

TEAM PROJECT REPORT

Team Name: Mission: Possible

Project Title: Training Program for Student Workers

Members:

Marcia Fulkerson,
Elizabeth Gillis-Smith,
Jeanine Day,
Kristen Robinson, and
Alicia Freeman

Resource Mentor: Oscar Cobian

Table of Contents

Executive Summary	3
Introduction.....	5
Background.....	7
Project Overview	10
Implementation Plan	11
Data Overview and Analysis	13
Risk/Benefit Analysis	17
Outcomes	18
Appendices	19

Executive Summary

Create a one-page summary that highlights the goal of the project and an overview of the rationale, project requirements and outcomes.

The primary goal of this project for the Leadership Academy is to support, mentor, and empower current student staff as they are entering the workforce to reach their educational and career goals. During our first group meeting as we brainstormed topics, it became clear that we all had an interest in creating a project that would benefit our students. We wanted to perhaps create something that could inspire and motivate students to desire to continue to work at Ventura County Community College District in some capacity. Each of us are at a different campus and have different roles, from supervisors, staff, specialists, to faculty, but the one thing that united us is that we all have close interactions with student staff. We rely on the students who work in our areas in important ways, but we realized that apart from a few programs, there was very little consistent training for the students we work with, perhaps short orientations and brief trainings.

We hope that our project supports the VCCCD's strategic decision to increase access and student success as well as promote effective use of organizational resources. The planning and implementation of this video would start at the District with an on-boarding video that would be used throughout the District to welcome and introduce new student staff to employment at VCCCD. This video will also highlight important professional behaviors of both student worker and college employee that will contribute to improved training and a better employee experience for all. The project also includes a standardized

handbook, regular professional development workshops with the intent on transitioning student staff to VCCCCD full time employment.

Introduction

Mission

The primary mission of this project for the Leadership Academy is to support, mentor, and empower students entering the workforce as they work to reach their career goals. Further, by providing consistent training to student staff, this project can help make existing departments more effective as they work to serve our students. Finally, our project mission supports the Ventura County Community College District's strategic decision to increase access and student success as well as promote effective use of organizational resources.

Objectives

The specific objectives of this project are to increase access to and knowledge of on-campus employment opportunities for students, to enhance and standardize student staff onboarding and training, to expand supervisors' practice of mentorship, and finally to assist students with understanding the pathway from student staff to permanent employee at VCCCD.

Committees/Work Groups

List college/District committees/work groups that would be involved in planning and implementation of this project.

The planning and implementation of this project would start at the District with an on-boarding video that would be used throughout the District to welcome and introduce new student staff to employment at VCCCD. This video would be created through the District Marketing & Communications Department and would

support the vision, mission, and goals of the district. In addition, the Human Resources and each campus would create a student staff handbook that welcomes and guides them as they serve our community. Video modules would be developed to address issues like professional behavior. Then the department of hire would conduct specific position training because of the varied campus positions (working as student tutors, working in a division office, working in a lab, working in student services). Next, campus Career Counseling Departments would offer regular professional training workshops for student staff to attend (professional dress, behavioral expectations of office culture, resume writing, professional interviewing). Additionally, as state laws and college regulations change, specific departments would hold team meetings as training. Finally, Human Resources would hold workshops for students seeking district employment such as expectations of district job interviews, interview testing, career advancement in the District, and Human Resources would hold regular job fairs for both full time positions at the district and for student staff positions.

Belief Statements

Create one to three statements describing what you believe is important for this project. Begin each statement with: We believe.....

We believe our student staff provides a valuable service to our community. We believe consistent on-boarding and on-going professional development builds a stronger community. We believe when our students complete their educational path they will return to serve our community in employment in our District.

Project Philosophy

Our philosophy for this project is

Our philosophy desires to prepare VCCCD students for their future vocations and careers, and we hope the project contributes to the best employment experience for students and VCCCD employees alike.

Vision of the Future

Briefly describe what will be different or the impact of this project on the college/District.

We hope to provide a training program that supports students learning important job skills and behaviors that will help them throughout their lives. We want to ensure that students have a clear pathway way to finding a campus job. This will help offices find student staff in a more efficient way. Consistent training will provide guidance to help students be more successful in their roles. We hope this reinforces students feeling valued by and connected to the campus and the District.

Background

Develop a 2-3 page background review that communicates the context and comparative research relevant to the project.

We started dreaming about possibilities and asking questions like: How we would create our district or college dream team? Why don't we train and hire from within? How could we create professional development and training opportunities for people who already work in the district and want to advance?

In early conversations, our group discussed the challenges our students face when making the leap from college to employment, and more specifically employment at the VCCCD. We talked about provisional employees who have

difficulty interviewing and gaining full time employment. We talked about student staff moving into provisional positions and learning about professional life. We talked about students working on campus and how they initially discovered those positions.

In our preliminary information gathering stages, our group identified four main stumbling blocks for students in seeking campus employment. First, if a student were seeking campus employment, they complete an application from the District website and wait for a call back. Our group could not identify who receives those applications because that's not the process a department uses to hire student staff. Second, if a department needs student staff they contact campus Financial Aid who then identifies a student and funding. This student is then contacted and placed in the department. This process occurs within the college, not through the district. So an application from the District website is not involved in the campus pairing process. Third, student staff are paid through varying financial aid funding programs for example CalWorks, EOPs, Federal Work Study, or funded out of Department budgets. If a Department does not have the budget to pay for student staff, they would only select from the student pool paid through the financial aid programs. If an interested student does not have financial aid, they may not be hired because of the lack of funding. Fourth, each department has student staff complete disparate tasks, so student experiences vary, and training varies. Consider the differences between student tutor in the library, a student answering phones and filing paperwork in a counseling office, and a student organizing faculty evaluations in a division office. We began to wonder what training student staff had and what training their supervisors need them to have. Soon we understood how confusing it must be for students

because it became very confusing for our group. We identified that 464 total student staff served our District community and specifically 100 work at Oxnard College, 181 work at Ventura College, 162 work at Moorpark College, and 21 work at the District Administrative Center and with Campus Police. With 464 student staff, that is a large number of student staff who assist all over campus and who have become valuable campus resources. We started asking: How can we support and grow this group of students? How can we align with our existing resources to help our students along their professional career paths? How can we improve the resources we provide to our students, and in the long term, have student staff apply for classified full-time positions within the District?

We decided to survey student staff and their supervisors to identify the current experiences from both perspectives. We created two surveys each to be emailed out to District email addresses. At this point, we thought our project was nearly complete. We just needed email addresses from student staff and surely someone would have a list. Identifying a list of student worker email addresses ended up being one of the most difficult aspects of the project. Due to the complexities of funding programs, and the individual nature of hiring student staff between department and financial aid we realized there was no group email list. Requests were made to departments, payrolls, Student Hiring, District Human Resources, District Information and Technology. After a month of requests, District Human Resources compiled an Excel spreadsheet list. The difficulty of this task speaks to the segmented nature of student staff funding, placement, and training.

Project Overview

Prepare a 2-3 page overview that details the project and how it would be implemented.

Our project focus is to create a consistent on-boarding training and on-going professional development for our student staff. It would include a welcome video from District and Chancellor, a standardized student employee handbook, regular professional development trainings, and workshops on transitioning from student staff to VCCCD full time employee.

Here are the steps that are necessary for this project to come to fruition in three phases. First: Secure budget, advertise internally to supervisors, update application process so it's easier for students to apply for jobs, create videos for onboarding and orientation, and develop a handbook. Online modules would be available that help students understand how professional behavior contributes to success in the work world. The project modules and contents that would support training for student staff would be available via the online portal. Second: Implement monthly or bi-monthly professional development trainings for student staff, and conduct surveys on workshops to improve offerings for future years. Third: Continue professional trainings, implement a workshop on how to apply for permanent employment with the VCCCD, and organize an end-of-year celebration to acknowledge contributions.

Implementation Plan

Stakeholders

A paragraph describing stakeholders who will be needed to develop and implement the project.

The stakeholders involved in professional development training for student staff include: Student Staff, Supervisors, Career Counselors, Human Resources, and District Marketing & Communications Department.

Timeline

Develop a detailed implementation timeline.

This project could begin as early as the summer of 2019. During that time we would secure our budget, advertise internally to supervisors, update and simplify the application process, create videos for onboarding and orientation, and develop a handbook. During the fall of 2019 we would implement regular professional development trainings for student staff, and conduct exit surveys on workshops to improve offerings for future years. In the spring of 2020 we would continue professional trainings, implement workshops on how to apply for permanent employment with the VCCCD, and organize an end-of-year celebration to acknowledge contributions.

Financial Plan and Budget

Develop a budget for the project and an overview of the financial implications.

This project included three budget items including marketing, job fairs, and video creation. The marketing collateral would cost an estimated (\$450) for printed flyers and posters advertising on-campus and DAC opportunities. It would also include social media announcements and an updated online application. The job fairs on campuses would cost an estimated (\$2,500) which would include time away from the office to recruit new employees and swag or other items to promote campus or district departments. The training videos would cost an estimated (\$1,600) for video production and content for orientation and training workshops.

Communication Plan

Describe strategies and methods used to develop awareness and contribute to successful implementation and support.

A video made by the district featuring Chancellor Gillespie would be the first step in the project. Each new hire would need to view the videos and online modules soon after hiring. Individual programs and departments would provide students with clear training as to duties and expectations for the student staff position.

Data Overview and Analysis

Provide a presentation of relevant data pertinent to current status or trends associated with metrics relevant to the project. Write an analysis that interprets the relevance of the data.

We conducted two surveys for this project after talking with student staff and supervisors about their experiences. One survey was for the supervisors of student staff with 6 questions and the other survey was for student staff working on each of the college campuses and at the District Office with 7 questions. We emailed the surveys directly to district email addresses with over an 80% response rate. 53 supervisors responded and 75 student staff responded. Our complete survey data are listed in the Appendix.

According to our supervisor survey, most supervisors train their student staff on their first day of employment and utilize a handbook or have them shadow experienced staff. Some supervisors have new hires attend workshops/seminars, complete computer modules, or even take courses related to the position. 77% of supervisors report student staff receive on-going training as new tasks arise, as students feel more comfortable, and as state laws or college regulations change. In addition, some supervisors are training their student staff in Title IX, Title IV, FERPA, and emergency response. Other supervisors are utilizing team building exercises and informing them about campus resources by hosting speakers from different campus offices (Health Services or Campus Police). In terms of computer technology use, over half of supervisors reported their student staff used Microsoft Word and Outlook often, and 46% of supervisors said their staff used Microsoft Excel often. When asked if student staff show an understanding of appropriate office behavior, 83% agreed. In terms of

greetings and phone etiquette, 76% of supervisors said staff displayed professional behavior, and 77% felt staff understood professional attire. 76% reported student staff arrived on time for work and 77% said student staff were focused at work. When asked, 66% were interested in District formalized training, and 75% of supervisors believed that with more training they could see their student staff in a classified position within the VCCCD in the future.

According to our student staff survey, 87% said they were knowledgeable about the job before beginning. When asked about training for the position, 51% received a handbook, 63% received training on the first day, and 65% shadowed another staff member (most had a combination for training). After working in the position, 73% reported receiving on-going training in that position. In terms of training for computer technology, over 50% said it would be helpful to be trained in Microsoft Excel and internal software like SharePoint or Banner, although Microsoft Outlook training was only selected by 39%. Surprisingly, 51% of student staff said they wanted training on professional communication skills like phone etiquette and 29% wanted professionalism training (about expectations in the workplace and punctuality). Student staff was then asked about obstacles they experienced when applying for their position. 60% reported there was a lack of information about which offices were hiring student staff. There also seems to be a lack of understanding about how their funding program works. One student said they thought their Federal Work Study program was offered so they could study at work. Additionally, although 34% specified there was a lack of information on how to apply, 33% said they experienced no obstacles and that securing on-campus or district employment was straightforward. In comments, students identified Financial Aid being behind as one of the challenges to securing campus

employment. One student describes the process as being “so secretive that the same staff just rotate around campus”, and another student described it as just being at the right place at the right time.

Our survey results are strictly preliminary. Only 16% of the student staff population were surveyed out of 464 total students. In the future it would be important to survey a larger sample size, and identify the type of work they are doing on campus (office work, lab work, tutoring work). It also would be important to identify what type of financial aid the student was receiving as different funding programs provide different types of student support including professional development (CalWorks or EOPs). From the supervisors perspective, future surveys should specify how many student staff they have supervised and in what capacity. Finally, an ethnographic element of data gathering should be utilized to identify anything the survey leaves out.

Overall the survey data from both perspectives tell the same story. Both perspectives show an interest and a need for professional development for student staff. Specifically, a formalized training from the District in consistent onboarding for new student staff would foster a greater sense of community. Over half of the supervisors surveyed were interested in a formalized training for their student staff. Further, students identified specific areas for formal training in professionalism (expectations of an office, attire, phone etiquette, punctuality), and in computer programs used often like Microsoft Excel and Outlook. With 464 student staff in the district, this training can help support an influential group on campus, and help our departments better serve our students. Additionally, when supervisors were asked about the big picture prospects for their student staff,

75% believed that with more training they could see their student staff in a classified position within the VCCCD in the future. Based on this initial project, our group specifically suggests starting with consistent on-boarding and on-going training for student staff, but even an even bigger picture view of growing, training, and mentoring the future of our district community. If our student staff show an interest in full-time employment at the district, they should be knowledgeable of the education and training process, the interviewing and testing expectations, and possibilities of advancement at VCCCD. When students finish their educational path, they don't just want a job, they want meaningful employment. Our students want to feel a sense of pride where they are making a difference with their work. Our district benefits greatly from employees who are invested in the communities they serve. As employers and educators we are in a unique position to bridge this gap in a relatively short period of time in relatively inexpensive ways while receiving the largest gain. This survey shows there are departments all over the district who are providing meaningful and important student staff training. So, the question is how can the district align with what is already occurring to better meet the needs of student staff and our departments? This project offers us a beginning.

Risk/Benefit Analysis

Provide a summary analysis of any risks associated with implementation.

We do not think there are any risks associated with this project; there would be multiple benefits for the colleges, from a more unified understanding of the college system, to a more connected experience for the student staff. By creating a system of consistent training we would be investing in our students, while helping all involved have a better experience while working for the VCCCD.

Outcomes

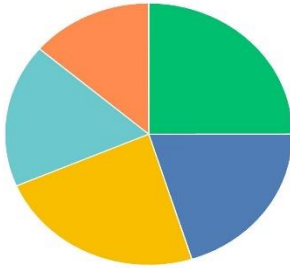
List planned outcomes. For each outcome, measure(s) that will confirm success or that the outcomes has been met.

The outcomes of our project Improve students' understanding of how to secure on-campus employment, as measured by pre/post surveys
Increase students' preparedness for the workforce, as measured by pre/post surveys. More students will apply for VCCCD jobs, as demonstrated by an increase in the number of applications received from student employees across the campuses. Finally, we will see an increase in student staff hired as permanent employees.

Appendices

Student Staff Supervisor Survey.

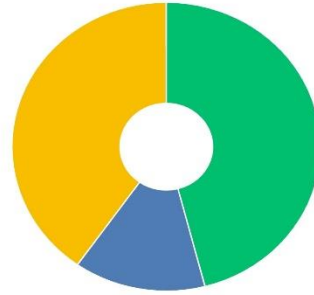
1. What type of training do you provide to your student worker(s)? Check all that apply.



Answered: 53 Skipped: 0

New hires shadow another student worker on the job.	58.49%	31
New hires receive a written or electronic handbook, describing duties and expectations.	47.17%	25
New hires receive a few hours of training on the first day of the job.	54.72%	29
New hires do not receive advance training but instead learn on the job.	41.51%	22

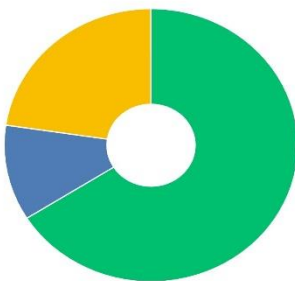
2. Do your student workers receive on-going training?



Answered: 52 Skipped: 1

Yes	76.92%	40
No	23.08%	12
If you selected "Yes," please briefly describe the type of ongoing training your student worker(s) receive:		35

3. Currently the VCCCD does not have a formalized process for orienting or on-boarding its student workers. Is this something you would be interested in if such a training was developed?



Answered: 53 Skipped: 0

Yes	66.04%	35
No	11.32%	6
Not sure	22.64%	12

4. Please indicate the frequency in which your student workers use the following computer programs or software in their job.



Row Total

Answered: 53 Skipped: 0

	Row Total	Daily	
MS Word	53	0	0%
MS Excel	52	0	0%
MS PowerPoint	49	0	0%
MS Publisher	50	0	0%
MS Outlook	52	0	0%
SharePoint	50	0	0%
Banner	50	0	0%
Canva.com	50	0	0%

Often		Rarely		Never	
33	62.26%	13	24.53%	7	13.21%
24	46.15%	20	38.46%	8	15.38%
3	6.12%	25	51.02%	21	42.86%
3	6%	15	30%	32	64%
30	57.69%	7	13.46%	15	28.85%
0	0%	14	28%	36	72%
9	18%	7	14%	34	68%
6	12%	11	22%	33	66%

5. Please indicate your level of agreement with the following statements regarding your office's student worker(s).



Weighted Average

Answered: 53 Skipped: 0

	Strongly Agree	Agree	Neither Agree or Disagree	Neither Agree or Disagree	Disagree	Strongly Disagree
Student workers in our office are skilled in professional greetings.	19 35.85%	21 39.62%	9 16.98%	9 16.98%	4 7.55%	0 0%
Student workers in our office show an understanding of appropriate attire for the workplace.	16 30.19%	25 47.17%	9 16.98%	9 16.98%	3 5.66%	0 0%
Student workers in our office show an understanding of appropriate office behavior.	20 37.74%	24 45.28%	4 7.55%	4 7.55%	5 9.43%	0 0%
Student workers in our office arrive to work on time.	20 37.74%	20 37.74%	6 11.32%	6 11.32%	6 11.32%	1 1.89%
Student workers in our office remain focused on assigned tasks.	18 33.96%	23 43.4%	7 13.21%	7 13.21%	5 9.43%	0 0%
With more training, I could see our student workers in a classified position within the VCCCD in the future.	25 47.17%	15 28.3%	6 11.32%	6 11.32%	6 11.32%	1 1.89%

Q1. What type of training do you provide to your student worker(s)? New hires receive another type of training not listed above.

Several weeks of shadowing the student worker to provide feedback.

3/6/19, 7:05 AM

A notebook with information needed for the job.

3/6/19, 6:14 AM

I do workshop trainings for the entire staff before the beginning of each semester

2/26/19, 5:51 AM

They meet with me, the Coordinator and I got over the purpose of our program and their role in this.

2/21/19, 8:34 AM

written few pages of duties but not handbook-working on it

2/21/19, 6:40 AM

New hires are always paired with a staff member who trains and observes them.

2/21/19, 2:24 AM

New Hires work along side current staff members for training until they are proficient at all tasks

2/21/19, 1:53 AM

We provide a 4 hour training seminar (which includes refreshments) for our student workers. Throughout the year we also hold short training meetings as needed.

2/21/19, 1:12 AM

Ongoing (weekly) professional learning,

Sometimes all are student employees are asked to attend a group training on a variety of topics. Ideally the training is offered before new-hires start, but often this is not the case.

2/20/19, 9:42 AM

New hires shadow staff to learn departmental processes and receive hands on training. New hires are also shown workflow processes.

2/20/19, 9:11 AM

New hires receive verbal directions and a walk through the facility

2/20/19, 8:50 AM

In order to meet licensing requirements, students must complete at least 12 units of coursework in Child Development in order to work at the CDC. Once hired they work under the direct supervision of a lead teacher (classified staff) who supports them as they learn their responsibilities.

2/20/19, 8:41 AM

we have some computer based training modules they review

2/20/19, 8:32 AM

New hires also shadow staff. Check for understanding on an ongoing basis.

2/20/19, 8:28 AM

Ongoing (weekly) professional learning, participation in a book club, twice monthly individual coaching

2/21/19, 12:34 AM

Students will also shadow me in my role when working with students, answering telephone calls, logging/tracking paperwork, etc. before going hands on. I then will personally observe them for a few weeks.

2/20/19, 11:51 PM

Training by supervisor first few weeks of job

2/20/19, 11:47 AM

Sometimes all are student employees are asked to attend a group training on a variety of topics. Ideally the training is offered before new-hires start, but often this is not the case.

2/20/19, 9:42 AM

New hires shadow staff to learn departmental processes and receive hands on training. New hires are also shown workflow processes.

2/20/19, 9:11 AM

New hires receive verbal directions and a walk through the facility

2/20/19, 8:50 AM

In order to meet licensing requirements, students must complete at least 12 units of coursework in

Q2. Do your Student Staff receive on-going training?

As new tasks come up, the student-worker will be visually shown not just told how to process the particular task.

3/13/19, 7:37 AM

We constantly add a little bit more as the students are secure with their job duties.

3/6/19, 7:05 AM

We add responsibilities to student workers if they stay with us and have shown they can handle additional or higher level tasks

2/27/19, 3:15 AM

We constantly have changes, so I email as a group and then will individually show student staff new items

2/26/19, 5:51 AM

Revisiting tasks not done very often or training in tasks they have not done yet.

2/26/19, 2:10 AM

Along the way they get introduced to new tasks and duties that I will train them in.

2/26/19, 12:46 AM

They are taught skills as they come up. Also they do Title IX and golf cart training

2/22/19, 7:57 AM

They continue to receive on the job training through check-ins, assessments, etc.

2/22/19, 2:12 AM

weekly professional learning, book club, twice monthly individual coaching, periodic team building activities

2/21/19, 12:34 AM

Making Solution, Standardize a solution to determine its concentration, clean instrument

2/21/19, 12:24 AM

They are updated with college changes depending on the department that they are in.

2/21/19, 12:20 AM

As in my position, procedures may change so we sometimes have to learn new procedures.

2/20/19, 11:55 PM

We do refresher meetings throughout the semester since some things are only done once a semester, I will review procedures with them before they complete the task.

2/20/19, 11:51 PM

As needed

2/20/19, 8:40 PM

they learn how to: 1. use the software as different situations present, 2. respond to student inquires, 3. Shelf materials, 4. complete related clerical tasks

2/20/19, 10:33 AM

Any opportunity that arises to learn about campus resources I get them involved. I try to provide new

the Classified Staff in our office buy them pizza and they huddle to have group meetings, once a month. otherwise, they can come to me directly with questions.

2/21/19, 8:34 AM

Student workers receive additional training as they progress on to different machinery or duties.

2/21/19, 3:08 AM

Phone triage, how to deal with difficult students, increase front office skills

2/21/19, 2:24 AM

As tasks are mastered additional tasks may be assigned

2/21/19, 1:53 AM

In academic counseling there are constant changes to procedures that may come down from the State. Also, there have been added services for Ventura College students, such as group counseling sessions, and my student workers need training on how to schedule these groups on an on-going basis.

2/21/19, 1:12 AM

Computer projects

2/21/19, 1:02 AM

weekly professional learning, book club, twice monthly individual coaching, periodic team building activities

Any opportunity that arises to learn about campus resources I get them involved. I try to provide new training as information changes...through e-mails, hands on, etc

2/20/19, 10:06 AM

We collect reports on need for additional training from employees at private staff meetings and schedule group training events to address the needs reported.

2/20/19, 9:53 AM

Infrequently we offer group training sessions as mentioned above. It can be in response to specific concerns or sometimes specific opportunities. We have had speakers from the health office, from the police department, and from others on campus. Also, we sometimes train students for specific tasks well after they were hired. The most common example is Library of Congress Call number training for students who will be shelving books or shelf reading the stacks.

2/20/19, 9:42 AM

It is impossible for student workers to learn everything within a few hours for our department so our student workers receive ongoing training. We must provide training on new applications. At times, student workers need guidance in dealing with certain situations.

2/20/19, 9:11 AM

Q6. Is there anything else you feel that your student staff need to learn?

We hire students to work in the lab so many of your questions above are not relevant to our non-office jobs. Many of our workers are on work-study and I would like more info on how that works (hours allowed, unit and grade requirements, limitations on financial aid money or time).

2/27/19, 3:15 AM

I believe it would be helpful for them to receive either at a yearly, semester, or raise bump time period a written evaluation. It's unfortunate that some student staff take full advantage while others work very hard. I think that a college/district standard bar of expectations would be very helpful to those of us that are managing. That way we are all on the same page and the student staff are aware of requirements expected for all.

2/26/19, 5:51 AM

Not all student workers work in an office. Student worker professionalism varies widely. I had a student that thought the Federal Work Study program was offered so they could study at work.

2/26/19, 2:10 AM

As a supervisor, I feel student workers need training on appropriate expectations, policies and procedures to train them for their future careers.

2/21/19, 1:12 AM

I'm lucky my student worker is responsible and dependable. Past have not showed up on time, wouldn't call to notify of absence.

2/21/19, 1:02 AM

We have conducted a customer service training and Title IV training for student workers in the past. However, they are inconsistent.

2/21/19, 1:00 AM

The district should develop a VCCD New Student Worker Handbook. Ventura College Student Worker Orientation should be handled by Student Activities.

2/21/19, 12:51 AM

I believe it would be beneficiary for all student workers to learn about how not to use the work area as a "gathering" area for themselves and friends. That the work area is for work and they need to be there for work only. Many work areas need to not let the students use working hours as a "homework" time because they can become distracted.

2/21/19, 12:20 AM

for software used, we should include starfish too. Student workers could benefit from learning navigating a large institution and how that can work slowly at times, but how important process is in such an environment.

2/21/19, 8:34 AM

I think this is a great idea-however disconnect for student workers throughout the campus. Some areas really lenient while other areas expect more out of a student worker.

2/21/19, 6:40 AM

Our student worker is learning new things daily, as different situations and tasks arise.

2/21/19, 4:42 AM

Some of these questions were difficult to answer-we have had student workers who are less skilled, less professional than others but overall the student workers have been eager to learn.

2/21/19, 2:24 AM

Answers were given based on recent history, not our current work study who is awesome. We have had exceptional work study students but they are the exception, not the norm.

2/21/19, 1:53 AM

FERPA law

Safety Use of equipment or supplies

2/20/19, 11:47 AM

There are aspects of the work that are learned over time.

2/20/19, 10:33 AM

Emergency response expectations, how to handle aggravated customers, and how their work here will translate in to jobskills they use after college.

2/20/19, 9:53 AM

In the area of basic office and customer service skills:

- * How best to respond when you don't already know the best way to help.
- * How to graciously and helpfully refer a customer to another desk or department.

Other possible topics for generic onboarding:

- * Emergency response training
- * Overview of the college and it's departments
- * Focus on available student services

In the area of basic office and customer service skills:

- * How best to respond when you don't already know the best way to help.
- * How to graciously and helpfully refer a customer to another desk or department.

Other possible topics for generic onboarding:

- * Emergency response training
- * Overview of the college and it's departments
- * Focus on available student services

Perhaps some technical training:

- * Lync/Skype for Business
- * Basic computer troubleshooting
- * Collaborating via Google Apps (I believe that Sharepoint isn't even available to students, right?)

2/20/19, 9:42 AM

Student workers often are lacking certain life and professional skills. It can be attributed to their youth, but I feel that it's part of our job to teach them. It's part of the on the job training that they will need in the future.

2/20/19, 9:11 AM

I marked "Disagree" on the question about remaining focused on tasks- I'm not sure if it's a question of maturity level but they seem to have difficulty with this. Maybe some aspect of a formal training could address this? Additionally, while some student workers I've had in the past know how to dress appropriately and greet people professionally, the main thing that seems to be an issue is gossiping about other students or teachers. They don't seem to understand workplace professionalism in terms of what is appropriate to discuss in the workplace. I think some initial training in that area might be helpful as well.

2/20/19, 9:05 AM

cross training in other campus departments and services

2/20/19, 8:32 AM

I have two student workers. One student worker is punctual, completes all assignments/tasks, takes initiative, and is highly motivated. The other student worker is good, but at times can get distracted and needs reminders to complete assignments. Also needs to work on being punctual.

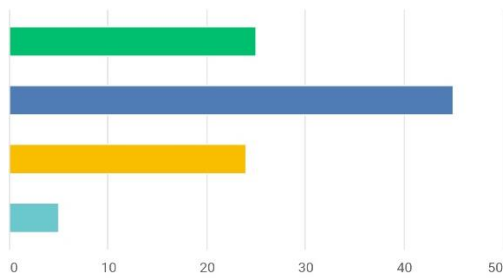
2/20/19, 8:28 AM

customer service training videos would be helpful

2/20/19, 8:21 AM

Student Staff Survey.

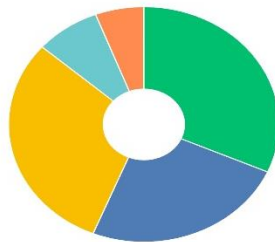
1. What obstacles, if any, did you run into while trying to find a job on campus? Check all that apply.



Answered: 74 Skipped: 1

Lack of information on how to apply for on-campus or district jobs.	33.78%	25
Lack of information on which offices were hiring student workers.	60.81%	45
No obstacles; I thought the process of looking for and securing on-campus or district employment was straightforward.	32.43%	24

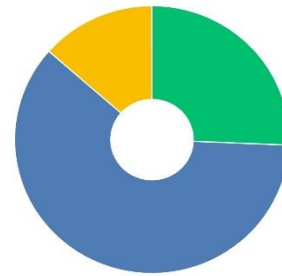
3. What types of training did you receive to prepare for the position? Check all that apply.



Answered: 75 Skipped: 0

I shadowed another student worker on the job.	65.33%	49
I received a written or electronic handbook, describing the duties and expectations.	50.67%	38
I received some training on the first day of my job.	62.67%	47
I did not receive advance training but instead learned on the job.	16%	12

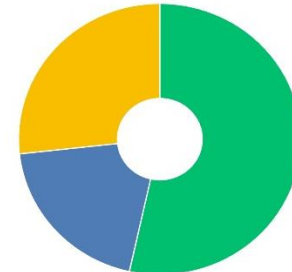
2. How much did you know about your expected job duties and tasks for your student worker position(s) prior to starting your job(s)?



Answered: 74 Skipped: 1

I had deep knowledge of my expected job duties and tasks.	25.68%	19
I had moderate knowledge of my expected job duties and tasks.	60.81%	45
I had no knowledge of my expected job duties and tasks.	13.51%	10

4. Do you receive ongoing training within your student worker position?



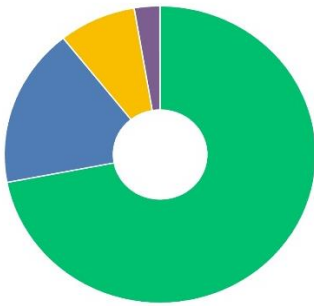
Answered: 74 Skipped: 1

Yes	72.97%	54
No	27.03%	20

If you selected yes, please briefly describe the type of ongoing training you receive:

27

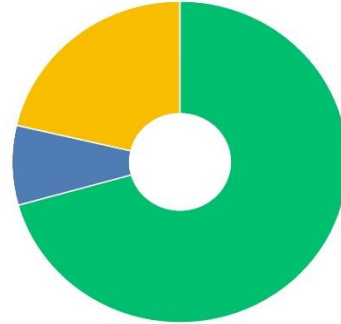
5. Please rate your level of agreement with the following statement: I feel comfortable asking my supervisor questions when I need clarification on something.



Answered: 75 Skipped: 0

Strongly agree	72%	54
Agree	17.33%	13
Somewhat agree	8%	6
Somewhat disagree	0%	0
Disagree	0%	0
Strongly Disagree	2.67%	2

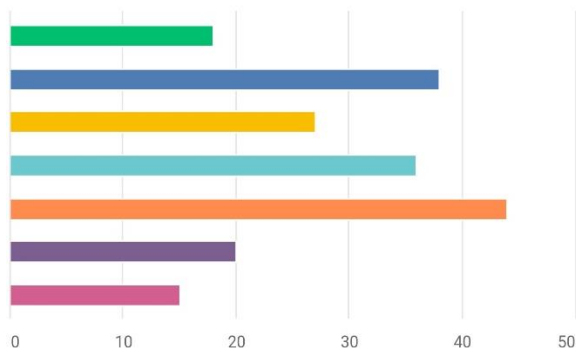
6. The VCCCD is considering providing training to help student workers develop additional knowledge and skills to succeed in their roles and possibly transition from student worker to part- or full-time VCCCD employee. Would you be interested in additional training if it was offered?



Answered: 75 Skipped: 0

Yes	70.67%	53
No	8%	6
Not sure	21.33%	16

7. What kind of training would be helpful to you in your student worker role? Check all that apply.



Answered: 70 Skipped: 5

Microsoft Word	25.71%	18
Microsoft Excel	54.29%	38
Microsoft Outlook/email	38.57%	27
Professional communication skills (e.g., phone etiquette)	51.43%	36
Internal software programs like SharePoint or Banner	62.86%	44
How to be professional (e.g., punctuality, expectations in the workplace)	28.57%	20
Another type of training that would be useful to student workers that isn't listed above would be:	21.43%	15

Q1. What obstacles, if any, did you run into while trying to find a job on campus?

No postings, FA is behind and slows the process to a crawl

2/28/19, 7:58 AM

I think that very few students know how many departments actually hire student workers. If more outreach was given in terms of making students aware of this, I believe many more students would apply for campus jobs.

2/28/19, 1:08 AM

As a student worker that has worked in multiple offices, the process is so secretive that the same workers just rotate around campus.

2/27/19, 8:28 AM

I have had 3 different jobs on campus, but I feel like I was just at the right place at the right time. I can definitely see how for other students it can be more difficult because of the lack of information on which offices are looking to hire student workers.

2/26/19, 2:39 AM

The application process is quite confusing as you have to go to the district website first and fill out their application and then a different website for the school's openings

2/25/19, 6:51 AM

Q3. What types of training did you receive to prepare for the position?

Training meeting

3/7/19, 4:40 AM

on job

2/28/19, 7:58 AM

online class (tutoring methods)

2/28/19, 7:55 AM

Previous experience and ongoing daily guidance.

2/27/19, 10:40 AM

I took a tutoring methods class

2/26/19, 10:18 AM

volunteering as the same position

2/26/19, 8:24 AM

A training meeting

2/26/19, 4:35 AM

Deb's training

2/26/19, 4:21 AM

I also learned on the job for most of the specific questions people asked.

2/26/19, 1:12 AM

Q4. Did you receive ongoing training within your student worker position?

Varied from learning how to create a survey, editing websites

3/13/19, 2:55 AM

learning new processes

3/7/19, 6:03 AM

Whenever I had a question, or encountered a new situation I've never handled before

3/7/19, 4:56 AM

Things change on a day to day or weekly basis. So we are constantly learning

3/5/19, 9:15 AM

Learning and observing before applying new duties.

3/5/19, 8:02 AM

new financial aid rules and protocols

3/4/19, 1:55 AM

I learn new things each day

2/28/19, 12:36 PM

Every so often a colleague will show me something new around the office and I will learn how to complete a new task that I previously had no knowledge of.

2/28/19, 8:35 AM

There were a few added responsibilities to my job that I needed training for (using banner and starfish).

2/27/19, 6:29 AM

I was given training and instruction on how to scan student surveys and send them to there appropriate division.

2/27/19, 6:12 AM

on the job training

2/27/19, 5:51 AM

Professional Development Events

2/27/19, 4:59 AM

Throughout the semester different tasks and events came up and I was trained on each thing as it came along

2/27/19, 12:54 AM

As a tutor, we constantly recieve training from fellow tutors in areas with which we struggle. We also attend meeting where we are advised on how to improve as a whole.

2/26/19, 10:18 AM

About some appropriate ways to handle sexual issues throughout the mandatory online lessons

2/26/19, 8:24 AM

As a tutor, all day is training

My supervisor is always giving more responsibility

2/28/19, 7:58 AM

I consider the tutor meeting that occur every so often as part of my training since they are always willing to help us improve and give us pointers at the meetings.

2/28/19, 7:55 AM

New policies, Scribing for different subjects, new paperwork.

2/28/19, 2:51 AM

Occasionally I would shadow another student worker, but very little besides that.

2/28/19, 1:08 AM

Sandy is always willing to answer any questions I have and always teaching me something new

2/28/19, 12:56 AM

I was given a student worker handbook and we we also had a group meeting where we were told what is expected and also how to transfer calls.

2/27/19, 3:04 PM

Online 1 unit class with mandatory discussion boards on how to approach different obstacles that may arise while on the job

2/27/19, 2:02 PM

Q7. What kind of training would be helpful to you in your student worker role?

Lacert

3/5/19, 9:45 AM

EMS, OnBase, Adobe, Tableau, druple, Portal, Eventbrite, Custodial, Light maintenance, gardening, IT training

2/28/19, 7:58 AM

Any in office work

2/28/19, 12:56 AM

Being prepared for various emergency situations

2/27/19, 9:18 AM

A lot of the times I find student workers doing the exact same job as an admin assistant but just getting paid less.

2/27/19, 8:28 AM

Gun safety.

2/27/19, 6:29 AM

Using Skype for Business, such as transferring calls. How to make online labels for files. How to make a requisition form.

2/27/19, 6:12 AM

Job Shadowing Classified Staff, supervisors, etc.

2/27/19, 2:32 AM

Job Shadowing Classified Staff, supervisors, etc.

2/27/19, 2:32 AM

None of above, we are provided with all training

2/27/19, 1:01 AM

How to alleviate conflict.

2/26/19, 11:42 AM

If a shooter came in.

2/26/19, 5:06 AM

Being well versed In all the departments we have on campus

2/26/19, 2:39 AM

How to transition from student worker to full time worker

2/26/19, 2:01 AM

Something that gave a deeper understanding of how the school is structured and how the bureaucracy works/how things get done/who makes what decisions.

2/26/19, 1:44 AM

training could be helpful depending on the role but shouldn't be mandatory. I would like to be considered as a trainer done this in the past.

2/26/19, 1:07 AM