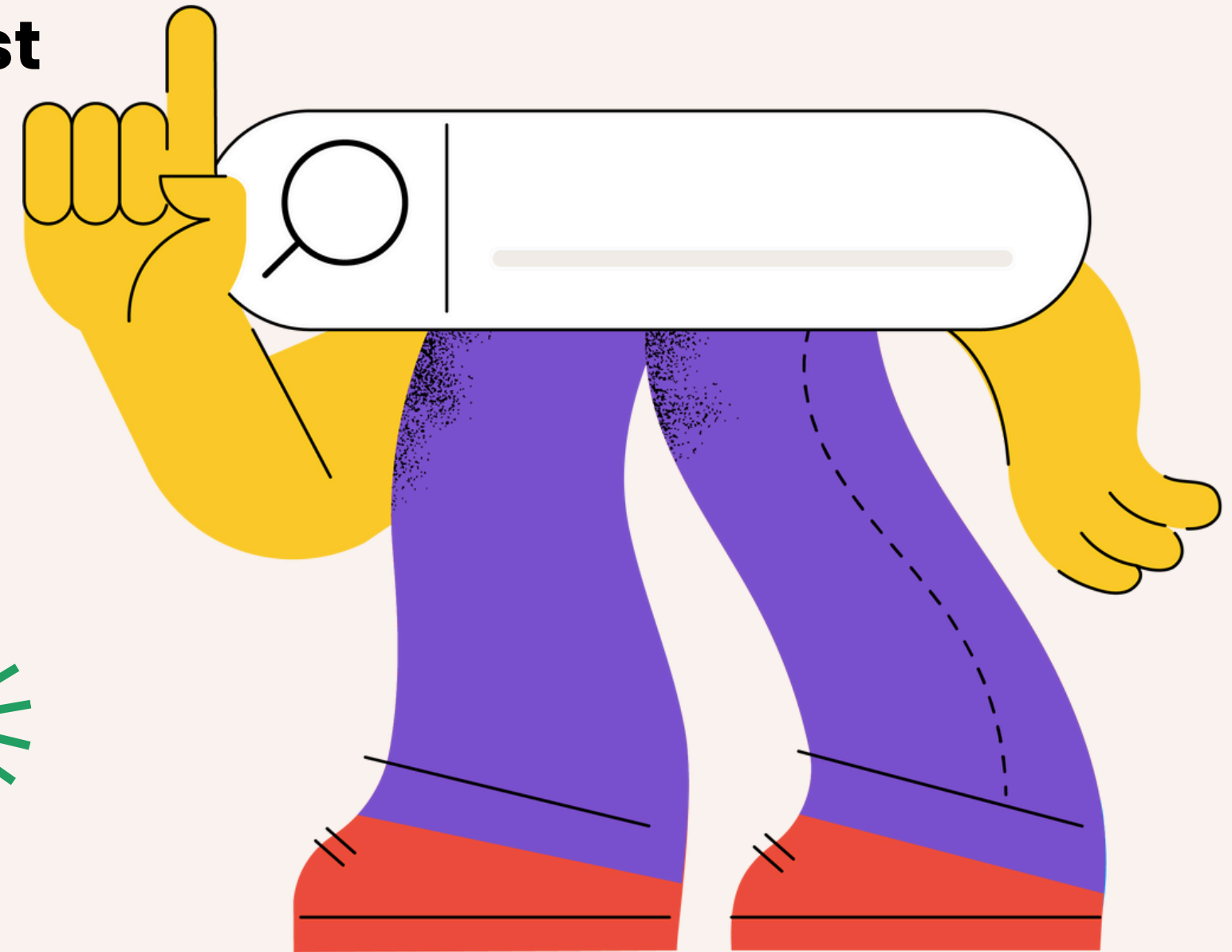


**What types of tasks have you enjoyed most at work in the library?**

**How about at other jobs?**

**What haven't you enjoyed?**

**Why?**

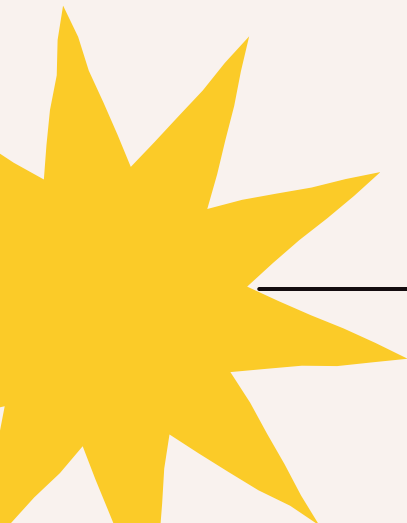


# What do you enjoy doing?

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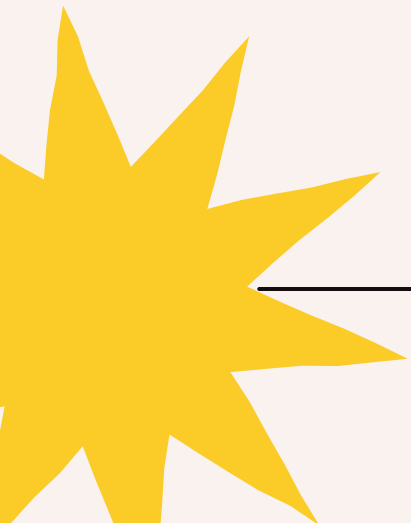
**When you think about your classes,  
what types of academic tasks  
do you enjoy most?  
What haven't you enjoyed?  
Why?**



# Strengths

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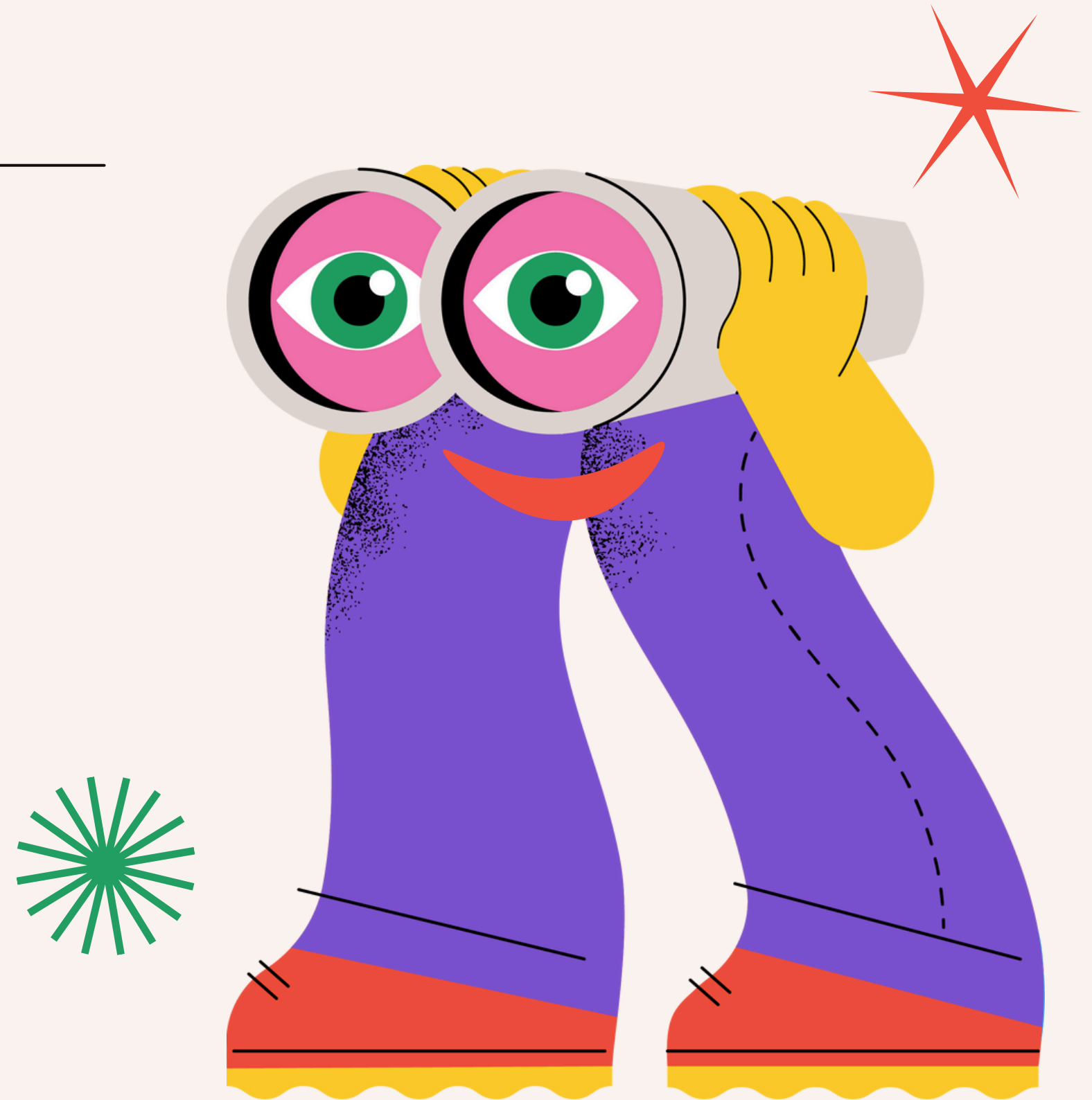
**What are your strengths and how have you used them at work and in class?**



# Likes and dislikes

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**Are there aspects of this job  
that have helped you discover  
things you might want (or not want)  
in a career?**

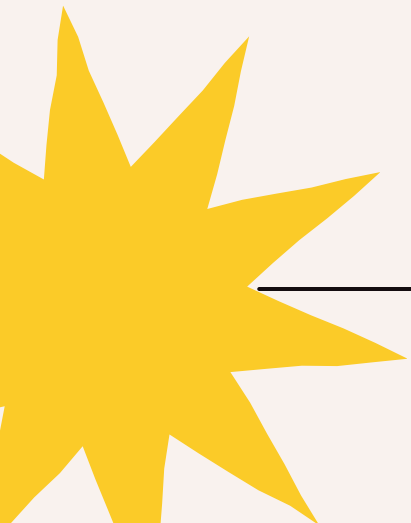
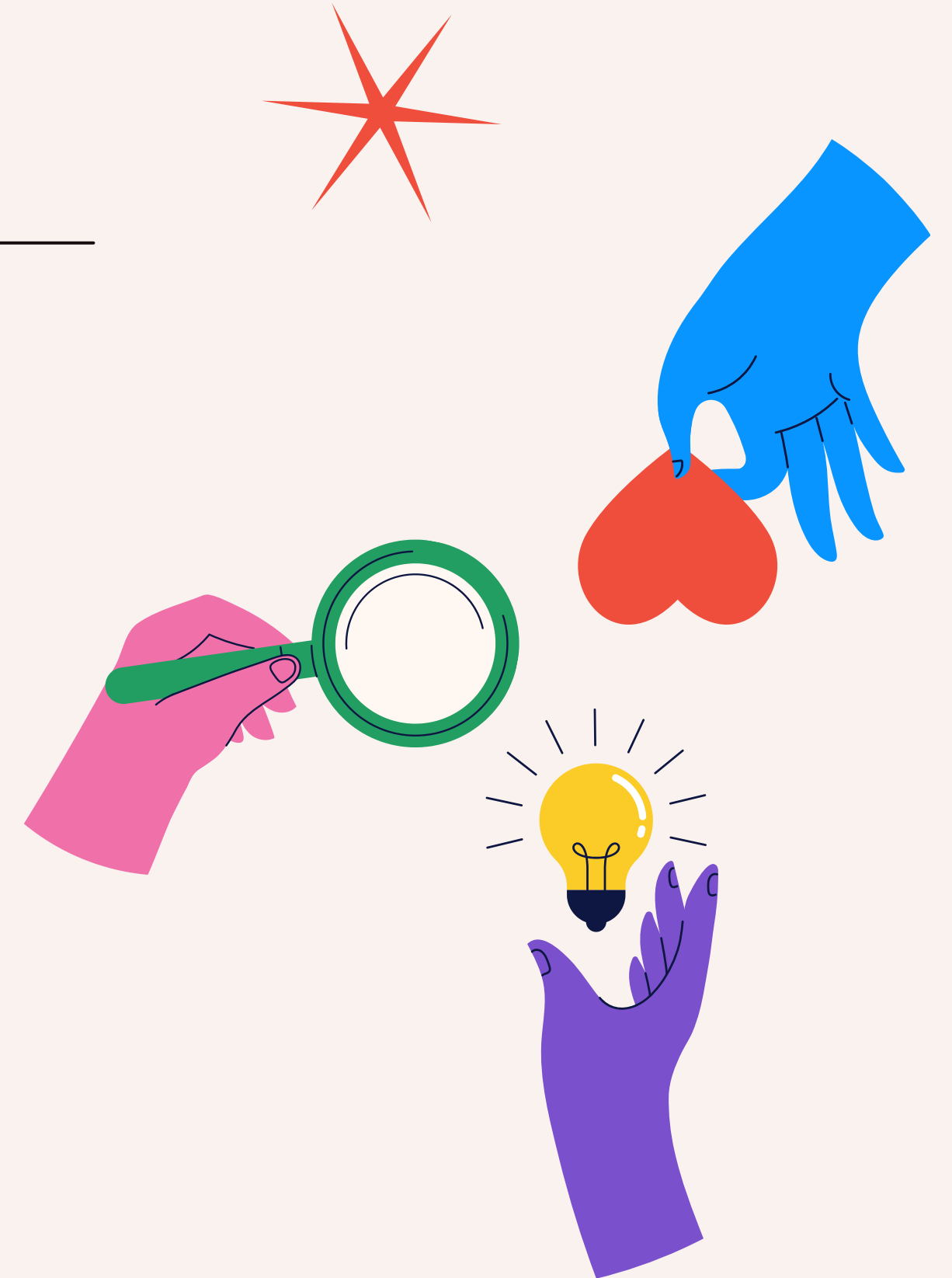


# Working in a group

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**Has working as a team member here at work helped you with group projects in your classes?**

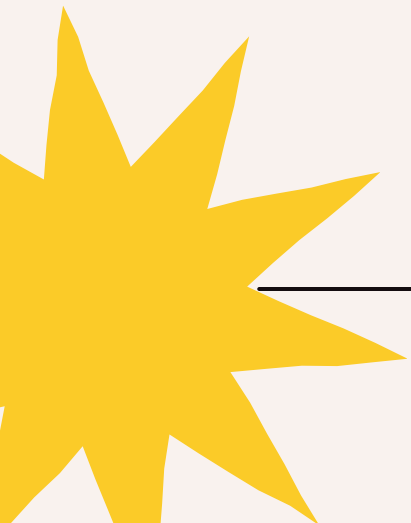
**Or, are there ways that working on group projects for classes or extracurriculars helped you work on a team here at the library?**



# Diversity

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**What have you learned here in this job about working with diverse populations that you think might be helpful in your academic courses or in future jobs?**

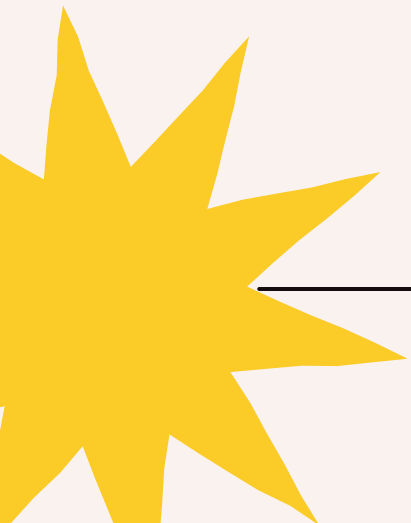


# Communication

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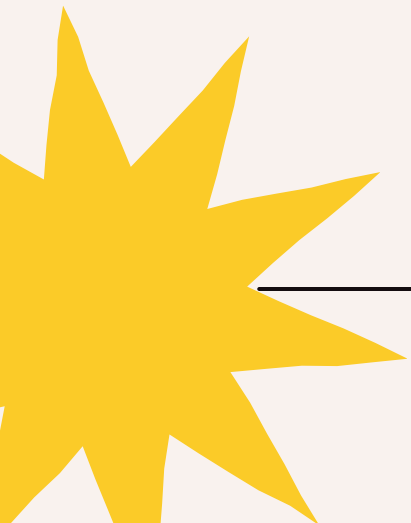
**What have you learned about communicating with your supervisor that also is/was effective with faculty?**



# Work Environment

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**What do you notice about the library as a place to work that you think will help you in another job?**



# Student Feedback

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## What students value about job:

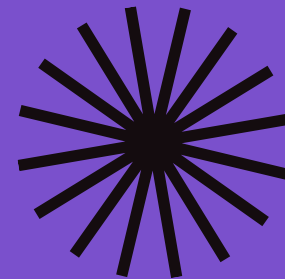
- Personal growth (confidence) and interpersonal skills
- Tasks provided measurable successes
- Importance of asking for help and asking questions
- Supporting others (patrons, colleagues, community)
- Teamwork
- Diversity in many forms (experiences, backgrounds, personalities, etc.)
- Time management, direct communication, etc.



# Benefits for Students

## Exit interviews allow students to:

- Identify transferable skills
- Clarify interests and goals
- Recognize and celebrate their own growth
- Exposure to standard interview questions in a supportive environment
- Opportunity for closure



# Benefits for Supervisors

## Library Supervisors develop:

- a better sense of student staff's perspectives on tasks, how they were trained, what they valued about the job
- clarify which tasks and aspects of training that may benefit from revision
- 1:1 opportunity to express gratitude to students and vice-versa!



# Future Uses

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## Potential Modifications:

- Add these questions to student annual evaluations
- Ask similar questions informally
- Identify tasks that lack clear sense of impact, and clarify their impact going forward
- Follow up with alumni



**Questions?**

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