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
• Pre-and post self-reflections, rubric and supervisor observation

METHODS AND MEASURES
HRE will utilize the following tools to capture student staff 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.
• A pre-and post-observation form will be completed for each student by their supervisor. The rubric will be used to assist with tracking of development.
• 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
• HRE student staff members will increase by at least 1 ranking for each professional skill area.

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-self-assessment) and a direct assessment (pre-and post-supervisor observation forms and rubric). 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. The following student staff and their supervisors participated in this assessment: Resident Advisors, Office Assistants, and Facilities Assistants. There were 83 student staff members that participated (44 Resident Advisors, 34 Office Assistants, and 5 Facilities Assistants). Unfortunately, the facilities assistants did not complete both the pre-and post of the self-assessment, however, the supervisor forms were completed and analyzed. The pre-and post-supervisor observation assessments revealed the following:
• HRE student staff members had an average increase of 1.13 in their professional skills.
- Resident Advisors had an average increase of .33.
- Office Assistants had an average increase of .98.
- Facilities Assistants had an average increase of 2.08.
- HRE student staff members had an average increase of .81 in their communication skills.
  - Resident Advisors had an average increase of .28.
  - Office Assistants had an average increase of .76.
  - Facilities Assistants had an average increase of 1.38.
- HRE student staff members had an average increase of .81 in their intrapersonal skills.
  - Resident Advisors had an average increase of .46.
  - Office Assistants had an average increase of .44.
  - Facilities Assistants had an average increase of 1.53.

The pre-and post self-assessment revealed the following:
- HRE student staff members had an average increase of .72 in their professional skills.
  - Resident Advisors had an average increase of .59.
  - Office Assistants had an average increase of .86.
- HRE student staff members had an average increase of .64 in their communication skills.
  - Resident Advisors had an average increase of .48.
  - Office Assistants had an average increase of .81.
- HRE student staff members had an average increase of .59 in their interpersonal skills.
  - Resident Advisors had an average increase of .49.
  - Office Assistants had an average increase of .69.

Overall, the criteria of success were not met for either the supervisor or student staff pre-and posts. The supervisor forms reflected the most improvement with one of the skill areas being met and two of them just shy of the full one ranking increase.

**IMPROVEMENT ACTIONS**

HRE substantially improved the assessment of student development this academic year, transitioning from self-reported data from a survey to pre-and post self-reflection forms for the student staff and pre-and post-observation forms for the supervisors. This assessment process was embedded in the student development process and was also used for the University’s HIPs initiative. Despite not meeting the criteria of success, the department has improved this outcome and assessment process dramatically and plans to continue to do so. Some areas for improvement for next year may include a revision of the pre-and post-timeline, specifically for supervisors and the completion of the pre-form. The HRE assessment committee realizes that completing a pre-form as soon as they start the position may not provide enough time to appropriately assess each student. Completing the pre-observation form at a later date would provide a more accurate rating of each students’ development. HRE will further explore this timeline and propose dates that work best with each student population. Another area HRE plans to explore is the assessment of continuing students. HRE may also explore the differences in data between the supervisors and students, and ensure that both supervisors and students are completing both pre-and post-assessments. HRE plans to finalize an improved assessment plan for the development of student staff in the summer.