**Project Details**

**Goal and desired outcomes of the program or service:**
To better train our student leader so that they will be equipped to handle customer needs and respond to complaints while also providing excellent customer service.

**Goal of assessment:** *To better understand the effectiveness of our student leader training for desk assistants so we may continue good practice and modify future trainings as needed.*

**Population sampled (e.g., “students who attended…”):** HRE Student Leader Staff—Desk Assistants

**Response Rate:** 85.11% (40 of 47)
**Administration Type:**
- Campus Labs email

**Summary of Key Findings (Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.)**

Some of the key findings were that the new hires could have used a bit more training on how to use Whentowork and Kronos. We explained our policies regarding use of those websites, but some folks thought it would have been more helpful to see the websites and learn how to use them instead of just hearing about it. Students also seemed to like the various cultural competency trainings that we had, but some people mentioned that the International Center training was the least useful of them. They noted the length of the training, repetitive information, and PowerPoint as negative aspects of that training. Over all, new hires felt like they understood each section of training, but there were a few minor topics that they could have used more clarification on. Blackboard and staff hierarchy, particularly in Residential Education, were two of those topics. Everyone agreed that shadowing shifts were the most useful but some students wished they had had more time to shadow shifts, or that the person they had shadowed had been more knowledgeable. Some new hires felt like the rotations were too long for the information, and some felt there wasn’t enough time for the amount of information given. Overall, people agreed that more practice time would be helpful.

**Actions Taken/Planned based on the findings from this assessment:**
Our student managers will be meeting with us to review these results and to provide their own feedback so that we can make positive changes for our next all-staff semester training. We will be sure to have a laptop for the training on websites so that we can show them how to utilize them rather than just
explaining it. We will also plan a different topic for the cultural competency trainings next time so that the students can learn about diverse issues and gain more skills, rather than doing the same International Center training again.

This training was our first time doing an interactive activity around the Residential Education hierarchy and who/when to call if they need more assistance at the desk. The format of the training seemed helpful for staff, but based upon their feedback we will be making it a bit longer in the future and provide more types of scenarios so they can begin to understand the structure of that side of the department.

Ideally, in the future, we would have more shadowing shifts for staff to complete and there would be fewer new DA’s per shadowing shifts. We would like them to be one-on-one training shifts. Unfortunately this time around, we had more new hires than returning students and there weren’t enough people working at the desk who could be shadowed. Our hope is that we will begin to increase our staff retention rates so that we will not have such high turnover and training will be easier with fewer new staff.

**Alignment**

**Student Affairs Key Activity:** Staff Excellence

**Departmental Key Activity:** Staff Development & Training

**Departmental goal this project addresses:** We seek to create staff members who are knowledgeable about departmental and campus policies, procedures, and general campus information. We also want to have a staff team that demonstrates excellent customer service.

**Departmental Key Activity:** Social Justice Education

**Departmental goal this project addresses:** Student leaders will be trained to promote diversity awareness and social justice in their various communities and work locations.

**Learning Domain Connection:** Campus Community

**Please explain how this project connects to this Learning Domain (more information on learning domains can be found here):**

In order to help our student leaders connect with the larger campus community and learn the value of interdepartmental partnerships, we invited guest speakers from several other departments on campus to give presentations to our student leaders. We attended trainings with the International Student and Scholar Services and with Disabilities Services, during which our students were able to learn more about the services those departments provide as well as learn more about issues faced by our international and alter-abled students.
**Learning Domain Connection: Critical Thinking**

Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)):

We incorporate problem solving activities throughout our training to help student leaders improve their critical thinking skills. An example of one of the activities we do is an interactive customer service skit in which students are able to practice critical thinking, problem solving, and being solution oriented while trying to resolve common customer complaints. The students were able to practice giving responses and thinking through problems with the help of their peers. We did interactive role playing scenarios to recap policies and procedures as well, which allowed the students time to practice applying the knowledge they had gained throughout training to real-world situations and customer problems.

**Learning Domain Connection: Diversity & Inclusion**

Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)):

As part of this training, we had a 3 hour session on social justice, anti-oppression, and inclusion. During this training session, we discussed power and privilege dynamics, defined oppression and discussed various forms of oppression, discussed the ally spectrum and how they could apply that knowledge to their jobs as student leaders. This training helped them understand the importance and value of diversity and inclusion and gave them concrete methods to act as allies in their roles as student employees and promote a more socially just environment on campus.

**Learning Domain Connection: Leadership**

Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)):

We incorporated both active listening and good communication skills into our training to help our students develop the skills needed to become leaders. We discussed the characteristics of effective communication and how to use those skills to work more effectively with their peers, lead their teammates in tasks, and build up a strong feeling of team within the department.

**Learning Domain Connection: Practical Competence**

Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)):

This training was created with the purpose of helping our staff acquire the skills and knowledge to be successful in their jobs. We designed our activities to be interactive and discussion-based rather than lectures so that our students would have the opportunity to transfer the knowledge they’d gained into real life scenarios and be able to comprehend and respond to situations that may arise in their jobs. We not only taught them how to use our computer programs and process information, but we also created activities that allowed them to get hands-on experience and practice.