UAA Alaska PEAK
Learning through work

Molly Orheim
Career Exploration & Services
Director

Andy Antuna
Career Exploration & Services
Student Employment Technician
Meet & Greet

• Introductions
  – Name
  – Department
  – The number of students you work with/supervise
Student Employment at UAA
Historical Timeline

- 2009
- 2009
- 2015
- 2016
- 2017
- 2018
- 2019

Key: IOWA GROW, PEAK UAA, UAA CAREER EXPLORATION & SERVICES
What we learned from George Kuh

Students are more successful in “seamless environments” where they can make connections between classroom and out of classroom experiences.

- George Kuh

8 Essential Elements of a High Impact Practice

- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time
- Interactions with faculty, staff and peers about substantive matters
- Experiences with diversity, exposed to people and circumstances that differ from the familiar
- Frequent, timely, and constructive feedback
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence
What we know about our students...most work.

• More than 800 students are employed on the UAA campus annually.

• On-campus student employees:
  – Graduate at twice the rate of off campus-student employees,
  – Are retained at higher rates,
  – And, are more successful at completing credit.

• Before AK PEAK untapped opportunity for high impact practices
Benefits

Provides meaningful interactions between supervisors and employees to reflect and create connections between learning in the classroom and learning on the job as well as gaining skills that will be valuable to future employers.
Alaska PEAK supervisors said

- Formed strong connection with their student employees.
- Engaged in meaningful dialog with their student employees about learning, skills and future goals.
- Supported the academic and personal success of their student employees.
- Delegated tasks appropriate to the students interests and abilities.
- Identified student learning outcomes in the position and articulated those to student employees.
Students said on-campus jobs

- Helped them identify their transferable skills for future employment.
- Helped gain experience working cooperatively with individuals with a variety of backgrounds.
- Helped them assess and acknowledge their own personal interests, skills, abilities and growth areas.
- Distinguish appropriate communication methods and use technology for different situations and audiences.
- Respond to the needs and questions of others in a timely, patient and courteous manner.

On-campus employment learning

Describe one skill that you've gained in your job that can be transferable to future employment opportunities or will support your professional or personal success.

- Critical thinking/problem-solving: 72%
- Verbal/written communication: 68%
- Teamwork/collaboration: 44%
- Application & information technology: 8%

“As a German tutor, I've been able to spend quite a bit of time working one on one with different people, and thus have learned to identify strengths and weaknesses as well as communication strategies to best get an idea across.”
Connecting Employment and Career Development

• Making the connection between knowledge and real world application.

• A safe and supportive environment where they can apply and expand their employability skills.

• Meaningful reflection, dialogue, and feedback.
What’s New

Provides meaningful interactions between supervisors and employees to reflect and create connections between learning in the classroom and learning on the job as well as gaining skills that will be valuable to future employers.
What’s new...and Why

1. **No more Blackboard.**
   - Over 60% supervisors said challenging to use or not a great fit

2. **Were not asking you to tracking conversations**-we share them with you.
   - Reducing time obligation
   - Students will log reflections in a Handshake “Conversation Form”

3. **Resume check-in** (formally conversation two) is more flexible
   - Resume or digital equivalent, Handshake or Linkedin profiles, ePortfolios

4. **More flexibility and focus with regard to questions**
   - Supervisor said they were tired of the same questions
   - Ask student to choose 1 competency (4 reflective questions)

5. **Career competencies rubrics (learning outcomes) to support conversations**
   - Expanding student learning, reflection
   - Improving ability to assess student learning and outcomes
NEW - 8 Career competencies rubrics
Learning outcomes to support conversations
Alaska PEAK Conversation prompts from the forms that will be sent to them Via Handshake

Leadership Competency: Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others.

Global & Intercultural Fluency Career Competency:
Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

Alaska PEAK - Beginning of Semester Conversation
1. Identify one or two tasks or activities at your campus job where you use your global and intercultural skills.
2. What are some global and intercultural skills or concepts you’ve learned in class, or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop your global and intercultural skills.

Alaska PEAK - End of Semester Check-in
1. Now that you’ve had time to practice some of these new skills at work, revisit the rubric below and re-evaluate your skills. Use the “Post” self-assessment gray area to indicate your skill level now for each row.
2. What would you consider to be your greatest accomplishment in your position this semester?
3. What type of document or digital format will you share with your supervisor? An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their UAA Handshake profile or UAA ePortfolio to track and exhibit their skills. Other appropriate examples include a LinkedIn profile, a professional portfolio, a professional webpage or even a professional YouTube video.
Alaska PEAK
Sequence & Structure

Supervisor Orientation - February 6, 2019
• Supervisors learn about Alaska PEAK as a structure for helping students make connections between work and academics. Supervisors sign up to participate.

Student Employee Orientation - by mid-February 2019
• Supervisors introduce Alaska PEAK as part of the UAA student employment culture—discuss timeline, pre-and post assessment with reflections, and competency focus for the semester.

Alaska PEAK Conversation form (Pre-reflection Via Handshake)  Feb. 27, 2019
• Students are sent the conversation form, and we share this with supervisors
• Students & supervisors either individually or in small groups conduct a PEAK discussion/dialogue 1.

Alaska PEAK End of Semester Check-in form (Post-reflection Via Handshake)  April 17, 2019
• Students are sent the conversation form, and we share this with supervisors
• Students & supervisors either individually or in small groups conduct a PEAK check-in discussion/dialogue 2. During the discussion student shares traditional or digital resume

End of year Supervisor Survey - Early May
• Asks about key student employment outcomes and program impact and solicits feedback.
What do I need to cover with my students?

• **Introduce**: Alaska PEAK as part of the student employment culture. Let students know that reflective dialogue is part of the program and you will be:
  - Asking them to respond to reflection prompts in Handshake before each conversation.
  - Facilitating two Alaska PEAK conversations with them each semester that will help them make the connection between classroom learning and on-the-job skills.
  - Supporting them to develop well-crafted resumes each semester.

• **Review the timeline**:
  - Alaska PEAK Beginning of Semester Conversation Form., sent **Feb. 27, 2019**
  - End of Semester Check-in from Handshake, sent **Apr. 17, 2019**

• **Introduce the new rubrics**: Take a look at the new rubrics and 8 competencies. Talk about which competency could be a good fit this semester. The goal over time is to get through all 8 over a 4 or 2 year period. It could be good to norm out some meaning for clarity.
First Conversation Form will be sent in Handshake - Feb. 27, 2019

- We will remind you so you can remind them to fill out their forms.
- Upon completion, students are prompted to tell their supervisor.
- As forms are completed, Andy will send them to Supervisor to review.

**Tip 1:** Every enrolled student has a Handshake account, use their UAA credentials to log in.

**Tip 2:** Handshake sends the form to their UAA email (@alaska.edu), if they have never logged into handshake they may have to check their spam.

**Tip 3:** They can also log into handshake, and use the “Experience” tab to locate and fill out the conversation form.
End of Semester Check-in form sent via Handshake - Apr. 22, 2019

- Supervisors **remind them** to check their email & fill out their forms
- Supervisors **remind them** that the final check-in meeting will include their updated resume, or other digital equivalent.
Career Exploration & Services

Let’s say your student doesn’t have a resume or wants help building their Handshake profile. Maybe they want to explore careers, internship, or explore future employers. Send them to us!

Having problems in Handshake?
• Call us or drop by. We can help them get started.

Career Exploration and Services
• Located in the University Hub.
• Regular Drop-in hours, and regular appointments for students and alumni.
• Handshake is where students can post their resume, find jobs, connect with employers, learn about career fairs, events, make career appointments and more

Contact Us

UAA Career Exploration & Services
8 am to 5 pm (AKST), Monday - Friday
907.786.6913
uaa_career@alaska.edu

The University Hub: WSFC 142
Entrance on the ground floor of UAA Student Union (2921 Spirit Way)
Andy will send you an email with information about submitting student names, email addresses and a Alaska PEAK welcome packet
  - Send Andy (arantuna@alaska.edu) list of students.
  - Don’t hesitate to contact us with questions.

We will send you a reminder when the first conversation form comes out
  - We will share your students’ form upon completion in an email

**Supervisor Round Table Dates**
  - Friday, March 22 at 11am–12:00pm in Student Union Lyla Richards Conference Room
  - Wednesday, April 17 at 10am–11:00am in Student Union Lyla Richards Conference Room
Wrap up & Questions

Molly Orheim  
Career Exploration & Services Director  
mdorheim@alaska.edu

Andy Antuna  
Student Employment Technician  
arantuna@alaska.edu

For more information, visit:  
https://www.uaa.alaska.edu/alaskapeak