OUTCOME
Student leaders will develop professional skills that prepare them for future job experiences in a global workforce.

OUTCOME SUPPORTS
☑ University: Goal 1
☑ Division: Goal 5
☐ Department:
☐ Other:

OUTCOME TYPE
☐ Performance Outcome
☑ Student Learning Outcome

ASSESSMENT APPROACH
☑ Direct assessment
☐ Indirect assessment

DATA COLLECTION METHODS
• Surveys

METHODS AND MEASURES
HRE will utilize the following tools to capture student staff’s perception on their development of professional skills. Professional skills include: Communication, administrative, organization, time management, interview, resume and cover letter writing, customer service, critical thinking, policy and procedural skills.

• An exit survey will be administered for student leaders to rate their experiences and perception of development with professional skills over the course of the year
• Exit interview will be conducted with student leaders at the end of the spring semester. The exit interview will include questions that will be measured by a rubric on the different level of professional skills competencies. The rubric will be used by the supervisor that will be the asking the questions.
• Mid-year assessment with all student leaders
• Pre and Post self-assessment for student leaders on their experiences prior to holding their current position and after receiving professional development skills trainings

CRITERIA OF SUCCESS
• 70% of HRE student staff members will agree/strongly agree trainings provided by HRE as well as the daily work environment lead to an improvement in their administration skills.
• 70% of HRE student staff members will agree/strongly agree trainings provided by HRE as well as the daily work environment lead to an improvement in their communication skills.
• 70% of HRE student staff members will agree/strongly agree trainings provided by HRE lead to an improvement in future employment search skills.
• 70% of HRE student staff members will agree/strongly agree their experience working for HRE has prepared them for future employment search skills

DATA COLLECTION AND ANALYSIS
Student staff working for Housing and Residential Engagement (HRE) have many opportunities to develop and improve their professional development skills. The purpose of this learning outcome was to assess how their role with HRE has developed their professional skills. The outcome was measured using an indirect assessment (pre and post test). The pre-test was administered at the end of the fall semester and the post-test was administered at the end of the spring semester. There were 25 student staff members that completed the pre-test. There were 21 staff members that completed
the post-test. There were significant discrepancies between the questions asked on the pre/post-test and the criteria of success. Many of the questions did not allow for our criteria to be measured regarding training. However, the ratings did show their perceptions of how their professional skills improved through their employment with HRE.

- The criteria for success of 70% of HRE student staff members will agree/strongly agree about the trainings provided by HRE improving their professional development skills in some areas was not assessed since the question did not specifically inquire about training.
- An average of 87% of respondents stated that their daily work environment lead to an improvement in their administration skills. Specifically, in seven of the eight categories that students were asked to rate themselves (answering the phone, filing, use of technology, attention to detail, problem solving, office equipment use, and multi-tasking).
- Well over 76% of HRE student staff members agreed/strongly agreed that the daily work environment lead to an improvement in their communication skills. For some categories relating to communicating with diverse populations, greeting customers, and public speaking, 100% of respondents agreed/strongly agreed that their skills improved. Therefore, the criteria were met.
- 66% of respondents stated that their work environment with HRE lead to an improvement in future employment search skills. The criteria for success was not met. However, 85% of respondents stated that their role assisted with resume and cover letter creation.

**IMPROVEMENT ACTIONS**

It was apparent in data analysis that our criteria for success did not align with our assessment measures. The pre and post-tests did not directly inquire about the training provided by HRE. The categories of the professional development skills were measured by a breakdown of different tasks. It may be beneficial to determine a criterion for each of those tasks. Additionally, there was a short time period between the pre and post-test, which is not ideal. We did not ask agree/strongly agree questions, so our data may not directly translate to our criteria for success. Overall, the responses to the pre and post-test did show the positive perceptions of how the student staff roles improved their professional development skills. The response overwhelmingly rated over 70% with a few meeting just under that at 66%.