University Center & Event Services
UNIVERSITY OF COLORADO
COLORADO SPRINGS

Student Employment

Master Plan2018-2019

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Executive Summary

The University Center and Event Services (UCES) department provides professional support to the University of Colorado Colorado Springs' (UCCS) students, faculty, staff, and the greater community through Campus event coordination, facility usage, as well as University Center programming and informational/ID services, all while providing opportunities for personal and professional development. To best serve UCCS's needs and to support its commitment to student learning and success, the UCES department looks to provide employment opportunities for students that may offset the cost of education and provide students with valuable experience to help students be prepared to graduate and achieve their desired goals.

As stated in our campus mission statement "We advance knowledge, integrate student learning with the spirit of discovery, and broaden access to higher education for the benefit of southern Colorado, the state, nation, and world." ("UCCS Mission, Vision, and Values", 2016). To capture the spirit of these words, the UCES department looks to collaborate with students to administer an adaptable employment program that integrates principals of integrity, inclusion, and innovation to accomplish the following program goals:

1. Contribute to University retention and graduation goals through the delivery of an intentionally designed student employee development program.
2. Create a developmentally focused and engaging environment for both student and professional employees to thrive and succeed.
3. Continually improve programs and service by providing well-considered training and ongoing development experiences for its employees, both professional and students.
4. Develop staff in a way that empowers them to contribute to operations and functions in a meaningful way.

We, in the UCES department, are committed to identifying opportunities that not only fulfill a practical need but place individuals in a position to contribute to the present and future success of the Department by administering an intentionally designed employment program.

The UCES department honors its commitment to student success by being mindful of both formal and informal interactions with individuals, seeking and considering valuable feedback, and maintaining a collaborative approach at all levels. Through these program functions, students are immersed in the Mountain Lion spirit and culture, as stated in the UCCS Student creed: Purpose, Respect, Integrity, Determination, and Excellence (P.R.I.D.E.).

A successful student employment program will help staff, both students and professionals, to develop critical thinking skills, assume greater responsibility for their own lives and learning, have an understanding of multiculturalism and become productive leaders in the professional world. The following plan outlines institutional resources, relevant teaching/development theories, and student learning concepts, to best practices in establishing expectations, identifying learning outcomes, manage human resources, training, and development, and utilizes tracking/assessment methods.

Student Employment
Master Plan

Student employment serves an essential function for both the individual and the institution at UCCS. While the provided working positions give students an opportunity to help themselves financially, offsetting the cost of pursuing their academic goals, it also offers an opportunity for the institution to serve its growing service needs. Our mission is to intentionally design, deliver, and assess a dynamic student employment plan in order to cultivate employees. The outlined methods and resulting environment aid in transforming staff into exceptional leaders and skilled professionals who are ready to have productive careers upon graduation. By focusing on providing students with experiences that are geared at enhancing their ability to develop professionally, learn self-regulation, and gain expertise, we aim to achieve an ideal co-curricular learning environment for students. How can we help ensure intentional learning for students and then accurately measure it? Incorporation and identification of defined learning outcomes, setting clear goals, committing to productive development /training tactics, and using proper assessment practices, will enable our department to find success in teaching students and achieving our business goals.

Program Goals:

1. Contribute to University retention and graduation goals through the delivery of an intentionally designed student employment program.
2. Create a developmentally focused environment for both student and professional employees to thrive.
3. Continually improve programs and service by providing well-considered training and ongoing development experiences for its employees, both professional and student.
4. Develop staff in a way that empowers them to contribute to operations and functions in a meaningful way.

Benefits of Student Employment

Benefits of Student Employment to the Institution:

Astin (1984), found that working in an off-campus position had a negative impact on undergraduate persistence. Adversely, with an on-campus job working a moderate number of hours, students showed an increase in the likelihood of being retained at their institutions. Astin (1984) concluded that students employed on-campus were more integrated into social networks of peers and faculty which, in turn, served as a protective factor against attrition. Additionally, there is substantial evidence that touts the positive effects of employment on student success. For example, a consistent trend can be found regarding the positive effects of moderate levels of on-campus jobs and employment opportunities that supplement students' personal goals on student learning, developmental outcomes, and persistence (Astin, 1984, 1993; Stern & Nakata, 1991; Pascarelli & Terenzini, 1991; Kuh, 1995; Perozzi, Rainey & Wahlquist, 2003).

A study of students at small liberal arts colleges looked to examine the optimal employment environment that supports academic success; “academic performance of students who worked off-campus was comparable to nonworkers. Notably, the academic performance (greater hours studied and higher grades) of students who worked 10-19 hours per week was superior to all other students, working and nonworking. We suggest that the increase in

performance is due to an optimal work-college balance that establishes structure and discipline not achieved by working too few or too many hours. Yet students must balance the benefits of organization and efficiency with increased stress and reduced time for socializing." (Dundes, Marx, 2003).

Anecdotal evidence from students working at UCCS supports these facts. "Last semester I was at a 2.98 G.P.A. and this semester, and I should end with a 3.5. I feel like this improvement has a lot to do with the fact that I work at the University Center. A lot of the students that I work with are great role models for me and seeing them do well in school is really inspirational. I really enjoy working in the heart of the university because I get to see all students engage and be successful; this gives me the drive to do well in my studies." (A. Ramey, Performance Evaluation, April 27th, 2018). Another student shared, "My G.P.A. from freshman year was much lower than it was when I first started this job. I find that I value my time a lot more now that I am working. I use the downtime at the desk to study and what little free time that I have, I use to get work down instead of procrastinating or socializing." (M. Sipalay, Performance Evaluation, May 1st, 2018)

Benefits of Student Employment to the Department:

- When students make connections to the workplace, they are more invested.
- Invested employees perform better at work and feel more committed and responsible to the organization.
- Aids in professional staff learning and development supervisory skill sets by mentoring new professionals and serving as a role model.
- Utilizing the diverse skill sets and experiences of students to bring new ideas, perspectives, and research into a department or organization.
- Supports institutional core value of being student-focused.
- Can have a positive effect on Professional Annual Performance Competencies: Teamwork, Stewardship, Inclusiveness, and Service Orientation.
  (Kuh, Schnelle, 2014)

Benefits of Student Employment to the Students:

- Studies show that students who work up to 30 hours a week do just as well or even better academically than those who don't. Working only 12-15 hours a week (as most students do) shouldn't affect your grades. (Perozzi, Rainey & Wahlquist, 2003)
- Part-time work allows you to:
  - Perfect time-management skills necessary for academic success
  - Reduce your need for student loans and the resulting indebtedness
  - Gain career-related experience as you clarify goals, acquire skills and self-confidence, and build a network of contacts
- Graduates consistently report that part-time employment was their most frequent and valued source of career-related experience, and they often attribute post-graduation success to their work experience (UC San Diego Benefits of Student Employment, 2016).

Student Development Theories and Best Practices

Student Development Theories are a set of diverse concepts that explain how students develop, grow, and mature. These models guide and direct student interactions creating a "Best-Practices" approach to encouraging student growth and cultivating student relationships. Understanding these concepts help professionals provide valuable developmental experiences for both student and professional staff.

Challenge and Support

Challenge and Support (Sanford): States that for optimal student developmental growth in a college environment, challenges they experience must be met with supports that can sufficiently tolerate the stress of the challenge itself.

- Comprehensive training prepares students to perform their duties at a high level and offers job-specific as well as one-on-one customer service training. This component aligns with Sanford's (1966) "readiness" condition.
- Student employees are positioned in a highly visible service environment that requires students to use critical thinking and interpersonal skills in scenarios that may be outside of their comfort zone. Also, students are challenged to increase their awareness of toxic habits and behaviors demonstrated in the department and to use sensitive and direct communication to address these issues with others.
- Each student employee has an individualized challenge and support plan based on his or her past and current experiences. Their respective supervisor works to identify areas of growth that align with the UCES student development model, which is designed to build professional competencies to meet increasing workforce demands.

Theory of Identity Development

Theory of Identity Development (Chickering) – specifically focusing on the developing skill in managing emotions and developing mature interpersonal relationships

- Student supervisors provide employees with the individualized coaching of managing emotions when dealing with adversity from customers as well as teammates. Through the lens of emotional intelligence, students are guided to reflect on their emotional experiences and identify the reactionary emotional behavior, determine if the behavior is intentional or unintentional, and finally, display behavior that yields a productive outcome.
- Large student work groups within UCES enables student employees to connect with peers within and across functional areas. Through diversity discussions in work-group and departmental meetings, students are exposed to the benefits of a diverse community and build tolerance and appreciation for each other's differences. This further promotes the understanding of the necessity of collaborative work in team-based environments.
- Student testimonies have referred to UCES as a 'family' and state that their peers and colleagues prioritize the support of their growth and development. These interactions assist in developing mature interpersonal relationships and lead to a positive, growth-oriented work environment.

Developmental Ecology (Bronfenbrenner): Environmental Determinants of Behavior, explains the interactions between the individual and the environment; the most relevant is physical setting.

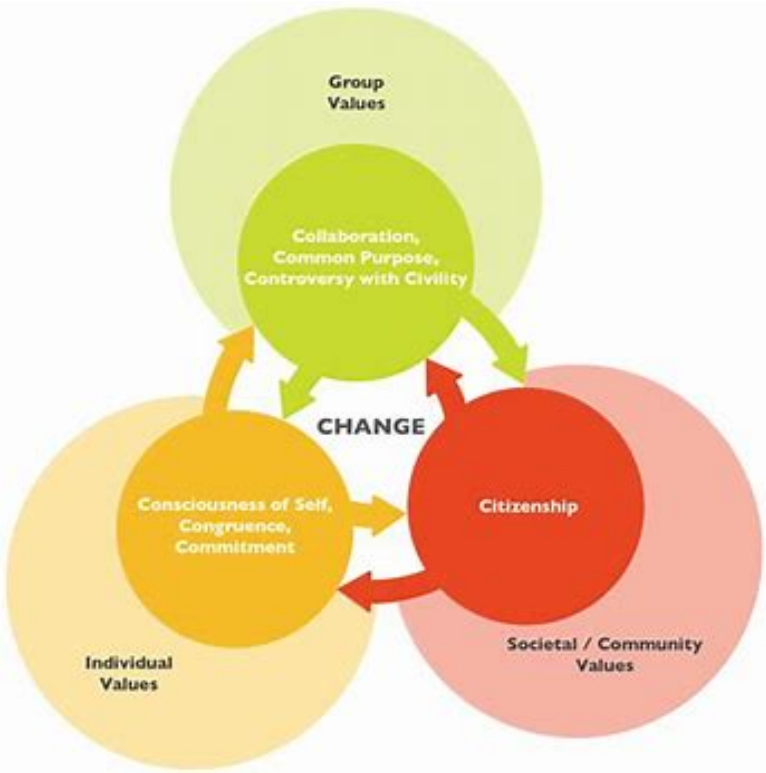
- The University Center maintains an environment with the goal to minimize and not create additional stressors for both the individual student and groups of students.
- University Center professionals are intentionally mindful of concerning student interactions, keep flexible work schedules, maintain an awareness of challenges students are facing through caring interactions, and use scheduling restrictions during mid-terms and finals.

(Schuh, Jones, Harper, 2015)

Social Change Model of Leadership Development

The Social Change Model is an inclusive approach that involves all participants. Instead of viewing it through the classic paradigm of an elected or assigned position, leadership is seen as a process in which everyone must contribute. This model focuses on values such as equity, social justice, collaboration, and self-knowledge, as developmental tools to enhance student learning. Three main areas outline the societal participants and how they interact: the individual, the group, and the community or society. With the goal of the bettering society, the Social Change Model is made up of elements that are co-dependent. Student employment offers opportunities for students to learn in several different ways relevant to the Social Change Model: Collaboration, Consciousness of Self & Others, Commitment, Common Purpose, Controversy with Civility, and Citizenship.

Social Change Model
Chart 1.1



(Faris, Shannon, 2006)

High- Impact Practices

Literature indicates that high impact practices (HIP) seem to have positive effects on students. HIPs are intentionally-structured activities in which students engage in educationally purposeful or relevant tasks, desired learning outcomes, and persistence (Kuh, 20013). Employment can be a high-impact practice with some additional structure, such as having identified learning outcomes, including thoughtful reflection, and helping students connect previous knowledge and experience to new experiences and knowledge (Hanson, 2015). Incorporation of HIP activities increase the odds that students will develop from these opportunities:

- Invest time and effort
- Have interactions with professional staff and peers about substantive matters
- Experience diversity
- Get more frequent feedback
- Reflect & integrate learning
- Discover the relevance of learning through real-world applications
- Publicly demonstrate competence

How students learn:

- Synthesizing & organizing ideas, information or experiences
- Making judgments about the value of information
- Applying theories to practical problems or in new situations
- Examined the strengths and weaknesses of your personal views
- Tried to understand someone else's views better
- Learned something that changed how you understand an issue

(Kuh, 20013)

Student Employment Program Principals, Assumptions, and Support

Informed by researched theories and best practices, UCES staff work to have intentional formal and informal interactions with students, with the intent of having a positive influence in their development. While an intentional employment program can assist an individual in understanding appropriate skills and behaviors that are needed for long-term professional success, institutional professionals have the opportunity to impact student development in a number of ways. As professionals, we have a responsibility to understand each person is an individual who is on their own developmental journey and is ready to act as an advisor, role model, mentor, to help students understand their own choices.

University Center and Event Services Inclusive Language Commitment:

A core focus of the University Center and Event Services is to "provide an inclusive environment." In keeping with this mission all written, oral and visual communications, characterizing an individual by age, ethnicity, gender, national origin, physical ability, race, religion, sexual orientation shall be avoided unless specifically relevant to the topic. Use of visual images shall represent a balance of diversity and reflect individuals in a non-stereotypical

manner. The University Center and Event Services is committed to creating and maintaining a sense of community and inclusion for all who pass through its doors. (University Center and Event Services About Us, 2016)

Student Employment Program Assumptions:

- Student employment is a positive experience for the student and the employer.
- Working with development minded individuals can at times be challenging, but also rewarding.
- It is easier for staff in some areas to spend time developing student's employees.
- Small efforts can make a big difference in helping our student development essential skills for lifelong success.
- There can be both an immediate and long-term payoff for this investment in student development.
- Any interaction with a student can be developmental, especially if communication is intentional and thoughtful.

UCES Department Support:

Collaborative efforts are organized through department work-teams: Student Hiring, Student Training Team, and Student Staff Training and Development. These groups to ensure quality positional searches, opportunities for advancement, evaluation, mentorship and ongoing coaching for the student. Finally, a critical part of the employment experience for students is using proper assessment tools and feedback collection. Student staff are offered the opportunity for feedback regularly, input and suggestions are considered and utilized towards continual improvement of the program.

Student Employment Support:

The UCCS Student Employment Office provides essential support functions for campus departments who employ students, specifically managing federal, state and local requirements for their employment, including hiring, training, administrative support, and policy advising. They play a critical role in compliance and administration for student employees on campus. Additionally, the institution supports student supervisors by providing an online system for Human Resource functions and payroll processing (HCM & MyLeave). The *My Leave* system is web-based; it allows students to input their time sheets online, simultaneously providing supervisors with the capability to access and approve those time sheets.

Student Employee Learning Outcome and Goals

Setting and achieving learning outcomes in a student employment setting can aid in learning transferable skills and abilities, which can be useful in various settings. By using applicable student development theories, stating simple and clear learning outcomes, students and staff can be empowered to operate within those parameters to find their own path to success.

Overarching Outcomes Goals:

- Develop **critical thinking** abilities
- Exhibit responsible **decision-making**
- Display the capacity for **self-regulation**

Students who work for UCES will be able to:

Critically Think

Exhibit excellent Communication Skills:

- Beginner: Responding with tact, diplomacy, and composure when dealing with others.
- Developing: Exhibiting excellent listening skills and paying close attention, in what others are saying, and expressing interest.
- Advanced: Conveying information in both verbal and written formats.

Display strong Problem-Solving abilities:

- Beginner: Demonstrating basic workplace awareness: safety, timeliness, and workflow management.
- Developing: Managing time effectively, committing to work schedules, and remaining at work as needed.
- Advanced: Exceeding expectations when it comes to quality, the volume of work, and meeting deadlines.

Decision Making

Develop values of Accountability and Ethical Behavior:

- Beginner: Carrying out responsibilities accurately, organizing work and duties in a professional, conscientious, and timely manner.
- Developing: Conscientiously avoiding conflicts between their private interests and their university responsibilities, concerning the use of confidential information, financial transactions, and personal relationships.
- Advanced: Evaluating personal performance and remaining open to constructive criticism and improvement.

Show positive Team influence:

- Beginner: Cooperating with others toward the achievement of common goals.
- Developing: Developing rapport with others to form positive working relationships.
- Advanced: Actively contributing to and participating in team initiatives and being a positive influence for others.

Self-Regulation

Understand their impact on others by:

- Beginner: Working collaboratively with others, even with those different from themselves.
- Developing: Treating others with respect, being sensitive to others' situations and circumstances, and being open to alternative viewpoints.
- Advanced: Understanding human motivation and managing conflict with tact and diplomacy.

Manage emotions/stress effectively:

- Beginner: Keep a positive attitude through challenging work shifts.
- Developing: Can identify and adjust attitude in self as needed. Demonstrating awareness of team morale. Uses direct communication to solve the conflict.
- Advanced: Able to set an emotional example, facilitate productive discussions, and active participant in efforts to boost morale.

Program Components

Professional-Student Staff Partnership

As student affairs professionals it can be difficult sorting through theories and concepts to use when interacting with students, but it is clear that an intentionally designed, professionally executed, program can be transformational for the student and provide professional level work for the University. Those who work alongside and supervise student employees are in a unique position to influence their learning. Through intentional interactions and role modeling, UCES professionals can teach students to be productive, responsible, and dependable employees. As a result, students can build their self-confidence, which can lead to academic, professional and personal successes. Most important, the experience students' gain can be invaluable when they graduate and enter the workforce, as the student employees will have foundational knowledge of the workplace environment and culture. As such, the department team works to support its employees in several ways:

- Maintain an inclusive workplace, where students can and feel safe to fully participate, enhancing an understanding of workplace culture and etiquette.
- Take a team approach to supervision, hiring, coaching, evaluation, and training.
- Use best practices and support groups for supervisors and employees.
- Offer real work experience for students to apply to their professional portfolios.
- Provide efficient employment services including, onboarding, payroll, orientation, and development.
- Afford various opportunities for feedback, input, and suggestions from all team members.
- Encourage an environment for student growth and development.

To enhance the employment experience, supervisor training, advising, mentoring is available for professional staff.

Relevant Learning Outcome Goal: Decision-Making, Self-Regulation.

Combating Toxicity in the Workplace

A toxic workplace is a workplace that is marked by significant drama, infighting, and personal battles harm productivity. Toxic workplaces are often considered the result of toxic employers and/or toxic employees who are motivated by personal gain, use unethical, mean-spirited and sometimes illegal means to manipulate and disrupt those around them; and whose motives are to maintain or increase power, money or special status or divert attention away from their performance shortfalls and misdeeds. Toxic workers do not recognize a duty to the organization for which they work or their co-workers in terms of ethics or professional conduct toward others. Toxic workers define relationships with co-workers, not by organizational structure but by co-workers they favor and those they do not like or trust.

It is important to note that cultivating a positive work environment is a deliberate, conscious act. Here some traits of a positive work culture:

- A sense of unity around a noble purpose
- Overt commitment to virtues and values like honesty, forgiveness, gratitude, wisdom, and respect
- A clear, inspiring and shared vision of the future
- Generosity of time
- Respect for the individual's right to grow and develop
- Celebration of differences
- Compassion and humane treatment of everyone in good times and bad
- Fairness and justice
- Direct communication
- Fun

“When you take responsibility for the culture that surrounds you and your closest colleagues, your team can become an oasis.” (Mckee, 2017)

Supervisor-Employee Collaboration

For the UCES departments to achieve its goals, it is critical that both supervisor and employee work as a team to provide the best possible environment for success. In this program, students are placed in a role which enables them to have regular contact with professional staff through functional staff meetings, one-on-one check-ins, and through the administration of a year-long topical meeting series. To support growth, supervisors have many tools to use in the development of students staff. By making use of regular check-ins, ongoing coaching, direct communication, learning outcome-focused performance evaluation forms, and skillset skill development modules.

Relevant Learning Outcome Goal: Decision-Making, Self-Regulation.

Positional Searches, Hiring, and Orientation

In accordance with institutional, state, and federal law, UCES staff work to provide fair and equitable interviewing, hiring, and orientation procedures for all staff. Partnering with Student Employment department and managed through the Student Hiring Team, the following plan outlines the department process for searching, hiring, and orientating new staff.

Searches, hiring, and onboarding opportunities: Being involved in both student and professional searches, leading search committees, and helping onboarding staff can be a high-value developmental opportunity for staff. UCES prepares students to participate in professional searches, lead student staff hiring committees, and be involved in onboarding for new staff.

UCES Student Employment Program provides variable levels of support for students to accommodate each student's unique developmental needs and to help them discover the best path to success. In addition to social support, student staff are inducted into the organization through a comprehensive positional search, hiring, and onboarding process that includes, paperwork, payroll processing, social inclusion, and expectation setting. For many students, this is their first employment experience, therefore, providing clear goals and guidance are essential steps in setting a positive tone for a new student employee. These structures are helpful in integrating new staff, but the key to sustained success is having a team approach to coaching, supervision, and mentoring. Student supervisors, other professional staff, and Student Leads are encouraged to collaborate to provide a developmental employment experience.

Relevant Learning Outcome Goal: Critical Thinking, Decision-Making, Self-Regulation.

Training and Development

UCES offers a robust service program interacting with thousands of people on a weekly basis. We work to serve the campus through two community-focused facilities and utilization of areas across UCCS, where we can receive over one hundred requests daily. Due to the volume of inquiries, a significant number of resources are needed for UCES to fulfill its role on campus. To best serve our campuses needs, we work to ensure employees receive the training to attain skills, knowledge, abilities and gain the confidence necessary to achieve success. The Training and Development program is designed to provide the best possible support for students in accordance with the stated UCCS's core values: Student Focus, Integration, Innovation, Collaboration, Inclusive Diversity, Dynamic Responsible Growth, and Integrity.

- Technical skill-focused training: Designed to provide skills necessary to perform the duties of the current position.
- Character development focused opportunities: Intended to develop to identify personal values, build professional standards, and provide knowledge which will enhance an employee's capabilities for self-discovery.

Program Goals:

1. To contribute to University retention and graduation goals through the delivery of an intentionally designed student employment program.
2. Create a developmentally focused environment for both student and professional employees to thrive.
3. Continually improve programs and service by providing well-considered training and ongoing development experiences for its employees, both professional and student.
4. Develop staff in a way that empowers them to contribute to operations and functions in a meaningful way.

Program Participants:

1. New Employees- As outlined in the required training for new staff.
2. Current Employees- To expand their knowledge necessary for upward mobility, provide them with human relations skills so they can courteously and efficiently serve the public,
3. Supervisory, Work Group Leads, and Management Employees- To provide them with management, human relation skills to and work harmoniously with staff to complete goals.

Responsibility:

Training and development is a joint responsibility of all staff; we must all work together to ensure our team is prepared, engaged, and successful. In some cases, additional or specialized training may be required; both employee and supervisor should work together to identify training gaps or developmental barriers.

Training

Training is defined as "organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him, or her attain a required level of knowledge or skill" (Merriam-Webster, 2011). UCES will provide training in accordance with institutional policy and departmental procedures as well as be based on an assessment of the department's needs. It is the intention that employees receive the training necessary to achieve the development of skills, knowledge, abilities, and attitudes related to their specific job duties and employment in general.

Online Training Tools:

Accessible and available to all areas of UCES via UCCS.edu, training is administered by through Skillsoft, Canvas, manuals, guides, and in-person methods. With training from Faculty Support Services in Canvas online course learning management system, students are trained and assessed on learning retention through a web-based portal similar to what they would use for their academic classes. As students show mastery of novice skills, they can then move on to intermediate and advanced training, which is offered through a combination of PowerPoint slides, videos, and skill-soft online modules. Other various tracking methods are employed

through course tracking, checklists, and spreadsheets. In addition to training other software tools to enhance the student employment experience: When2Work, Trello, and Office 365.

Training Assets:

At the University Center, with training from Faculty Support Services to use the Universities online course delivery system, Canvas, students are trained and assessed on learning retention through a web-based portal similar to what they would use for their academic classes. As students show mastery of novice skills, they can then move on to intermediate and advanced training, which are offered through a combination of PowerPoint slides, videos, and facilitated conversations. In addition to training other software tools to enhance the student employment experience: Humanity- shift scheduling software, Microsoft Teams, Canvas, Trello- work-related message boards, and University Email.

Relevant Learning Outcome Goal: Critical Thinking, Decision-Making, Self-Regulation.

Development

Development is defined as "the process in which someone or something grows or changes and becomes more advanced" (Merriam-Webster, 2011). For the purposes of this program, development is a continual process where long-term results are most important. While factors such as professional role modeling, maintaining an encouraging environment, and expectation setting, work to create a developmentally focused setting, staff have a continual need for developmental opportunities. In UCES we value growth, and our staff collaborates to provide opportunities for individuals to achieve their long-term goals.

All Hands Staff Developmental Topic Meeting Series:

With the goal of encouraging learning, UCES student, and professional staff work to produce a series of well-planned All-Hands Staff meetings to support growth and personal discovery. Our goal is to create a welcoming environment for our all staff, engage and acknowledge each other, and learn from relevant informational presentations and activities.

Colorado Reflections In Student Employment (R.I.S.E.):

Developed from Iowa G.R.O.W. (Hanson, 2015), the Colorado R.I.S.E. program provides a structure for meaningful interactions to occur between professional staff and student employees, a venue for students to reflect, create connections between learning in the classroom and through on-campus employment, and an opportunity for students to gain skills that will be valuable for future endeavors. With the intent of making student employment a high-impact practice the following goals have been established:

Goals:

1. improve their written and oral communication skills
2. prepare for professional employment

3. gain the ability to see connections between work and academics

Each conversation includes core questions about what students are learning and how that knowledge is being applied. Professional staff asks two standard questions during the first meeting of the semester and a different set of questions during the second session of the semester. Students reflect on and respond to these questions in advance of an in-person conversation through the campus' learning management system, Canvas. Professional staff are encouraged to ask additional follow-up questions based on the functional area in which the students or their personal/professional goals of the student to maximize the value of the conversation.

Sample Core Questions:

1. What do you consider to be your strengths and weaknesses? What are you doing to improve/leverage yourself in these areas?
2. Often student employees make connections between their job and their studies. What are you learning in class that you can apply here at work?

Employment Reflection takes place during each semester of a student's employment. At the beginning of each school year, students and professionals participate in an orientation session to introduce the program. The program uses brief, structured conversations between student employees and their supervisors to support students and to reflect and connect learning to diversify their experiences.

Relevant Learning Outcome Goal: Critical Thinking, Decision-Making, Self-Regulation.

Conferences, Training, and other Developmental Opportunities

ACUI I-Lead Institute: Once a year UCES issues a call for applications, which are reviewed by professional staff. Two students are selected and receive full scholarships to attend the I-Lead conference. Local training, conferences, and sessions are promoted to all student staff to encourage further learning.

Encouraging Diversity and Inclusion:

Diversity training is a way of raising personal awareness about individual differences in the workplace and how those differences inhibit or enhance the way people work together and get work done (Lindsey, Alex, King, 2015). UCES takes advantage of activities, conversations, and learning opportunities designed to facilitate positive interactions, reduce prejudice and discrimination, and generally teach individuals who are different from others how to work together effectively. Through the Diversity in Practice program, supervisors can utilize a tested and researched program designed to prepare instructional professionals to lead activities that raise personal awareness. An instructor's guide with resources is kept for UCES staff to utilize during meetings and training.

Relevant Learning Outcome Goal: Decision-Making, Self-Regulation.

Recognition and Appreciation

Appreciation is a fundamental human need. Employees respond to appreciation expressed through recognition of their excellent work because it confirms their work is valued. When employees and their work are appreciated, their satisfaction and productivity rises, and they are motivated to maintain or improve their work. To maintain a healthy working place and keep good moral UCES supports several modes of praise and acknowledgment.

Goals:

1. Create a healthy workplace through appreciation and acknowledgment.
2. Create traditions within the department to enrich the employment experience.

Ongoing Recognition:

- “Staffer of the Month”
- “Staffer of the Month” office posting board
- Staff votes to select a winner. Nominees with notes are shared, and the winner is announced at the monthly staff meeting. All winners of "Staffer of the Month" from the year are entered to win "Staffer of the Year."
- "Staffer of the Year" winner will get a $25 voucher for coffee shops, Clyde's, Café, or Bookstore- a picture on the wall with past winners.

Celebrations:

- Senior gifts: Personalized UCCS Pad-folio and card, thank you kits for all students
- “Final thoughts and words of wisdom” panel from graduating seniors
- Snacks or treats for a staff meeting
- Dead week: Pro staff to bring in homemade treats 2x each day (one healthy and one treat) or purchased by committee?
- Thank you Kits- end of each semester, purchased by the committee
- Birthday board in the office
- Recognizing birthdays at each meeting – candy for each birthday
- Center Quest (Awards program)
- Fall kickoff BBQ at All-Hands training day
- Fall Graduation food at All-Hands training day
- Spring Graduation food at All-Hands training day

Relevant Learning Outcome Goal: Self-Regulation.

Assessment of the Student Employment Plan

The UCES department provides professional support and event services to UCCS students, faculty, staff, and the greater community through event coordination, facility usage, and opportunities for personal development. To best serve UCCC's growing needs and to support its commitment to student learning, the UCES looks to provide work opportunities for students that

help offset the cost of education while providing students with valuable work experience, to help them achieve their professional goals. Intended to create a continuous feedback loop to identify and implement productive changes, this plan outlines structure to collect, review and utilize data to improve progress towards program goals and learning outcomes.

Assessment is the systematic collection, review, and use of information about programs and services undertaken for the purpose of verifying goals and objectives are met, strengthening current programs and services, and discovering new client/customer/student needs. To do so, UCES looks to the following goals:

1. To improve – The assessment process should provide feedback to determine how the administrative unit can be improved.
2. To inform – The assessment process should inform department heads and other decision makers of the contributions and impact of the administrative unit to the development and growth of students.
3. To prove – The assessment process should encapsulate and demonstrate what the administrative unit is accomplishing to students, faculty, staff, and outsiders.
4. To support – The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities such as accreditation.
   (Hutchings, Marchese, 1990)

To measure program effectiveness, the following action work prepares UCES staff to provide programs and services:

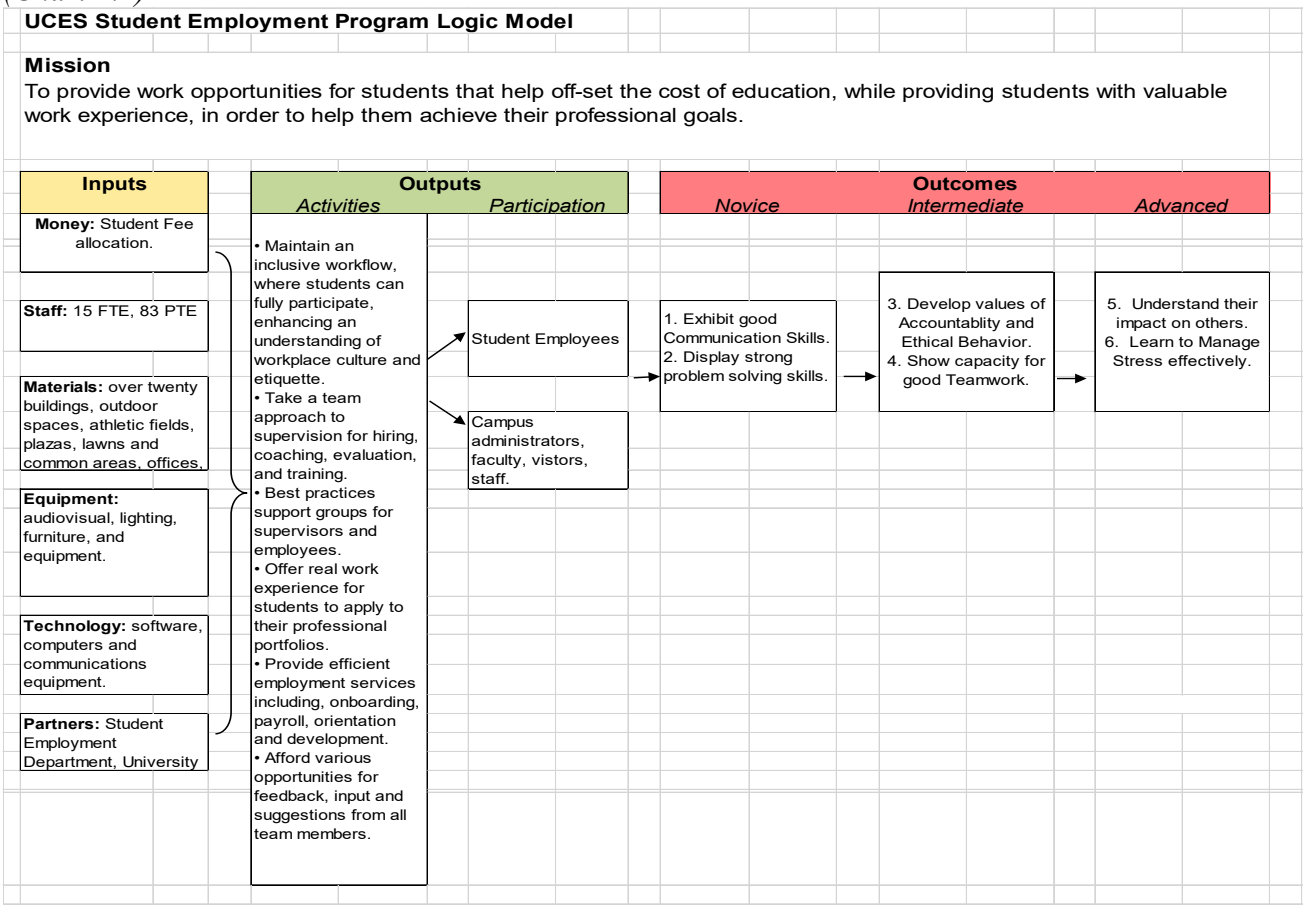
- Hiring: positional searches, and orientation: interviewing, employment paperwork, and onboarding.
- Training: beginner, intermediate, advanced online or in-person skill building.
- Ongoing support: supervisor/peer coaching, job shadowing,
- Developmental initiatives: on-going coaching, one-on-one support, monthly developmental presentations, intentionally designed projects.
- Providing a caring work culture where individuals are respected, and staff can learn, grow, and develop.

Relationship with Program Review:

As part of the program review process, the UCES Student Staff and Training Development work team will summarize functions, findings, and relevant data are reported out. The UCES Student Training and Development Plan outlines the requirement to meet the following UCES Department Strategic Plan Goal: Program Review Category: #6 Customer Stakeholders. (UCES Department Strategic Plan, C. Garland)

Logic Model:

(Chart 1.2)



Inputs:

The UCES department offers a robust program serving over twenty thousand events per year. As such an abundant amount of resources is needed to support the program functions necessary for UCES it to fulfill its role on campus. Resources include a multi-million-dollar budget provided through a student fee allocation, a myriad of furniture and equipment, various software packages and over 102 full and part-time staff. The UCES department manages access and use of over twenty buildings to host all sorts of campus event and performance activity. Additionally, UCES manages the use of several outdoor spaces such as athletic fields, plazas, lawns, and common areas, all of which are serviced through service operations at the University Center and Ent Center for the Arts.

Outputs:

Department professionals who supervise and work alongside student employees are in a unique position to influence their learning through intentional interactions and role modeling, teaching students to be productive, responsible, dependable employees. As a result, students will build their self-confidence, which confidence can lead to academic, social, and professional success. For the UCES department, having such a busy service program and a large staff, it is critical that

all UC employees work as a team to provide the best possible environment for students to thrive. As such, the UC team works to support its student employees in several ways:

- Maintain an inclusive workflow, where students can fully participate, enhancing an understanding of workplace culture and etiquette.
- Take a team approach to supervision, hiring, coaching, evaluation, and training.
- Best practices support groups for supervisors and employees.
- Offer real work experience for students to apply to their professional portfolios.
- Provide efficient employment services including, onboarding, payroll, orientation, and development.
- Afford various opportunities for feedback, input, and suggestions from all team members.

By putting students in a position to have regular contact with professional staff in staff meetings, supervisor check-ins, and the administration of a yearlong development series, we are working to engage them in their employment experience. Additionally, student staff is inducted into the organization through a comprehensive onboarding process that includes, paperwork, payroll processing. For many, this is their first employment experience; therefore providing guidance is an essential step in setting a positive tone for a new staffer. These structures are helpful, but the key to success is having a team approach to coaching and supervision. Student supervisors are encouraged to collaborate to provide an intentional employment experience through the efforts of a Hiring Committee, Training Team, and Development Committee. Working to ensure quality positional searches, opportunities for advancement, evaluation, mentorship, and on-going coaching, are happening throughout the department. Finally, a critical part of the employment experience for students is using proper assessment tools and feedback collection. Student staff is offered the opportunity for feedback regularly, input and suggestions are considered and utilized towards continual improvement of the program.

Communication Plan:

Students training, learning outcomes, and resources are outlined in the employee handbook and made available via the department website. Additionally, schedules, timelines, and reminders are communicated by email, Canvas, Trello on-line message board, and posted on centrally located department bulletin boards.

Learning Outcomes:

Setting and achieving learning outcomes in a student employment setting can aid in learning transferable skills and abilities, which can be useful in various settings. By using applicable student development theories, stating simple and clear learning outcomes, students and staff can be empowered to operate within those parameters to find their own path to success.

Students who work for UCES will be able to:

Critical Thinking

- Exhibit excellent Communication Skills

- Display strong Problem-Solving abilities

Decision Making

- Develop values of Accountability and Ethical Behavior
- Show a capacity for good Teamwork

Self-Regulation

- Understand their impact on others
- Learn to manage emotions/stress effectively

Program Learning Map:

(Chart 1.3)

Learning Outcomes: Students will…	LO 1) exhibit good communication skills	LO 2) display strong problem solving skills	PO - 3) learn the value of accountability and ethical behavior	PO 4) show a capacity for good teamwork	PO 4) understand their impact on others	PO 5) Learn to manage emotions/stress effectively
Program Goals						
To contribute to University retention and graduation goals through the delivery of an intentionally designed student employment program.	XX- customer feedback, supervisor observation		XX- performance evaluation, ongoing coaching, feedback		XX- integrated work flows, staff meetings, feedback	XX- performance evaluation, ongoing coaching, feedback
Create a developmentally focused environment for both student and professional employees to thrive.	XX- ongoing coaching, peer support groups, positional shadowing	XX- integrated work groups, feedback	XX- performance evaluation, ongoing coaching, feedback	XX- performance evaluation, ongoing coaching, feedback	XX- training, developmental presentations	
Continually improve programs and service by providing well-considered training and ongoing development experiences for its employees, both professional and student.	XX- training, developmental presentations	XX- training, integrated work groups, feedback		XX- training, integrated work groups, feedback		XX- integrated work flows, staff meetings, feedback
Develop staff in a way that empowers them to contribute to operations and functions in a meaningful way.	XX- integrated work flows, staff meetings, feedback	XX- integrated work groups, supervisor evaluation, feedback	XX- integrated work groups, supervisor evaluation, feedback	XX- integrated work flows, staff meetings, feedback	XX- integrated work flows, staff meetings, feedback	XX- performance evaluation, ongoing coaching, feedback

Quantitative/Qualitative Measures:

To effectively measure program effectiveness, the following actions work to engage student employees in the UC employment program:

- Technical AV training (novice, intermediate, advanced). Measurement: quiz, de-brief discussion, performance evaluation.
- Functional meeting participation, special projects assignments, committee/workgroup participation: performance evaluation, customer satisfaction survey, attendance/timeliness.
- Supervisor/peer coaching, mentoring, learning cohorts, positional shadowing, duty Execution: observation, performance evaluation, supervisee feedback.
- Development presentations and activities. Measurement: observation, debriefings, feedback survey.

Data is gathered from various sources to ensure staff progress towards identified learning outcomes:

- Training Quiz- via Canvas test application short answer, multiple choice questions
- De-briefing discussions- a conversation with a supervisor, co-worker, trainer, or teammate. Information collected informally and communicated back to direct supervisor, team lead or mentor.
- Observation- actions that can be viewed and weighed against program outcomes. Information collected informally and communicated back to direct supervisor, team lead or mentor.
- Performance Evaluation- formal and informal data provided by coaching discussions, supervisor evaluation/goal setting forms for both supervisor and employee performance.
- Customer Satisfaction- survey, written/verbal feedback.
- Feedback Survey- focusing on development series, employment experience, and training.

Closing the Loop:

Assessment data will be collected, tabulated and made available to the student-focused department work groups: Hiring Committee, Training Team, and Development Committee. These groups work to gather data to propose program changes, communicate data for department discussion, and use data results to evaluate or establish new goals. By integrating assessment into the program decision making, resources are allocated more effectively, and it becomes easier to create or match opportunities that help reach program goals.

Assessment Cycle Timeline:

Fall Semester: hiring, searches/selection, orientation (on a rolling basis), training kickoff, monthly development meetings, functional meetings, workgroup integration, goal setting, employment data collection, and performance evaluations.

Spring Semester: hiring, searches/selection, orientation (on a rolling basis), training kickoff, monthly development meetings, functional meetings, workgroup integration, goal setting, employment data collection, and performance evaluations.

Summer Semester: reporting/tabulation, evaluation, committee review, adjustment/change proposal, review and acceptance, implementation.

Ethical Implications:

As professionals acting as role models with access to personal information, knowing and applying ethical standards related to gathering data, personal information security and appropriate context are critical. Having a good understanding of federal laws, professional association standards, and institutional policies are excellent resources for diligent institutional employees. Research and assessment ethics is especially relevant for staff working to collect data to make program improvements. At the UC staff work to respect autonomy for those participating in data collection, guarantee students come to no harm as a result of the information they share and honor their commitment to work towards stated goals and ensure the benefit of others.

Conclusion

The UCES Student Employment Program essentially provides an experiential learning environment for students to learn leadership, inclusion, and ethics by supplying students with opportunities to develop themselves personally and professionally, supplement the cost of their education, and gain work experience to support their future endeavors. As such, an effective, well-executed student employment plan greatly benefits University retention and graduation goals. (Astin, 1984, 1993; Stern & Nakata, 1991; Pascarelli & Terenzini, 1991; Kuh, 1995; Perozzi, Rainey & Wahlquist, 2003).

This plan represents the collaborative efforts of department staff to design, deliver, and assess a comprehensive employment experience for by ensuring diligent data collection, on-going evaluation, collaborative review, consideration of feedback, and strategic implementation; guaranteeing the program's work is tied to the mission, departmental values and the goals stated by UCCS, the Division of Student Success, UCCS Presents, and UCES.

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Appendix A: Positional Searches, Hiring, and Orientation

Positional Searches, Hiring, and Orientation

In accordance with institutional, state, and federal law, UCES staff work to provide fair and equitable interviewing, hiring, and orientation procedures for all staff. Partnering with Student Employment department and managed through the Student Hiring Team, the following plan outlines the department process for searching, hiring, and orientating new staff.

Job Preparation and Posting

- Update Job Description
- Determine posting start and end date
- Post to SEAN
  - Copy a Posting:
  - Under Job List – Select COPY JOB on the left toolbar to copy a previous posting and edit the dates of posting & employment as necessary
  - Click SAVE
  - Any employer-edited fields will require Student Employment to review and re-approve the posting

Applicant Screening and Interview Preparation

- Determine priorities for position and assess applicant materials based on the priorities
  - i.e., Experience, Customer Service, Job Field, Accomplishments, Grammar, Punctuation, Attention to Detail, etc.
- Create a list of interview questions
- Create applicant screening rubric and interview rubric
- Contact and schedule interview candidates the same way

Interviewing

- Have candidates check-in at the UC Information Desk
- Reserve a dedicated interview space
- Question the interview candidates the same way
- Inform the candidates when they will hear back from the interview committee

Making the Offer

- Search chair or Supervisor contact finalist by phone and offer position pending their background check
- Upon acceptance, personally, call every other interview candidate and decline
- Use discretion until an offer has been accepted and all interview candidates have been notified
- Inform the new-hire that they will require the following necessary items:

        - Student ID # (gather over the phone)
        - A printed copy of their academic schedule
        - Driver's License (for Aux vehicles)
    - Schedule a time for the student to complete Hiring Paperwork

Supervisor email student info to Payroll Liaison:

- Student Full Name
- Student Email
- Student ID Number
- Position
- Pay Rate
- Start Date

Student Complete Hiring Paperwork Packet

- Student-sign SEPO
    - Please refer to "HR International Student instructions" for information on hiring international students via a work visa. Located in the New Hire Paperwork Packet folder on the Share drive.
- Student/Supervisor Timesheet Agreement
- Position-Specific Training Paperwork (Tonka, Keys, Credit Card Authorization, etc.)
- Background Check Form
    - Payroll Liaison sends background check to HR
    - Once background check PASSES, email student New-Hire Orientation Packet
    - Schedule Orientation meeting – Student bring SS Card and Driver's License or Valid Passport, and Class schedule

New-Hire Orientation Packet

- Job Description
- UCES Student Employment Handbook
- Work-Group Expectations
- Position Checklist/Materials for Success
- Humanity Student Instruction Sheet
- My. Leave Instruction Sheet
- Event Layouts
- UC Organizational Chart
- Radio Etiquette
- Student Employment Training Instructions
- "To Work with Me…" Document

Appendix B: Core Training Topics by Position

Core Training:

Once a staff member accepts an offer, the hiring authority/search committee chair prepare for his or her success, engaging with the individual right away. Supervisors prepare a smooth transition for each new staff member by making a detailed day-by-day onboarding schedule they receive on their first day.

- First Day (First Paid Shift): Student receives a nametag. Student signs New-Hire CHECK-IN SHEET and submits to Student Employment. Identify required Skillsoft modules, scheduling SaVE Act training, and schedule rest of Training/Shadow Shifts. Review WhenToWork functions, self-scheduling expectations, and add the student to upcoming workgroup schedule. Show how to use MyLeave and how to submit timesheets.
- First Week: Supervisors ensure that each new staff member has the materials and resources necessary to work efficiently, including reviewing UCES Employee Handbook, complete UCCS required training, complete any outstanding Skillsoft modules, an office tour, computer access, phone/radio etiquette, and introduce to officemates. Give Orientation packet (located in new student hiring team folder).
- First 30 Days: Each new staff member works through their New Student Check-in Procedures and learns more about his/her role and expectations within the context of his/her team. Supervisors have conversations about expectations and working styles, what success looks like, and what relevant technical training is needed to achieve goals.
- First 90 Days: Supervisors and staff work together to complete position specific training requirements, exchange feedback on how things are progressing, and discuss the degree to which the new hire is feeling integrated and what additional supports s/he needs.

Positional Tracks:

Building Manager

Review Division Organizational Chart, Customer Service Training (Alejandro), Tour of UC, Breaker Panels and Utilities (Building Manager) At least three shadow shifts for opening/closing and weekends.

Review operation of Information Desk (Trello/Tea), Cash Register Operations, FAQ's, Info Desk Breaks, coverage, phone, services, opening and closing procedures for Information Desk Staff, office Training; copier, fax, KX, etc.

Complete EA Training Modules: Stage 1, Stage 2 (Bradley), Review of Information Desk Operation (Tea), Positional Expectations (Alejandro), Building Access (ID Cards, Keys, who has access) (Trello), Wall Safe and Small Safe Combinations (Building Manager), Building Manager Reports (Building Manager), Deposit Envelope (Building Manager)

Cover Topics: Peer Supervision (Alejandro), responsibility of Buildings and Events (Alejandro), opening and Closing Procedures (Building Manager), Emergency

Procedures (Alejandro), Fire, shelter in place, evacuation, accidents/Injury, elevator, emergency operations, solicitation and Posting Policy (Building Manager), Public Safety (Alejandro)

Register for Red Cross CPR Training (Alejandro), Heller and GOCA Art Gallery, Loading Dock (Building Manager), vehicle training: Ranger lift, Tonka, Building Security (Who can stay in the building after hours, keys, building hours), when to call Director, Maintenance, etc. (Alejandro)

Total: 20 hrs.

Information Desk

Staff guided training is managed through Information Desk Training Manual, to aid new students in learning the procedures and functions. It also serves as a resource where students can go to answer any questions they may have about the information desk. The Manual has set-by-step procedures for every service we offer at the Info Desk. It contains detailed information on how to carry out these functions. Some of these include: equipment check out, locker rentals, munch money and meal plan sales, and student ID cards. A designated staff go through the Training Manual with an individual student, showing them where everything is kept, and having them practice themselves so they can see the process happen.

Total: 15 hrs.

Event Assistant

Group Training (2 hrs.) Cable Wrapping, Taping, Podium Dress, Setup Worksheet (In-person whiteboard exercise), Customer Service Training (Alejandro).

Group Training (2 hrs.) Review Setup Worksheet, Backdrop (No Bb module), Event Furniture, Projector Screens, AV Signals, and Flow

Station-Based Training (3 hrs.) Review AV Signals and Flow, Cables and Connectors, Microphones, Mixers, Speakers, Projectors, Conference Phone

Refresher/Review Day (3 hrs.) Individual Practice Time, Competition-Based Games, Cable Wrapping, Room Setup with Furniture Only, Room Setup with Furniture and AV, Setup Worksheet/Whiteboard.

Event Space Tour and Application (1 hrs.) Event-Space Tour, Applying AV Knowledge to different event spaces, Use UCCS Map.

Setup-Crew

Expectations Setting: Review handbook, specifically dress code and tardiness expectations.

The student begins on-the-job training: safe practices, proper equipment moving, vehicle operations and space specific information. (5 hrs)

Scheduling

Expectations Setting (3.5 hrs.): - Dress attire, Communication (phone, radio, email), Flexibility- Working to find best option, Email (responding internally, responding to clients), Reporting time, structure of department and our team, support Departments and their roles, holidays and breaks, inclement weather, Tour of Spaces – 10:30-11:30am, Auxiliary vs. General Fund, Spaces needing external approvals

Division of Clients (4 hrs.):, obtaining Information (using inquiry form, understanding the event, how many people, Food, A/V, Kx Conferencing, Kx Configuration, Kx Marketing.

Catering Process (3.5 hrs.): – Aly's role, the flow of communication, gathering catering information, entering a catering booking, confirming with the client, review menu and guidelines, exemptions, donations.

Academic Classroom Scheduling (3 hrs.): create favorites, campus Meeting Details, search for Facility, classrooms vs. computer labs, classes in Auxiliary space – process, Always copy schedreg@uccs.edu, Census, CU-SIS – access forms and training, different confirmations, finals week, Apse, Breck and Cucharas in the fall, Social Tables, new diagrams, copying diagrams, labeling, checking inventory in Kx, no longer using the book, Printing for students.

Tabling Contracts (3.5 hrs.): on-campus individuals sponsoring off-campus groups, Heller Scheduling, scheduling, access

Work orders (4 hrs.): moving equipment across campus, scheduling Set-Up Crew, Weekly Tasks, students, one-on-one, Kx Entry

Billing (1.5 hrs.): entering charges, Getting STs, building quotes, raising invoices, reviewing on Friday, entering payments, applying discounts and catering donations, Practice

Kx Entry (4.5 hrs.): Questions, Data entry, Overview of Upcoming Events, Celebration

Total: 27.5 hrs.

UCCS Presents Usher

Expectations Setting: Review handbook, specifically dress code and tardiness expectations. The student begins on-the-job training: safety/evacuation/fire training, proper etiquette, customer service, functions, operations, and venue specific information. (5 hrs.)

Appendix C: Sample Annual Timeline of Training and Development Activities

All Hands Staff Developmental Topic Meeting Series:

With the goal of encouraging learning, UCES student and professional staff work to produce a series of well-planned All-Hands Staff meetings to support growth and personal discovery. Our goal is to create a welcoming environment for our all staff, engage and acknowledge each other, and learn from relevant informational presentations and activities.

2017-2018
September- Chad, Tea
October- Mia
November- Stacey
December- Aly/Noel, Crystal
January- Taylor, Devin
February- Noel/Aly
March- Bradley, Maddie
April- Megann
May- Andreanna

Professional Staff Role in Development Meeting:

- UCES will host two All-Hands training and development days per year; one at the beginning of each semester. Attendance is mandatory.
- Attendance for Professional Staff is mandatory unless you have spoken with your supervisor, please be ready to focus on developing students if you are planning on attending.
- Efforts will be made to get feedback from every meeting, through the UCES Training and Development team.
- Professional Staff will sign up and work with two students (one student lead, one student who is non-lead) to plan a 1.5-hour monthly meeting.
- Efforts will be made to mix up the location of the meetings
- The UCES Training and Development team will coordinate a preparation meeting to support the team who is planning for the month.

Staff Meeting Coordination Responsibility:

Each staff member covers a meeting for the month with Student Development Committee Support, responsibilities include:

- Communicating with student staff to announce meeting time, location, and agenda
- Coordinating a guest speaker/co-presenting or making a presentation or activity
- Finalizing an agenda with feedback from Professional Staff
- Coordinating logistics (furniture, AV, Catering)
- Check-in with UC appreciation committee (birthdays, staffer of the month)

- Preparing for the meeting (print agendas, meeting furniture logistics)
- Making opening announcements debrief any activity with thoughtful Q&A session, generally hosting the meeting

Appendix D: Student-Centered Approach for UCES Professional Staff

Those who work with and supervise student workers are in a unique position to influence their learning. Through intentional interactions and role modeling, UCES professionals can teach students to be productive, responsible, dependable employees. As a result, students will begin to build their self-confidence and can lead to academic, social, and personal success. Most importantly the experience they gain can be invaluable as our students graduate and enter the workforce.

For the UCES department, where we have such a busy service program and a large staff, it is critical that all employees work as a team to provide the best possible environment for students to thrive. As such, the UC team works to support its student employees in several ways:

- Maintain an inclusive workplace, where students can fully participate, enhancing an understanding of workplace culture and etiquette.
- Take a team approach to supervision, hiring, coaching, evaluation, and training.
- Use best practices and support groups for supervisors and employees.
- Offer real work experience for students to apply to their professional portfolios.
- Provide efficient employment services including, onboarding, payroll, orientation, and development.
- Afford various opportunities for feedback, input, and suggestions from all team members.

Ethical Implications:

In our positions as university professionals, it is critical to understand our responsibilities as role models, access to personal information, and to use ethical standards related to gathering data. Having a good understanding of federal laws, professional association standards, and institutional policies are excellent resources for diligent employees can protect staff from legal liabilities. UCES department staff works diligently to respect the autonomy and privacy for those participating in employment; guarantying students come to no harm as a result of the information they share and honoring their commenting to work towards stated goals, ensure the benefit of others.

Appendix E: Professional Standards and Resources

Professional Standards:

HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Educational Rights and Privacy Act)
https://www.hhs.gov/hipaa/for-professionals/faq/ferpa-and-hipaa

CAS Professional Standards for Higher Education
http://standards.cas.edu/getpdf.cfm?PDF=E866BADB-E5B9-3659-3BB2DEE2B1D8FD55

ACPA / NASPA Professional Competencies:
https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf

Reasonable Accommodations

A reasonable accommodation is assistance or changes to a position or workplace that will enable an employee to do his or her job despite having a disability. Under the ADA, employers are required to provide reasonable accommodations to qualified employees with disabilities, unless doing so would pose an undue hardship.
(https://www.eeoc.gov/eeoc/internal/reasonable_accommodation.cfm)

Students in Crisis:

Students encounter stress for a variety of reasons. Academics, family problems, social situations, work, and financial concerns are just some of the sources of stress. While most students cope successfully with the demands of college life, for some the pressures become overwhelming and unmanageable. The inability to cope effectively with emotional stress poses a serious threat to a student's overall functioning. The expression of interest and concern by a faculty or staff member may be a critical factor in helping a struggling student reestablish the emotional equilibrium necessary for success in a university environment.

Your willingness to respond to students in distress will undoubtedly be influenced by your personal style and your particular beliefs about the limits of responsibility for helping students mature, both emotionally and intellectually. Some students may be more open to assistance than others. Also, factors such as class size or the nature of your relationship with the student may also have a substantial effect on the type of interactions you have. It's important to be realistic about what you can offer when making a decision about how you can help a student. Faculty, staff, and students may use Mental Health Services for consultation purposes (e.g., concerns about a depressed roommate, how to make a referral, how to respond to a colleague with a psychological problem, etc.). You may call 719-255-4444 and ask to speak with Dr. Benek Altayli about your concerns. *It is essential for you not to dismiss your concerns about your friend/colleague/roommate*, as they may be needing help, but are unsure about how to ask for it.

A crisis is a situation in which an individual's usual style of coping is no longer effective, and the emotional or physiological response begins to escalate. As emotions intensify, coping becomes

less effective, and the person may become disoriented, non-functional, or attempt harm to themselves or others. If a student is in a severe mental health crisis, you might see or hear the following:

- Suicidal statements or suicide attempts
- Written or verbal threats, or attempted homicide or assault
- Destruction of property or other criminal acts
- Extreme anxiety resulting in panic reactions
- Inability to communicate (e.g., garbled or slurred speech, disjointed thoughts)
- Loss of contact with reality (e.g., seeing or hearing things that aren't there, expressing beliefs or actions at odds with reality)
- Highly disruptive behavior (e.g., hostility, aggression, violence)
- Student experiencing stress

Stress is a part of every student's life. However, there are some indicators that, when present over time, suggest that a student's stress level may be a cause for concern. In these circumstances, you might see or hear the following:

- Uncharacteristic changes in academic performance
- Uncharacteristic changes in attendance at class or meetings
- Depressed or lethargic mood
- Hyperactivity and/or rapid speech
- Social withdrawal
- Marked change in personal dress, hygiene, eating and/or sleeping routines
- Repeatedly falling asleep in class
- Requests for special consideration, especially if the student is uncomfortable talking about the circumstances prompting the request
- New or recurrent behavior that pushes the limits of decorum and that interferes with the effective management of your class, work team, etc.

What to Do if You Suspect a Serious Crisis:

If you believe there may be imminent danger of harm to a student or someone else, as evidenced by several of the crisis symptoms listed under the Student in Crisis Section, immediately call the Department of Public Safety (719-255-3111) or the Colorado Springs Police Department (911) for assistance. You may also consider walking the student to the Counseling Center. Counseling services can be initiated by calling the main line (719-255-4444) or by coming to the Wellness Center inside the Recreation and Wellness Center in person. Regular operating hours are Monday, Wednesday, and Friday 8am-5pm and Tuesday, Thursday 8am-6pm. If you are seeking help with an emergency after regular business hours, please contact:

Public Safety at (719) 255-3111 (if on campus); If you are off-campus, dial 911; or AspenPointe Mental Health Crisis Line at (719) 635-7000. https://www.aspenpointe.org/

Appendix F: Student Interaction Reference Index

Student Interactions:

By putting students in a position to have regular contact with professional staff through staff meetings, one-on-one supervisor, UCES staff work to provide an intentional experience through our student employment program. For many, this is their first employment experience; therefore providing guidance is an essential step in setting a positive tone for a new staffer. These structures are helpful, but the key to success is having a team approach to coaching and supervision. Student supervisors are encouraged to collaborate with non-supervisors to provide a developmental employment experience through intentional interactions.

One-on-One Check-in

Time Cost: Medium
Developmental Value: High
Having individual attention can be very valuable to a student, especially a student who is struggling. Sitting down in a private setting to support a student or check-in can empower a student and help create a safe and welcoming environment.

Mentoring Discussion

Time Cost: Medium
Developmental Value: High
Taking on a mentee can be time-consuming but if done thoughtfully, can be incredibly useful in developing students and helping them find direction in their career and life.

Reprimanding/Scolding

Time Cost: Low
Developmental Value: Low
When frustrations are high, it is easy to communicate with an angry tone. Scolding students can achieve the desired results but at the expense of having a safe and welcoming working environment.

Tasking

Time Cost: Low
Developmental Value: Low to Medium
Giving a student a task to complete in the short term can be developmental, especially done with intentionality. Ensuring productive communications including the task, timeline, factors for success, and student's role in the big picture are all clear can be impactful towards a staffer's engagement in the activity.

Role Modeling

Time Cost: None
Developmental Value: High
Acting as an excellent professional role model can pay big dividends in developing students and creating a high standard for department operations. Being mindful of how we carry ourselves and how young professionals may perceive our behavior, can be an essential tool in providing a positive example.

Working together

Time Cost: High
Developmental Value: High
Taking time to work next to student staff to help them complete duties, can help lay a solid basis for a good working relationship.

Social

Time Cost: Medium
Developmental Value: Medium
Conversing with students about their interests. Checking in about experiences, hobbies, school, or personal life, general relationship building.

Functional Work Group Meetings

Time Cost: low
Developmental Value: High
Plan agenda, make the meeting fun, take minutes, and email/follow-up communications. Involving students in program functions can lead to better ownership and innovation in their functional area.

Informal Coaching

Time Cost: low
Developmental Value: High
Schedule and Meet with the student to introduce topics/tools for overcoming adverse situations.

Formal Coaching

Time Cost: High
Developmental Value: High
Addressing actions that don't align with expectations with a student. Preparing and evaluate each student's semester progress, administer self-evaluation. Discussion about resetting expectations with students based on recurring issues or behaviors. Issuing a write-up.

In-person Training/Shadowing

Time Cost: High
Developmental Value: High
Determine availability resources, training team, and participant, administer planning meeting, assist or deliver training, follow up with necessary assessments, debrief to students (1 hour per student)

Professional Shadowing

Time Cost: Low
Developmental Value: High
Set expectations, perform any necessary training, schedule shadow shift, and debrief the experience. Shadowing can encourage a student's interest in an area and help them find professional direction.

Special Projects and Assignments

Time Cost: Medium
Developmental Value: High
Meet with the student to outline expectations and deliverables, host regular check in with student on project progress and provide support, review results and debrief experience. These experiences can be used to build a student's resume.

Setting goals and values

Time Cost: High
Developmental Value: High
Schedule and Meet with student leaders to discuss goals and values. Prepare and administer team values that are specific to each workgroup. Revisit and discuss identified goals to ensure progress.

Professional Materials Preparation

Time Cost: High
Developmental Value: High
Read and comment on student resume and cover letter. Schedule and meet with each student to discuss recommendations for edits. Aligns with career readiness goals.

Search Committee Participation

Time Cost: Low
Developmental Value: High

Posting Job, scheduling interview between the interviewee and other committee members, printing off application materials. Interview day participation. Hiring decision and meeting.

Search Committee Chair

Time Cost: Medium
Developmental Value: High
Preparation: posting job, scheduling an interview between the interviewee and other committee members, printing off application materials. Interview day participation. Hiring decision and meeting. Notifying candidates of hiring decision.

Equal Access

Time Cost: Medium
Developmental Value: High
While everyone has people with whom they may have a natural connection with, in working with students it is critical to provide fair and equal access. Each professional will have students with-in their own group or with whom they need to work with functionally, but efforts should be made to interact and develop students in a way that does not prioritize any one group above another.