Leadership Development Program

Training and Development of Student Assistants

“Developing Our Future Professionals”

Committee

Welson Badal
Tara Garcia
Dawn Macy
Joni Norby
Juanita Razo
Lay Tuan Tan
Terri Thompson
Steven Yim
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Executive Summary

Overview

Cal State Fullerton has over 1,700 student workers employed in various departments throughout the university. Similar to campus employment positions, student assistant positions vary in scope, responsibility and complexity. Some positions are treated as developmental learning opportunities while others focus on basic work tasks. Hiring practices, training, job descriptions, evaluations and developmental activities vary broadly across departments that hire student employees.

Charge

Due to the perceived inconsistencies in student employment opportunities and experiences, a committee was charged to examine areas related to the training and development of student assistants. The committee examined the following objectives:

- Examine University student assistant employment practices across campus,
- Identify best practices and how these practices can be collected and disseminated,
- Make recommendations to ensure work experiences are developmental so that students can apply these experiences to future employment, and
- Examine and recommend supervisor training and support
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Recommendations specific to the charge must be developed within existing resources as no new additional funds exits for new or different efforts.

Scope

At Cal State Fullerton student employment positions are categorized as Graduate Assistants, Teaching Assistants, Instructional Student Assistants, and Student Assistants. Positions classified by a collective bargaining unit were excluded from the study. These include Graduate Assistants, Teaching Assistants and Instructional Student Assistants. These positions have well-defined employment procedures mandated by collective bargaining policies which are managed by Faculty Affairs and Records. The committee examined student assistant positions representing 3 entities: 1) State, 2) Auxiliary Service Corporation (ASC), and 3) Associated Students, Inc. (ASI) to formulate recommendations. Student assistants comprise 1,133 of student employees employed by the state. ASI employs 250 student workers, while ASC has 324.

Process

Data was collected through informational interviews and document reviews. To understand human resources and payroll functions, interviews were conducted with representatives from Human Resources, Payroll, Financial Aid, ASC, Career Center and Student Affairs Budget and Human Resources. To examine student assistant experiences and supervisor needs, interviews were held with department managers, human resources managers, or supervisors of student employment sites which employ 30 or more students. Departments/units represented ASI,
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New Student Programs, Athletics, University Outreach, Parking and Transportation, Information Technology and University Police. Additionally, committee members interviewed supervisors, HR coordinators and students in their own departments/units. A review of the Student Affairs Student Employment and Orientation Program website was conducted. Additionally, documents shared by supervisors were reviewed. These included handbooks, job descriptions, training outlines, performance evaluations, employee contracts and learning outcome statements.

Findings

Below is a brief summary of the significant discoveries made by the committee while examining the charge:

• The State funded Student Assistant program (state) is decentralized with little coordination occurring between essential units (i.e., Payroll, HR, work sites, Student Affairs, etc.) in the hiring, training, and development of student workers across the campus.

• The Student Assistant experience is distinct from other work experiences because these positions provide rich learning opportunities for students to apply knowledge and gain practical skills.

• Student assistant positions prepare students for the workforce by providing opportunities for professional preparation.

• Numerous on-campus departments are engaged in best practices related to the hiring, training, and development of student assistants.
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- Supervisor qualifications, level of experience, and professional preparation can positively or adversely affect the student assistant experience. Efficiency is improved and errors reduced in hiring and payroll processes when supervisors or HR coordinators are trained in these areas.

Recommendations

Based on our research and findings, the committee is making 14 recommendations to strengthen the training and development of student assistants and supervisors in the following areas of the charge:


A. Dissemination of Best Practices

1. Increase collaborative trainings facilitated by Student Affairs, Payroll, CMS, Career Center and International Education and Exchange to raise awareness and encourage adoption of Best Practices Models at student employment sites.

2. Restructure the Student Affairs Student Employment and Orientation Program website to improve accessibility of current information and communicate best practices by highlighting on-campus models, supervisors, and resources.

B. Student Assistant Training and Development
3. Adopt a mission statement which communicates the university’s commitment to and philosophical position on student employment.

4. Provide a new student employee orientation program to include mandatory topics like general safety, information security, nondiscrimination and sexual harassment and basic employee information using existing training programs offered through the Student Employment and Orientation Program (on-line) and through Environmental Health and Instructional Safety.

5. Create and make available a professional development planning worksheet for supervisors as an evaluation and planning tool to use with student employees.

6. Provide a comprehensive record of mandatory and supplemental student assistant training for student employees, supervisors, and essential on-campus departments (Human Resources, ASC, Payroll) via Learner Web and the ACE Program (A Co-curricular Education Program).

7. Create a student employee awards program based on the university’s TITAN Excellence program for staff employees.

B. Supervisor Training and Support

8. Educate and support hiring managers and supervisors in their roles by increasing awareness of the Student Employee Guide available on the student employment website.

9. Include information on student development issues in the Student Employment Guide to ensure that supervisors can manage overall student development responsibilities.
10. Provide on-going supervisor support and training through the coordination of brown bag lunches, list-servs, chat room groups, or certificate bearing programs to increase accessibility of information, knowledge, and promote professional advancement.

Conclusion

Student assistants contribute greatly to the achievement of departmental goals and overall mission of the university. These positions enhance learning by providing unique opportunities for students to integrate learning while gaining practical skills. For this reason, the university should be invested in ensuring that departments and supervisors create intentional environments where learning and skill development are maximized as part of the work experience. To achieve this goal, on-going coordination must occur between departments (HR, Payroll, Student Affairs, etc) to manage the university’s student employment program. This includes providing necessary resources and training to supervisors who bring a diverse level of knowledge and experience to the supervision process. By improving cross-campus coordination, and centralizing the management of the student assistant program, supervisors will have the resources needed to provide a well-rounded work experience that not only allows the student assistant to successfully meet job duties, but helps them grow academically, personally and professionally.
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Introduction

Cal State Fullerton has over 1,700 student workers employed in virtually every area of the university: Physical Plant, the University Library, Parking, Athletics, Student Affairs, Academic Programs, and the President’s Office are just a few examples of where students find employment on-campus.

As varied as the employment opportunities are for students, so too is the student assistant experience. Some positions are developmental and others focus on basic work tasks. Hiring practices, training, job descriptions, evaluations and development activities for student workers vary broadly across the campus.

Charge

Due to the perceived inconsistencies in student employment opportunities and experiences, our committee was given the following charge:

A. Examine University student assistant employment practices across campus,

B. Identify best practices and how these practices can be collected and disseminated,

C. Make recommendations to ensure work experiences are developmental so that students can apply these experiences to future employment, and

D. Examine and recommend supervisor training and support

No additional funds will be available to implement these changes, so we needed to consider new or additional efforts working with existing resources.
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Scope of Project

Our proposal includes 1,133 state-funded and 324 Auxiliary Service Corporation (ASC)-funded student workers. After conducting research, and in consultation with Project Advisory Members (Carol Creighton and John Lynn) and Subject Matter Expert (Lea Jarnagin), we decided to exclude all student assistants represented by the Unit 11 Collective Bargaining agreement. This group includes Graduate Assistants, Teaching Associates and Instructional Student Assistants. Faculty Affairs and Records coordinates the activity associated with Unit 11 employees and they maintain a very comprehensive website which includes central job postings, hiring processes and procedures.

Process and Findings

A. Examination of University Student Assistant Employment Practices

To thoroughly understand current student worker employment practices across campus, the committee met with representatives from Student Affairs, Human Resources, Auxiliary Services Corporation, Career Center, Physical Plant, University Police, New Student Programs, Athletics, Parking and Transportation, Information Technology, Associated Students, Payroll and Risk Management. We also conducted fact-finding within our own departments or units. Details of our interviews will be provided in the report; but, in summary, we learned that there are numerous work units and departments that have done an excellent job in all areas related to student assistant employment and their efforts will be showcased as Best Practices. Overall, however, there is little coordination of effort in the hiring, training and development of student workers across campus. In this report we will address these issues and provide
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recommendations to ensure all student assistants and supervisors have the appropriate support to meet the educational mission of our university.

B. Identification of Best Practices

Based on our findings from a variety of departments, we identified and collected best practices on student assistant employment which were categorized into three main areas: recruitment, hiring, and the life cycle of student employment. Best practices are summarized on the Chart of Best Practices + Resources on Student Assistant Employment (Appendix A).

Departments using these best practices seemed to have overall success in all areas of student assistant employment: recruitment, hiring, retention and development.

Best Practices for Recruitment Process

The recruitment process begins when supervisors refer to the Student Affairs’ Student Employment and Orientation Program website to review policies, procedures, and information regarding the hiring of student assistants and the availability of the types of student positions.

Other best practices used during the recruitment process varied with each department. The most popular methods were the use of the Career Center (Titan Connections), word-of-mouth, and flyers. In all cases a detailed job description is helpful for a successful recruitment. More detailed position descriptions result in stronger candidate pools.
Best Practices for Hiring Students

Collaborative trainings organized by Student Affairs are offered three times a year. During this training, representatives from Student Affairs, Payroll, CMS, Career Center and the Office of International Education & Exchange present all aspects of student employment to hiring supervisors. We found that the supervisors who attend this training are more organized, knowledgeable and competent with the entire student employment process. This observation was supported by the Payroll representatives we met with. They emphasized that the more training that hiring supervisors and their staff had, the fewer student payroll issues occurred.

Other best practices included the utilization of a hiring checklist, student employment information binders and back-up supervisors within the division. Examples of categories included on the hiring checklist were:

- organized information on the student in order to facilitate the hiring process through CMS, ASC or ASI
- assigned work space
- access to computers, phones, email etc.
- work schedule

Using the Student Affairs’ Student Employment Program website as a guide in the hiring process allows supervisors the efficiency and expertise needed to hire students with minimal processing errors. Based on the website’s employer guide, supervisors who are familiar with this site went on to create their own departmental orientation/procedure manuals. These manuals can be used by anyone in the department and facilitates cross-training, allowing the hiring process to be uninterrupted even when the lead supervisor is away.
Best Practices for the Life Cycle of Student Employment

In this segment of best practices, orientation training for students was made mandatory by some departments. Supervisors created checklists to monitor the completion of training and mandatory paperwork. Examples of categories included on the checklist were:

- sexual harassment/discrimination
- confidentiality
- IT security
- general office safety
- driver’s training
- general office policies on professional and appropriate office behavior
- dress code
- job expectations and evaluation process

A number of the items outlined above will be described in detail in the “Student Assistant Training and Development” section of this report. However, to elaborate on the last point, we found that successful supervisors reviewed job descriptions with the students, as well as policies and procedures, before work assignments. These supervisors also established plans for the ongoing development of students to either formally or informally prepare students for the workplace. Supervisors and students created learning goals for their positions and had ongoing conversations with these students to ensure that skills they are learning are transferrable to their career goals. Departments who are active in the development of these students are very intentional about making sure that students make the connection between their major and positions.
Recognition of student employees was another best practice that related to the life cycle of student employment. Types of recognition ranged from acknowledging student employees at quarterly meetings to having recognition lunches within the departments. It could be said that by recognizing students for their contributions, the better the connection they have to the department and the position. Recognition of student employees adds to their overall positive experience in the campus work environment.

Dissemination of Information on Best Practices

The best practices that we have identified are useful tools for all supervisors campus wide. These best practices will not only help to ensure that hiring is processed correctly, but will also provide the department with ideas on how to develop solid orientation and development programs. We recommend that the best practices be disseminated in the following ways:

Recommendation B1: Increase offerings of collaborative training sessions

One way to disseminate information on best practices is to continue collaborative trainings. We recommend the training be facilitated more often and include an overview of the Student Affairs’ website. We also suggest that new supervisors requesting CMS security access for students be flagged so that Student Affairs can send an invitation to them for this training. On this note HR Coordinators and senior managers should encourage supervisors who have not had this training to attend. At the time of this writing, it is our understanding that the position which coordinates the Student Affairs Student Employment and Orientation Program will be filled sometime in the future. This will ensure that the program will have continuity and accountability. Filling this position ensures that these trainings continue to happen and can be
scheduled more than three times a year. It also ensures that updates to policies and procedures are communicated campus wide and new programs in student employment and supervisor support and training are developed and implemented.

**Recommendation B2: Improve existing website**

The second way to disseminate this valuable information is through updating the Student Affairs website. The layout of the site should be updated to show policies and procedures in a clearly organized way for both supervisors and students. We suggest adding a link to the website that includes examples of the best practices identified through our research.

**Recommendation B3: Provide a mentor program**

Finally we suggest that a mentor program for hiring supervisors be established to allow for effective networking with other supervisors who have implemented these best practices in their areas and are willing to train others.

C. **Student Assistant Training and Development**

To ensure student assistant positions are developmental and that topics such as transferable skills, professionalism, and application to future employment are addressed as part of the student assistant experience, we offer the following information and recommendations.

**Overview**

Student assistant positions at Cal State Fullerton provide rich learning environments where students can apply knowledge to gain practical skills. Additionally, student employment prepares students for the workforce by providing unique opportunities to help them become professionals. For these reasons, it is important that supervisors provide students with a well-
rounded work experience that not only allows the student assistant to successfully meet job duties, but helps them grow academically, personally, and professionally.

Findings

Lack of student supervision experience is perhaps the primary factor preventing supervisors from having intentional conversations with their employees about skills gained, and the transferability of skills to future employment. A second factor is that supervisors lack knowledge about how to balance supervision and coaching of student assistants. A third is that supervisors lack understanding about what makes the student assistant experience distinct from other work experiences. The latter poses a challenge to “developmentally-focused” supervision because the supervisors may not necessarily perceive the student assistant position as a learning position. Nor may they perceive themselves as “teachers” responsible for developing future professionals.

It is the role of the supervisors to help students understand how the skills gained through their student employment experience prepare them for the professional world of work. Most students cannot make this association themselves. For example, an engineering major working as an orientation leader may not necessarily understand how the skills gained in the position prepares him or her to be an engineer. For this reason, it is critical that supervisors help their student employees create professional plans.

Recommendations

We are making five recommendations to address the findings. The recommendations will help ensure that student assistant positions are developmental and that topics such as transferable
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skills, professionalism, and application to future employment are addressed as part of the student assistant experience.

**Recommendation C1:**   Adopt a mission statement for the university’s student employment program

While conducting our research, the committee discovered that a statement articulating the university’s philosophical position on student employment does not exist. However, the university’s mission statement includes two strategies that commit to student employment and employee training and development programs:

\[ V.f \] Maximize extramural funding and on-campus employment to defray students’ 

education costs.

\[ V.d \] Provide a good work environment with effective development and training programs 

that assist employees in meeting their job requirements and in preparing for 

advancement.

These strategies demonstrate the university’s commitment to helping *all* campus employees, including student assistants, be successful in their positions. However, we felt that a distinct statement is needed to underscore the uniqueness of employing students in an educational environment. The statement will be a valuable tool to communicate the holistic nature of student assistant positions to supervisors who bring a diverse range of knowledge and experiences to supervision. Additionally, it will send a strong message about the university’s role in shaping future professionals through student employment.

As such, we are recommending that the university adopt the statement below to communicate the importance of creating student employment opportunities that provide a comprehensive
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learning experience for all students. “Developing Our Future Professionals” will be the driving force behind our student employment program:

Cal State Fullerton Student Employment Program
“Developing Our Future Professionals”

As a comprehensive, regional university with a global outlook, Cal State Fullerton understands its vital role in developing our future workforce. On-campus student employment programs affirm the university’s commitment to providing in and out of classroom opportunities that are vital to the educational and professional development of our students. The university strives to maximize student employment to defray students’ educational costs. More importantly, the university believes that student employment provides learning environments where students can integrate learning and develop important job skills. As developing professionals, student employees work closely with faculty, staff, and administrators to achieve university goals and make valuable contributions to our community. As such, Cal State Fullerton strives to provide a good work environment with effective development and training programs for all student employees. The university aspires to help student employees successfully meet job requirements, enhance individual learning, and make relevant the connection between the student employment position and future career development.

This statement conveys the following core values:

- University employment provides a unique training experience where students can explore and practice skills that contribute to the overall mission of the university.

- The university is committed to not only providing work experiences that help defray student’s educational cost, but contribute to the academic, personal, and professional development of students.

- The student assistant experience is a unique educational partnership between the supervisor and the employee (student).

Recommendation C2: Provide a new student employee orientation program using existing training
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Student assistant positions vary considerably across the campus in type, scope of responsibility, and level of complexity. For example, in more complex positions, students plan events, provide direct services, lead their peers, or serve as ambassadors of the university. In less complex positions, students work in closely supervised situations to perform work as directed by the supervisor such as filing, mailings, typing, etc.

A primary goal of the university is to provide all campus employees with development and training programs to help them be successful on the job. As campus employees, student assistants would also benefit from the same opportunities. Human Resources currently provides a series of new employee training workshops for campus employees which covers benefits, computer use, and campus services. These trainings are required of university employees, and supervisors are asked to provide employees with the time needed to complete training. For student employees, however, no basic orientation training has been enforced consistently across campus. In some departments, a Student Employment Orientation, including information security training, is required of students who will need access to any information system to do their job. Additionally, all student assistants (new and on-going) are required to complete sexual harassment training, which is not currently tracked by the university.

We are also recommending that a new student employee orientation be required of newly-hired student assistants using existing training programs. Supervisors will be notified of the training requirements and completion date. Student employees will also receive an email notifying them of the training requirements. Topics addressed in this training, which were
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chosen in consultation with Human Resources, CSUF Risk Management, Payroll, Auxiliary Services Corporation, and Student Affairs, are as follows:

(a) Student Employment and Orientation - Basics, Information Security, and Nondiscrimination and Sexual Harassment: The on-line Student Employee Orientation is made available as part of the Student Employment and Orientation website maintained by Student Affairs. The orientation provides interactive training modules on three critical work components: 1) Employee Basics, 2) Confidentiality Policies, 3) University Non-Discrimination and Sexual Harassment Policies. The orientation also quizzes the user at the end of each section to gage level of understanding. The orientation provides students with an excellent introduction to the world of work at Cal State Fullerton. Topics covered under employee basics include: expectations, attributes of a star employee, and payroll and human resources information. The training also provides information on campus policies related to issues of confidentiality, information security, and nondiscrimination and sexual harassment. This on-line orientation program provides a comprehensive and interactive training which will effectively inform students on these very important issues.

(b) General Safety Training: The CSUF Risk Management Office and Human Resources also recommends that student employees be trained on general campus safety issues. Environmental Health and Instructional Safety currently provides General Safety workshops which are open to all campus employees. The training covers emergency preparedness, fire safety, workplace violence, hazard communication and injury and illness prevention. Additionally, students using personal vehicles on university business
or who are required to drive a cart on campus should take Defensive Driver or Small Cart training. Both trainings are currently provided by Environmental Health and Instructional Safety on a semester basis or as needed by a department.

**Recommendation C3: Provide effective training programs and resources to help develop emerging professionals**

This is a two-point recommendation as outlined below:

1. **(a) Provide a Professional Development Planning Worksheet for supervisors as an evaluation and planning tool**

Similar to the university’s professional employment program, student assistants should be encouraged to establish professional and work related goals and be given ample opportunities to evaluate progress towards these goals. The committee is recommending the implementation of a Professional Development Planning Worksheet that supervisors can use to create intentional learning opportunities for student employees in the workplace (Appendix B). The worksheet will help supervisors initiate conversations with student employees about work goals, professional development goals, and skills gained on the job. The worksheet will also encourage the supervisor and the student to determine desired learning outcomes on the job. The worksheet is also intended as a tool that can be revisited throughout the student employment experience. For example, supervisors can revisit the document at the end of the student assistant work cycle to help student employees reflect on their overall experience, including skills gained, and the transferability of those skills to other workplaces. Additionally, the worksheet will help supervisors create a training plan for student assistants. Many student
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assistants participate in formal and/or informal training within their department. The form will encourage supervisors to take advantage of currently existing training programs offered through the Career Center, and the Student Leadership Institute. Topics covered on the worksheet include:

- Work related goals
- Skills desired on the Job
- Training to gain desired skills (In and outside of the department)
- Careers Goals
- Accomplishments and Skills Gained from position
- Applicability to future employment

(b) Encourage participation of student assistants in specific workshops, some of which are already in place on campus

We are also recommending that skill-building workshops that supplement student assistant training be coordinated on an annual basis in collaboration with various on-campus departments. Many of these workshops are currently coordinated on-campus on a semester basis. Although financial resources are not needed to coordinate these workshops, support will be needed to promote workshops to student employees and their supervisors. Topics include:

- The transferability of skills and application to future employment – A variety of workshops on this topic are currently coordinated by the Career Center.
- Professionalism and leadership development - The Student Leadership Institute is a free leadership training program for CSUF students which currently offers 60 workshops a semester on various leadership focused topics such as dealing with difficult people, public speaking, teamwork and collaboration.
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- Cross cultural skills and work styles in a diverse workforce – International Education, Career Center, and the Multicultural Leadership Center could develop this workshop based on existing training resources.

- Customer Service and the University –Student Affairs and the Dean of Students Office have expertise in this area.

Although participation in these workshops is not required of student assistants, supervisors should be strongly encouraged to support their student employees to enhance the overall development of students.

Recommendation C4: Provide student employees and supervisors with a comprehensive record of professional development or on-the-job training

As a way to help the university organize and track professional training programs for student employees, the committee recommends the use of Learner Web. Learner Web is an on-line management software used by human resources departments to coordinate training programs for employees. Learner Web is currently used by the Division of Administration to coordinate campus-wide employee trainings. The Division of Student Affairs recently implemented the Learner Web software for use with students.

Learner Web (student version) lists workshops and events exclusively offered to CSUF students. This web-based program can facilitate student employee training by providing:

- A calendar of events where students can view a select schedule of training offered.
- A registration system where students can sign-up for workshops and events.
- A personal transcript which organizes students’ involvement by keeping track of the workshops and events completed by using the Learner Web system.
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It is recommended that new student employee orientation trainings, including appropriate university employee training (i.e. General Safety, etc), be posted on the student version of Learner Web to facilitate access by student employees. Learner Web also maintains a comprehensive record of registrations and completion of trainings. The system’s record-keeping component will assist the university and Auxiliary Service Corporation (ASC) to improve its tracking of the number of student assistants who participate and complete sexual harassment and information security training. According to Payroll, Human Resources, and ASC, a mechanism does not exist to track students who have completed training due to staffing, the number of students employed, and tracking technology. Learner Web will improve the tracking efficiency for essential training.

Additionally, student assistants can take advantage of participation in the ACE Program which stands for A Co-curricular Education Program. ACE which is coordinated through the department of Student Life Programs and Services provides a developmental transcript which captures the out-of-classroom or co-curricular involvement of students. The transcript documents student involvement in clubs and organizations, leadership positions, community service, service-learning experiences, research, internships and student employment. ACE is an excellent tool which students can use to not only document their work experience, but reflect on skills gained through the position.

**Recommendation C5:** Create a student employee awards program based on the university’s Titan Excellence Program for staff employees
The Titan Excellence Award provides monthly and annual recognition to employees who have made significant contributions to the university and have provided outstanding service to students, faculty, staff and campus visitors and callers (Administrative Procedures: 741-99-000, 2005). Recognition is awarded annually and on a divisional basis. The committee is recommending that an awards program modeled on the Titan Excellence Program be created to award outstanding student employees. A student employment awards program will:

- Demonstrate the university’s commitment towards developing our future professionals
- Recognize deserving student assistants who contribute greatly to the overall mission of the university
- Award campus employment sites which engage in best practices and that provide well-rounded student employment experiences
- Provide data on the impact of student employment on students’ educational experiences

Similar to the Titan Excellence process, the award should be nomination-based for state and auxiliary student employees. Outstanding student candidates must also demonstrate the following criteria:

- Creativity
- Initiative
- Leadership and/or Teamwork
- Special contribution to work area or university as a whole
- Efforts for professional preparation and advancement

A related idea would be to create the awards program within the existing Titan Excellence Award Program to maximize resources. This would require that the program be amended to include student employees in a distinct category from professional staff employees.
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D. Supervisor Training and Support

Findings

As was stated earlier in this report, Student Affairs has a comprehensive website that includes an On-Campus Employer Guide developed specifically for managers or supervisors of student assistants. Although this guide provides a solid foundation, more coordination and detailed information is required from Human Resources, Payroll, Environmental Health and Safety, and Career Services to provide supervisor training and support. Through our research we have learned that one of the biggest challenges across the campus regarding student hiring is the process of submitting paperwork properly to Payroll. Challenges created through CMS have added to the difficulties. The On-Campus Employer Guide includes a general checklist on what is required to work efficiently with CMS, but the information is not detailed enough to be truly useful. Training options are also needed to better support supervisory efforts to create developmental experiences for student assistants. Outlined below are recommendations to provide effective supervisor training and support.

Recommendations

Recommendation D1: Inform campus departments of the availability of the Student Employment and Orientation Program

Over one-half of the departments and units we interviewed for this report did not know this site was available. The Student Affairs Coordinator of this program will be responsible for disseminating this information through campus bulletin announcements and student web portals.
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Recommendation D2: Make the On-Campus Employer Guide more easily accessible

Currently, the On-Campus Employer Guide in the Student Affairs Student Employment and Orientation Program is embedded in multi-level links and access is quite cumbersome. The Student Affairs Coordinator will be responsible for revising the website to make it more easily accessible.

Recommendation D3: Educate hiring managers and supervisors about responsibilities

As stated in the On-Campus Employer Guide, “it is the responsibility of the hiring supervisor to provide support, guidance, a secure setting for growth, and an orientation to the workplace for the Student Employee” (www.fullerton.edu/SA/StudentEmployment/).

The guide includes a list of actions supervisors should take to ensure that students are afforded a developmental work experience. This list includes providing students with position descriptions and task performance examples, establishing steps to monitor performance, and communicating about performance expectations with student assistants. Although these efforts are very important, supervisors often need assistance with these items, and the effort and tenacity necessary to track and compile all this information is daunting without coordinated assistance.

Through future collaborations, the following training can be developed and included in this online guide: creating position description templates, establishing sets of standard interview questions, and developing performance monitoring criteria.

The guide also provides an excellent checklist for how to use the Career Center’s Titan Connection On-line Job Search System. Again, valuable information is available on how to hire students using this system, but there is no training or guidance provided on how to evaluate
resumes or how to develop effective interview skills. The focus is on developing students’ skills in resume development and interviewing. Of course these are very important efforts that cannot be over-emphasized, but often the hiring manager or supervisor is a faculty member or administrative assistant who has not had the benefit of personnel-related training. These elements could be added to the guide and additional training opportunities be provided through the University Leadership Institute, Learner Web modules, and training during New Student Employee Orientations.

**Recommendation D4: Provide supervisors with training tools on the management of student development responsibilities**

Performance evaluations, merit increases, disciplinary action, conflict resolution, environmental health and safety issues, as well as access to confidential information are all issues introduced and discussed briefly in the guide, but again, supervisors need initial and on-going training in these areas.

An area not outlined in the On-Campus Employer Guide is the supervisor’s role in overall student development. Supervisors serve as mentors and are often one of the first managers a student may have in the workplace. Serving as a role model, supervisors can take this opportunity to train students to become competent at training other students, developing superior customer service skills and taking leadership roles in projects or other in-office tasks.

**Recommendation D5: Create options for on-going supervisor support and training**

The On-Campus Employer Guide on the Student Affairs web page is a good place to start building a stand-alone site that can be accessed directly from the University’s home page. The Student Affairs Coordinator, when hired, will be responsible for developing and maintaining a
new site, coordinating the efforts and resources of Student Affairs, Human Resources, Payroll, etc., to ensure specific information from these entities is included in the site. Other responsibilities for this position could include coordinating the development of learning modules on Student Recruitment and Hiring, Student Retention, and Student Development. These modules could be accessed through Learner’s Web, and University Business Institute workshops could be developed for classroom-style training. Human Resources, Payroll, Environmental Health and Safety, and Student Affairs could work together to develop a campus-wide supervisor’s manual outlining all the elements available on the website. This manual could be used for all training sessions and certificate programs could be developed. For on-going development opportunities, brown-bag discussions and a listserv or chat room groups could be developed giving supervisors the opportunity to discuss items of common interest to all supervisors. The brown-bag series and the electronic discussion forums again could be coordinated by the Student Affairs position.

**Recommendation D6: Improve communication about our mission**

Lastly, divisional HR coordinators are vital to ensuring a more comprehensive approach to the hiring, retention and development of student assistants. Communication to all faculty and staff who hire students must emphasize that a valued goal of hiring a student should be to prepare them for the workforce – and not merely to get an immediate task accomplished. Coordinators could take the lead in developing comprehensive student assistant supervisory training workshops and incorporating them into new employee orientations so that all newly hired staff will understand the responsibilities associated with supervising student assistants.
TRAINING AND DEVELOPMENT OF STUDENT ASSISTANTS

In summary, supervisors play a crucial role in the work experience of the 1,700 plus student assistants employed on campus. Responsible for recruitment, hiring, training and developmental activities, these individuals have a major impact on the overall student assistant experience.

Currently, training and support for supervisors of student assistants on campus is generally decentralized and left to the discretion of the respective hiring departments. The main campus resource for support and training appears to be the On Campus Employer Guide posted on the Division of Student Affairs website; however, the availability of this resource is not widely known or utilized across campus and it does not provide for a comprehensive compilation of services or training.

A formalized campus-wide program for the training and support of supervisors of student assistants needs to be developed which utilizes campus resources. This would help ensure consistency in how key functions are performed, such as the recruitment and hiring process, job training and student development, and in turn, improve the overall student assistant work experience.

Conclusion

Student assistants contribute greatly to the achievement of departmental goals and overall mission of the university. These positions enhance learning by providing unique opportunities for students to integrate learning while gaining practical skills. For this reason, the university should be invested in ensuring that departments and supervisors create intentional environments where learning and skill development are maximized as part of the work.
TRAINING AND DEVELOPMENT OF STUDENT ASSISTANTS

experience. To achieve this goal, on-going coordination must occur between departments (HR, Payroll, Student Affairs, etc) to manage the university’s student employment program. This includes providing necessary resources and training to supervisors who bring a diverse level of knowledge and experience to the supervision process. We recommend that the Division of Student Affairs be charged with providing leadership for the Student Employment Program. Although the recommendations made in the report do not require additional funds, implications do exist for personnel time and responsibility. Departments like HR, Payroll, and Student Affairs will need to commit staff time in centralizing coordination. Supervisors are being asked to change how they train or spend time with their student employees. Student assistants are being asked to participate in mandatory or supplemental training which will lead to conversations about time and salary invested at the worksite level.

In closing, the committee believes that by improving cross-campus coordination, and centralizing the management of the student assistant program, supervisors will have the resources needed to provide a well-rounded work experience. Student assistants will not only be able to successfully meet job duties, but will grow academically, personally and professionally. Moreover, improvements will lead to efficiency, and increase the productiveness of employees involved in the student employment process.
# Chart of Best Practices + Resources on Student Assistant Employment

<table>
<thead>
<tr>
<th>Description</th>
<th>Physical Plant</th>
<th>NSP</th>
<th>ASI</th>
<th>Univ Outreach</th>
<th>Athletics</th>
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<tbody>
<tr>
<td>Learning outcomes measured through performance evaluation + rubrics</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>?</td>
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<tr>
<td>Detailed position descriptions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Well-developed training for positions on role, policies and procedures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Internal mechanism to check for compliance of mandatory training + paperwork</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Well-established recruitment processes for positions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>*uses Titan Connections (Career Center)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>*uses other means (fliers, word of mouth)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Recommend sexual harassment training</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
</tr>
<tr>
<td>Uses student Employment website</td>
<td>✓</td>
<td></td>
<td></td>
<td>As needed</td>
<td>No</td>
</tr>
<tr>
<td>Uses student Employment website</td>
<td>As needed</td>
<td></td>
<td></td>
<td>No</td>
<td>As needed</td>
</tr>
<tr>
<td>Developmental component - prepare students for workforces either formally (overall mission) or informally (conversations with student assistants)</td>
<td>✓</td>
<td>✓</td>
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Appendix B

Professional Development Planning Worksheet

The worksheet should be completed by the student employee and supervisor to determine work and professional development goals, and skills learned or gained in the student employment position. Information should be reviewed periodically by both the supervisor and the student employee to determine progress on work related goals and performance.

<table>
<thead>
<tr>
<th>Student Employee’s Name:</th>
<th>Supervisor’s Name:</th>
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<th>Position:</th>
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SECTION ONE: Complete this section at the beginning of the work cycle. Review periodically throughout the year to evaluate progress and update goals. Attach a separate sheet if necessary.

1. Work-Related Goals: What do you hope to accomplish in the position?

2. Skills Desired: What skills do you want to learn/enhance in this position?

3. Training Plan: What training (department/campus) do I need to help me be successful in my work?
   a) Department specific training:
   b) Campus-wide training opportunities (i.e., Student Leadership Institute, Environmental Health and Instructional Safety, etc.):

4. Career Goals: What are my future career goals?

SECTION TWO: Complete at the end of the work cycle. Attach a separate sheet if necessary.

1. Accomplishments: What did I accomplish in my position?

2. Skills Gained: What skills did I gain from my position?

3. Applicability to Future Employment: How will this position contribute to my future career goals?

Review Dates

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Employee and Supervisor Acknowledgement

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<th>Employee Signature:</th>
<th>Supervisor Signature:</th>
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