Project Details

Goal and desired outcomes of the program or service: Each fall, Housing & Residential Education implements and holds an annual training for all of our Residential Education Student Leaders including our Resident Advisors, Social Justice Advocates, Programming Assistants, and Residence Hall Association members. Through this training, it is our goal to prepare our Student Leaders to assist us in meeting our departmental mission of creating a safe, inclusive learning environment which encourages, facilitates, and supports the learning and development of all residents.

Goal of assessment: To assess the student leader experience during fall training and whether or not they feel prepared to perform certain job responsibilities. Results will be used to shape and plan future trainings.

Population sampled: HRE Student Leaders

Response Rate: 40.86% (38 of 93)

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.)

Overall results indicated HRE Student Leaders felt high to moderately high comfortability in completing a variety of job tasks associated with their roles as a result of attending Student Leader training. Highest comfortability (72% or more of participants stating “very comfortable”) was seen in the following areas: ability to complete a purchasing request, ability to create and advertise a program, ability to access campus resources, understanding of information regarding sexual assault/harassment reporting, ability to educate residents on alcohol issues, and ability to create a more inclusive environment within Housing & Residential Education.

Lowest areas of comfortability with topics (60% or lower of participants stating “very comfortable”) included: ability to complete an inventory form, understanding of Student Leader council opportunities, ability to use the radio and follow radio protocol, ability to meet duty expectations, and ability to initiate conflict mediation.
Other information gained through this assessment helped us to learn where Student Leaders felt satisfied with training offerings and where Student Leaders were unsatisfied. Through this, we learned that in-area retreats, opportunities for networking/social opportunities, and behind closed doors received highest satisfaction ratings. We also learned that Student Leaders were least satisfied with the pre-orientation day sessions, and some stated they found the training schedule to be too rigorous or demanding of their time.

**Actions Taken/Planned based on the findings from this assessment:**

The above results and information was provided to our Student Leader training collateral group who utilized these results to assist in planning for our 2015 Fall Student Leader training sessions. This group utilized results to make the following changes for this year:

- Bolster Inventory Training by allocating more training time, purchasing additional inventory technology supplies, and collaborating with HRE functional areas to improve processing

- Benchmark, propose, and implement a change from utilizing RA radios to RA duty phones to increase overall duty response and efficiency

Additional plans were made to continue implementing sessions that were found to increase comfortability with job roles and responsibilities and assist in meeting our mission.

**Alignment**

**Student Affairs Key Activity:** Engagement and Leadership

**Student Affairs Key Activity:** Education and Outreach

**Departmental Key Activity:** *Emergency Management and Crisis Response*  
**Departmental goal this project addresses:** “Staff will be trained to respond to situations according to their role within the department. The types of situations that staff will be trained to address include personal matters, facilities issues, policy issues, and health-related matters.”

**Departmental Key Activity:** *Staff Development &Training-Student Leader Staff*  
**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 a commitment to student learning and safety.”

**Departmental Key Activity:** *Social Justice Training-HRE Student Leader Staff*  
**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](#)): Through Student Leader training, Student Leaders connect and interact with a variety of campus partners including: UPD, Center for Student Wellness, Office of Equal Opportunity, Dean of Students, and Student Involvement thereby increasing awareness of partnerships and the broader campus experience.

Learning Domain Connection: Critical Thinking
Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)): Training sessions offer Student Leaders the opportunity to demonstrate critical thinking skills, particularly in relation to conversations about crisis response, social justice, community building, and resource referrals. Student Leaders are provided with guidelines and structure for their positions, but required to utilize critical thinking skills to be successful within their roles.

Learning Domain Connection: Diversity & Inclusion
Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)): Student Leaders receive a variety of training about diversity, social justice, and inclusion work here at the University of Utah and within Housing & Residential Education. During these sessions focus and attention is given to self-exploration, education, and resource referrals for topics relating to social identities, privilege/oppression, and campus resources.

Learning Domain Connection: Leadership
Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)): Student Leader training is centered upon developing leadership skills and competency among all participants as a means to prepare and empower them to develop strong, healthy, engaged communities within their residential areas. Student Leaders have the opportunity to develop common vision, goals, and strategies for meeting HRE’s mission during their annual training.

Learning Domain Connection: Practical Competence
Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)): Student Leaders receive training during this period of time on a variety of topics that increase life and professional skills in a variety of areas including crisis response, resource referral, event planning, social justice education, written and verbal skills, time management, conflict mediation, and technology literacy.