

# SUPERVISOR REFLECTION

## CONNECTING WORK AND ACADEMICS

**What should students know and be able to do after working in your office?**  
(Tasks, skills, competencies)

When you think about the students you supervise, answer this question...

**"By May, I hope the students I supervise are able to...."**

(do more, do better, know more, know better)

Thinking about student employment conversations and the other considerations shared, discuss this prompt...

**"For me, what might work would be to...."**

**Would you consider your student employment opportunity a high-impact activity?**

If yes, what components make it high-impact?

If no, what changes could be made to make it a high-impact activity?



Career Development Center  
DIVISION OF STUDENT AFFAIRS

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**What additional questions could you ask your student employees to help them connect their work experience as a high-impact learning activity?**

- How is this job fitting in with your academics?
- What are you learning here at work that is helping you in school?
- What are you learning in class that you can apply here at work?
- Can you give me a couple examples of things you are learning here at work that you will use in your chosen profession?

**I would like to try the following to enhance my students' learning experience in their work environment:**

- Hold meetings (individual or group) with student employees to foster conversations about the connections they are making with their academics and work.
  - Incorporate language of student learning into job announcements and position descriptions.
  - Create and use interview questions that encourage student to make connections between the world of work and academics.
  - Add discussions of learning outcomes to Orientation/Training checklists.
- Utilize goal setting.

