Project Summary

Housing & Residential Education / Desk Assistant Training Spring 2015

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:
HRE Student Leader staff—Desk Assistants

Response Rate: 60.5% (26 of 43)
Administration Type: E-mail invitation through Campus Labs

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.
Summary of Key Findings

This training is meant to be a refresher course for our staff on items that they learned during Fall training. We utilize games to recap things previously trained on and allow more time in activities for the students to teach each other and demonstrate how much information they know and retained from Fall training. The first part of our Spring training was a session on job expectations. This session was extremely helpful for our staff; out of the 5 expectation areas we covered in the training, 100% of our staff found the all of those areas to be helpful in clarifying the expectation, with the exception of one student who felt the uniform expectations were made clear but that enforcement of that policy throughout the year could be improved. The format of that session of the training was peer-to-peer training and overwhelmingly staff felt that the format was useful and they preferred that format to lectures or powerpoints. The two most valuable pieces of this training for our students was an activity we did on who and when to call for emergency situations and a session on resume and cover letter writing. Students felt like those were both effective activities that helped them feel more comfortable in handling emergency situations and applying for jobs in the future. Adding in that professional development session with a guest speaker to present on resume and cover letter writing skills was a great addition to training this year and will be continued in future trainings. 100% of our students who responded to the survey felt that the overall format of the training (games and interactive activities) was more beneficial than PowerPoints and lectures. As one student said, “It was way easier to pay attention.”

Actions Taken/Planned based on the findings from this assessment:
We will continue to incorporate various professional development topics into trainings in the future because we got such an overwhelmingly positive response to that session in our training this year. It was great to be able to help our students build the skills needed to find meaningful jobs after graduation and they appreciated that time as well. The cover letter and resume writing session also focused on helping our student leaders learn how to emphasize the skills they’ve gained in this job in order to get future jobs, which gave them a deeper appreciation for this position. I would like to continue implementing professional development topics into training for that reason. We will also continue to create refresher games and activities that we can do as a team to recap information learned during Fall training and throughout the previous semester. This format seemed very beneficial for staff and helped in keeping their attention and interest throughout the training day, even though many of them were already familiar with the information being covered.

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.

Student Affairs Learning Domain Connection: Leadership
Please explain how this project connects to this Learning Domain: The first half of our training was peer-based, which gave our students the opportunity to practice their leadership and communication skills. We broke everyone up into groups and gave them a particular training topic. As a group, they had to decide what information to provide, as well as how it would be provided and who would present the information to their co-workers. We were then able to assess the effectiveness of those presentations through this survey, with very positive results.

Student Affairs Learning Domain Connection: Practical Competence
Please explain how this project connects to this Learning Domain: One of our training sessions addressed cover letter and resume writing skills to help our students gain the knowledge and skills needed to apply for jobs post-graduation. The session focused on the transferable skills gained in this position and how they can translate that into success in other jobs.