



# Student Employment as a High Impact Practice

Infusing competency development and reflection into your student employment experience

# Your Presenters



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# High Impact Practices

High impact practices “require a considerable amount of students’ time and effort, offer **structured opportunities for reflection** and integrative thinking, and provide substantive feedback from faculty, opportunities for learning outside of the classroom, **meaningful contacts** with faculty and peers, and **interactions with diverse others**” (Miller et al., 2017)

## Types

- First Year Seminars & Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- E-Portfolios
- Service Learning, Community Based Learning
- Internships
- Capstone Courses and Projects

# Student Employment Cycle

Maximizing Student Development



# The Role of the Paraprofessional

## Customer Engagement

- In-Person
- Phone
- Email

## Projects

- Developing Resources
- Data Management
- Staff Training
- Attire for Hire



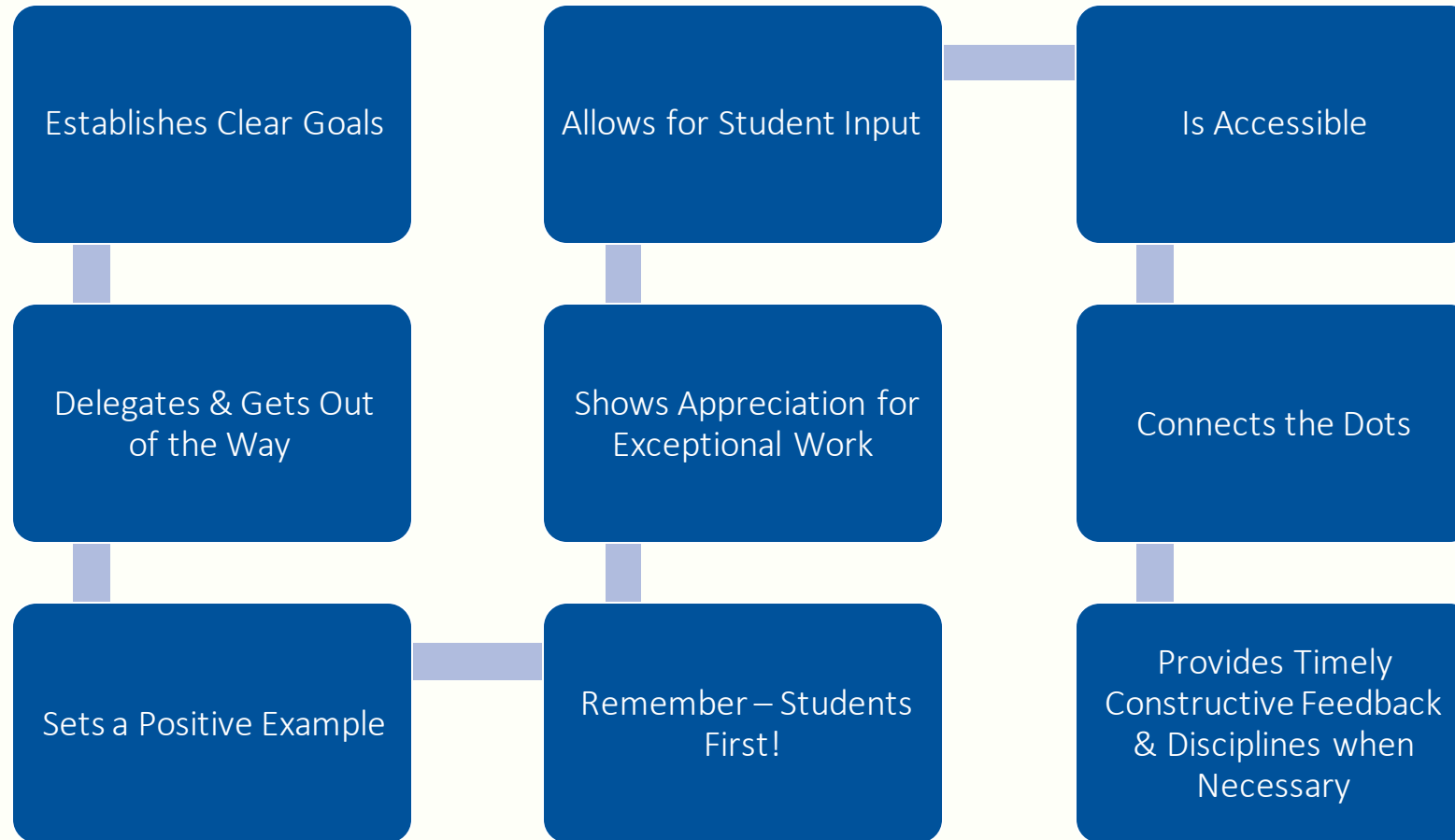
## Position Types

- Undergraduate
- Graduate Assistants
- Interns
- Practicum

## Core Areas

- Front Desk
- Tabling
- Express Drop-In
- Molm Family Gator Career Closet
- Career Showcase

# A Good Supervisor...



# Core 4: Anchoring our Learning Communities



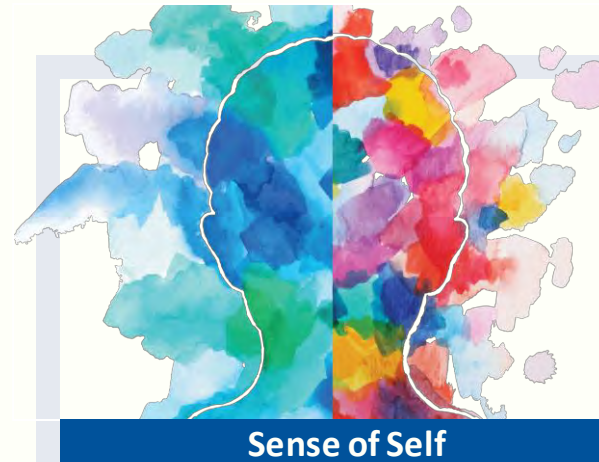
Clear Concise  
Confident  
Listening  
Feedback  
Open-Mindedness  
Non-Verbal  
Friendliness



Common Goal  
Communication  
Conflict Management  
Listening  
Reliability  
Respectfulness  
Collaborating



Reasoning  
Evaluating  
Analyzing  
Problem Solving  
Decision Making  
Reflecting



Self-Awareness  
Self-Management  
Social Awareness  
Social Skills  
Relationship Management

# Before they get here

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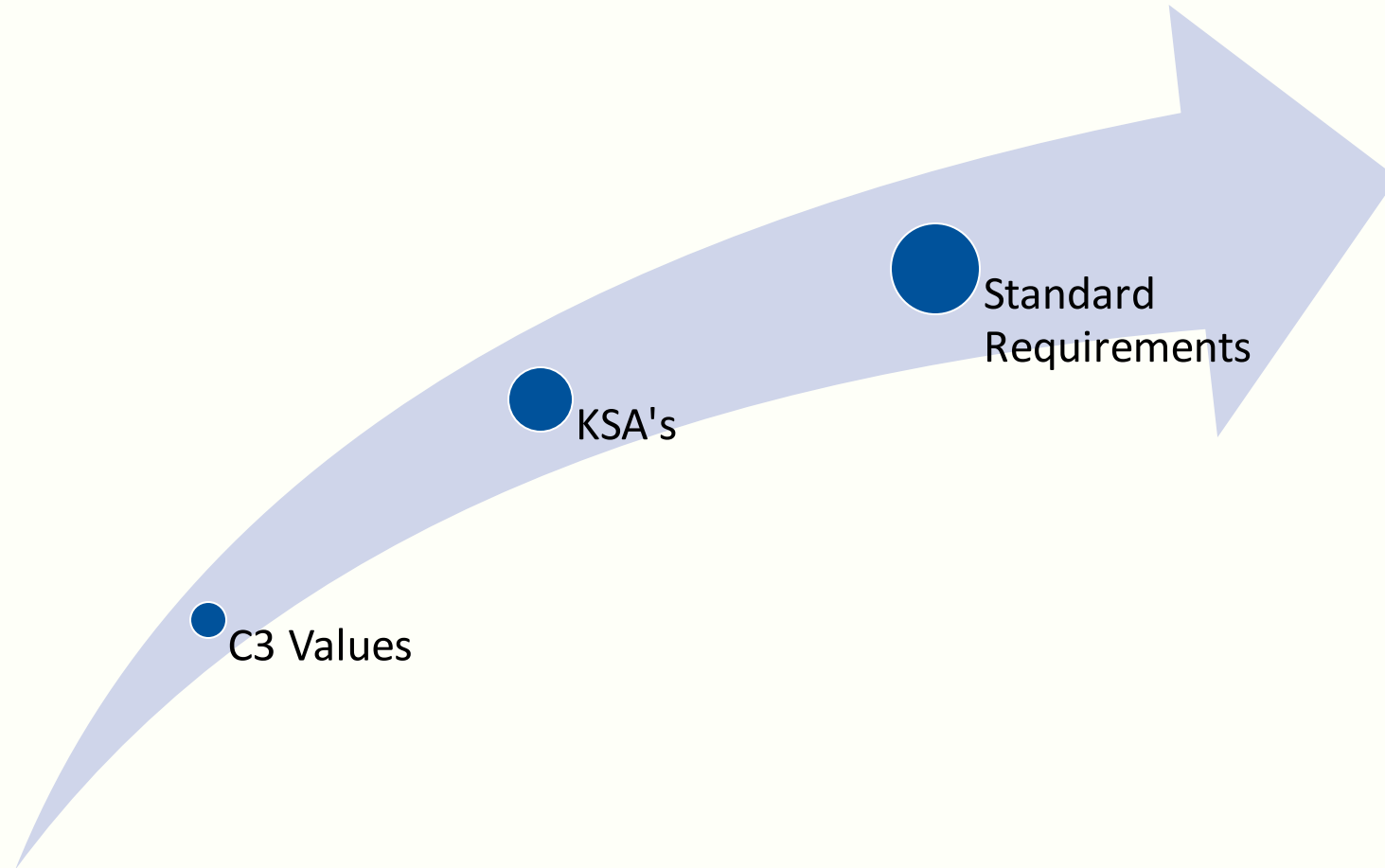
## Questions you should ask yourself:

- What do you need them to do?
  - What projects are you working on?
  - How will they build their Core 4?
- How much level of independence do you need?
- What resources/training will they need to do the job?
- Which spaces will they work out of?
- How will you orient them to his/her new role?
- What type of supervisor would you like to be?

**Now it's your turn!**

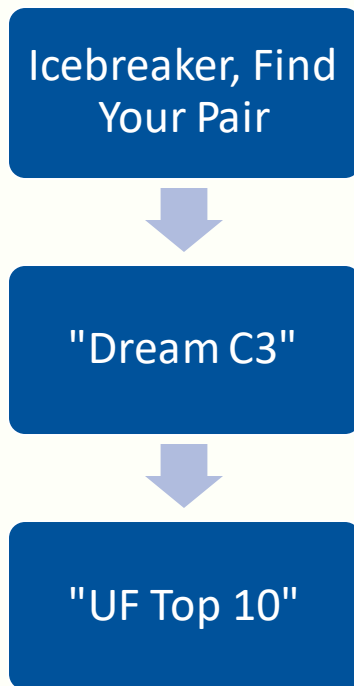


# Recruitment – Job Posting



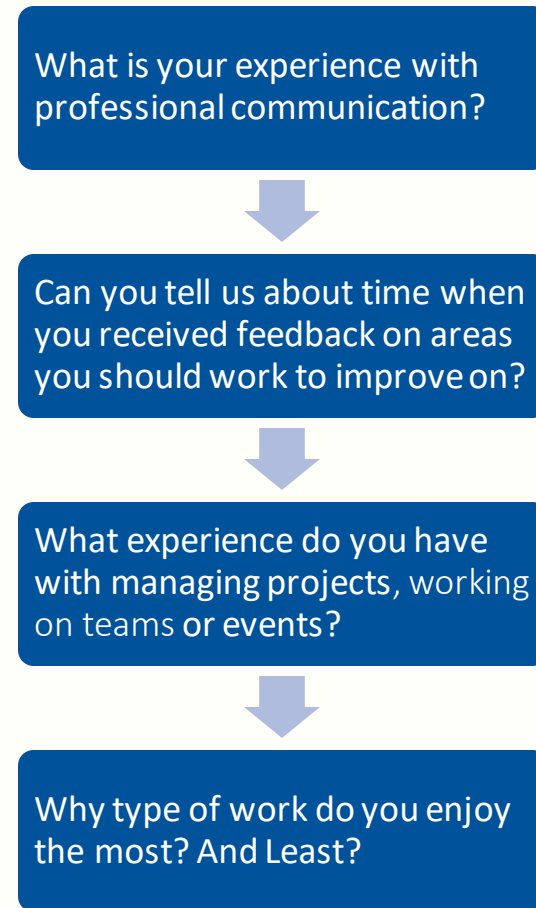
# Recruitment – Interview Process

## Group Interview – Round 1



## Sample Interview Questions – Round 2

**\*to be done with at least one other C3 staff member**



# Hiring and Onboarding – Training Schedule



CAREER CONNECTIONS  
CENTER

UNIVERSITY OF FLORIDA

## Fall Training Agenda

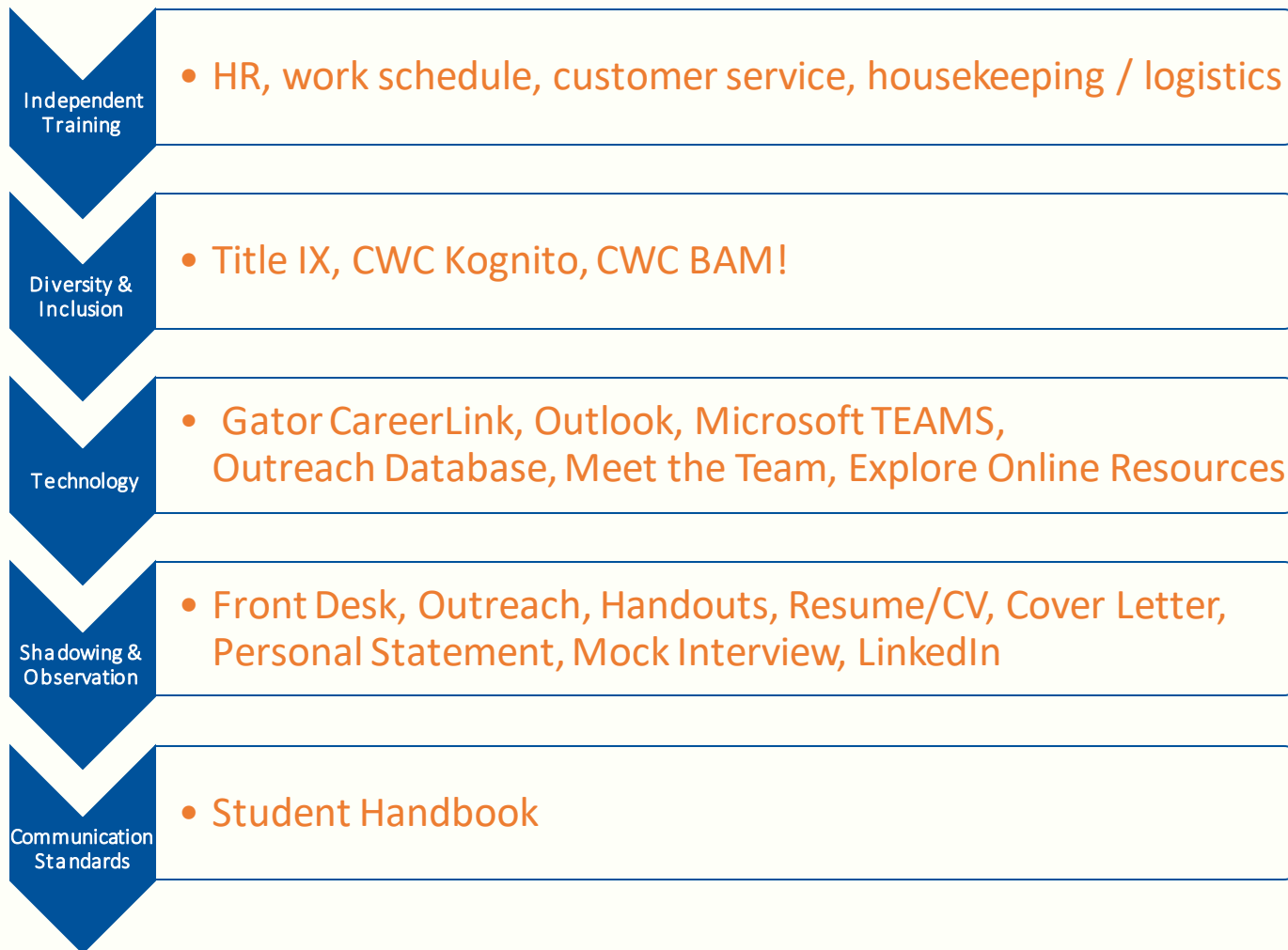
**Thursday, August 15<sup>th</sup>, 2019**

12:30pm – 1pm	Welcome & Icebreaker
1pm – 1:30pm	Structure of C3
1:30pm – 2pm	Student Staff Expectations
2pm – 3:45pm	Team Time
3pm – 4pm	HR Paperwork/ Tour

**Friday, August 16<sup>th</sup>, 2019**

8:30am – 9am	Energizer
9am – 10am	Center Overview of Services & Website
10am – 11am	Front Desk & Customer Service
11am – 11:15am	Break
11:15am – 12pm	Safety Training
12pm – 1pm	Lunch (center provided)
1pm – 2pm	Gator Career Closet
2pm – 2:45pm	Communication Standards
2:45pm – 4:15pm	Working with Stakeholders: Students
4:15pm – 5pm	Working with Stakeholders: Employers
5:00pm	Wrap Up

# Hiring and Onboarding – Buddy System



# Hiring and Onboarding – Student Manual

General  
Information

Procedures

Formalized  
Policies

Guidelines

Expectations

Legal Obligations  
& Rights

Company Culture  
Outlined

Consequences  
for Unacceptable  
Behavior

# Engagement & Retention



Paraprofessionals have multiple touchpoints for engagement and professional development

One on One  
with  
Supervisor

Team Meeting

Monthly  
Professional  
Development

Student  
Appreciation  
Initiatives

# Implementing Learning Communities



The center has adopted and adapted the recommended framework from research conducted by Birman et al. (2000) on designing professional development

1. Form
2. Duration
3. Participation
4. Content Focus
5. Active Learning
6. Coherence

**Fall 2018 Training Schedule**  
**October - Inclusive Language**  
Competency: Communication

**November - Design Thinking**  
Competency: Self Awareness

**Spring 2019 Training**  
**February - Resume Refresher**  
Competency: Sense of Self

**March - Customer Service**  
Competency: Critical Thinking

**April 16 - Handling Sensitive Topics**  
Competency: Communication

**Fall 2019 Training Schedule**  
**September – Diversity & Inclusion**  
Competency: Sense of Self

**October – Design Thinking**  
Competency: Critical Thinking

**November – Strengths**  
Competency: Communication

**December – Student Appreciation**  
Competency: Team Building

# Student Appreciation

End of  
Semester  
Event



National  
Student  
Employee  
Association



Graduate  
Student  
Appreciation  
Week



Student  
Employee  
Appreciation  
week



Website and  
Social Media



# Reflection: Anchoring Your Experiences



## Sorority & Fraternity Affairs

- Communication
- Event Planning
- Budget Management
- Risk Management



## Study Abroad

- Interpersonal Skills
- Problem Solving
- Decision Making
- Planning and Organizational



## Cicerones

- Communication
- Teamwork
- Dependability
- Professionalism



## UF Care Team

- Triaging
- Diversity & Inclusion
- Privacy & Confidentiality
- Problem Solving



# EVALUATION

Supervisor One on One  
Future: Skills Survey

# Evaluation

## End of Semester Evaluation Form for Supervisors & Paraprofessionals University of Florida Career Connections Center

Paraprofessional: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

### The purposes of providing an end of year evaluation to paraprofessionals are multifaceted:

1. Reviews provide opportunities for feedback and discussion of the (a) paraprofessional's performance and (b) work environment and (c) goals for upcoming semester(s);
2. Feedback and review of performance prepare paraprofessionals for careers after graduation; and
3. Reflection of performance allows for measurement of growth and development.

### Prior to the meeting:

1. Supervisors and paraprofessionals should determine if they would like to complete the chart and 2<sup>nd</sup> page independently prior to the review meeting, OR discuss the skills/attributes and specific examples during the meeting, recording notes together during the discussion.
2. Print this form on 2 pages (do not print double-sided). This will allow the supervisor and paraprofessional to hand-write notes on the 2<sup>nd</sup> page while referring to the criteria on the first page.

### Directions (if completing form during meeting or completing independently):

1. The supervisor and the paraprofessional each review the line items below that outlines each skill/attribute.
2. Discuss and write specific examples of work performance throughout the academic year that relate to each line item.
3. On page 2, write down examples and notes which support the skill, attribute, or behavior.
4. Utilizing the rating scale below, both the paraprofessional and the supervisor should assign the rating code that corresponds to the paraprofessional employee's performance throughout the academic year.

\*If supervisor and paraprofessional filled out the form independently, a discussion of examples to support ratings is to occur during the meeting.

Paraprofessional Rating	Supervisor Rating	Rating: <i>E=excellent work, regularly exceeds expectations; G=good work, always meets and occasionally exceeds expectations; S=satisfactory performance; C=changes needed; U=unacceptable performance</i>
		<b>Dependability</b> (reliable, prompt, completes assigned tasks, carries out instruction, provides advance notice when work schedule requires change)
		<b>Communication Skills</b> (displays proficient oral, written, and listening skills for particular position)
		<b>Problem-solving and Critical Thinking Skills</b> (ability to analyze, evaluate, and apply proficiency of skills to task at hand)
		<b>Quality of Work</b> (attention to detail, accurate, neat, meets deadlines)
		<b>Interpersonal Skills</b> (cooperation, ability to work well with others, e.g., consideration and respectful of others, inspires and motivates others, values team purpose)

		<b>Professionalism</b> (adheres to all office policies, promotes LEAD customer service, represents department in a positive manner, punctual in arriving to work, exhibits a positive attitude)
		<b>Initiative</b> (self-motivation, ability to assess and initiate tasks independently, willing to take on challenging tasks, follows through energetically with a plan with minimal supervision)

### Dependability:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Communication Skills: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Problem-solving and Critical Thinking Skills: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Quality of Work: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Interpersonal Skills: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Professionalism: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Initiative: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Supervisor Additional Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

By signing this form, the paraprofessional employee acknowledges that the contents have been reviewed and discussed with their supervisor. It does not indicate that the paraprofessional employee agrees with the evaluation.

Copies of the form are kept with supervisor. Due no later than the last day of classes each semester.

Paraprofessional's Name \_\_\_\_\_ Paraprofessional's Signature \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Supervisor's Signature \_\_\_\_\_

Date Meeting Completed \_\_\_\_\_

# Your Students Compared to Students Nationally & Job Candidates

## Your Students Compared to Other Students Nationally



SKILLSURVEY

Data analytics reflect how your students compare:

- 5 proficiency levels
- 8 NACE competencies
- Nationally
- Workforce

## Your Students Compared to Other Students Nationally



20% of the National Student Sample Falls into Each of the Five Categories

For each of the eight NACE competencies, the top 20% of students in the sample are in the Proficient or Accomplished category. This means that the top 20% of students in the sample are in the top 20% of the nation for each competency.

SKILLSURVEY

## Your Students Compared to 87,000 Entry-Level Job Candidates



20% of the National Sample Falls into Each of the Five Categories

For each of the eight NACE competencies, the top 20% of students in the sample are in the Proficient or Accomplished category. This means that the top 20% of students in the sample are in the top 20% of the nation for each competency.

SKILLSURVEY

# Exit Planning & Transition



# Reflection

What are some action steps you can immediately implement?





# Thank You