

Learning Roadmap Mid-Year Discussion Form for CCD Interns

UConn Center for Career Development

CCD Intern: _____ Supervisor: _____ Date: _____

The purpose of the mid-year Learning Roadmap discussion is:

1. To review office procedures and student expectations;
2. To provide an opportunity for feedback and discussion related to job responsibilities, projects and goals;
3. To identify any necessary changes to the learning map and incorporate those adjustments into the form below;
4. To reflect on student performance which allow for measurement of growth and development in future semester(s)

CCD Interns/Supervisors answer the following through a discussion:

1. Have your duties changed throughout the fall semester? Please explain and describe any new responsibilities or any tasks which you are no longer assigned to complete.

2. What project or responsibility do you like best? What are some other projects you may want to work on if time permits?

3. What steps have been taken to work towards developing a skill or completing a goal that was identified in your Learning Roadmap (LR)? How do you plan to accomplish the goal(s) in the spring? (review original LR to answer)

4. What can your supervisor do to support you in your role to succeed?

5. In what areas can the CCD Intern improve? Identify specific suggestions that can be incorporated into projects (for Career Interns, discuss résumé critique and presentations). Both the CCD Intern and supervisor should provide input.

6. Supervisors explain to student the end of year evaluation tool, and the integration of all learning documents into the evaluation process.

Review and Feedback Form for Supervisors and Students

UConn Center for Career Development

CCD Intern: _____ Supervisor: _____ Date: _____

The purposes of providing a mid-year review to students are multifaceted:

1. Reviews provide opportunities for feedback and discussion of the (a) student’s performance and (b) work environment and (c) goals for upcoming semester(s);
2. Feedback of performance prepares students for careers after graduation; and
3. Reflection of performance allows for measurement of growth and development.

Prior to the meeting:

1. Supervisors and students should gather any learning documents that were completed in early fall (if applicable to position), using specific objectives and goals as examples when reviewing the skills/attributes below.
2. Supervisors and students should determine if they would like to complete the chart independently prior to the review meeting, **OR** discuss the skills/attributes during the meeting, handwriting notes together during the discussion.
3. Print this form along with any learning documents (i.e. learning roadmap).

Directions for during the meeting:

1. The supervisor and the student each review the line items below that outlines each skill/attribute.*
2. Discuss specific examples of work performance throughout the fall semester that relate to each line item.*
3. Utilizing the rating scale below, both the student and the supervisor should assign the rating code that corresponds to the student employee’s performance during the fall semester.*

*If supervisor and student filled out the form independently, a discussion to support ratings is to occur in the meeting.

Student Rating	Supervisor Rating	<i>Rating: E=excellent work, regularly exceeds expectations; G=good work, always meets and occasionally exceeds expectations; S=satisfactory performance; C=changes needed; U=unacceptable performance</i>
		Dependability (reliable, completes assigned tasks, meets deadlines, carries out instruction, provides advance notice when work schedule requires change)
		Communication Skills (displays proficient oral, written, and listening skills for particular position)
		Problem-solving and Critical Thinking Skills (ability to analyze, evaluate, and apply proficiency of skills to task at hand)
		Quality of Work (attention to detail, accurate, neat, follows directions)
		Interpersonal Skills (cooperation, ability to work well with others, considerate and respectful of others, inspires and motivates others, values team purpose)
		Professionalism (adheres to all office policies, promotes LEAD customer service, represents department in a positive manner, punctual in arriving to work, exhibits a positive attitude)
		Initiative (self-motivation, ability to assess and initiate tasks independently, willing to take on challenging tasks, follows through energetically with a plan with minimal supervision)

By signing this form, the student employee and project supervisor acknowledge that the Learning Roadmap and Mid-year Review has been discussed. It does not indicate that the student employee agrees with the ratings. Please return this form to Jenn Grunwald **by the first Friday in December** (Intern and supervisor keep a copy).

Student’s Name _____ Student’s Signature _____

Supervisor’s Name _____ Supervisor’s Signature _____