OUTCOME
ULC receptionists will gain transferable professional development skills that will be applicable to their future career path.

OUTCOME SUPPORTS
- University: Goal 1
- Division: Goal 1
- Department: 
- Other:

OUTCOME TYPE
- Performance Outcome
- Student Learning Outcome

ASSESSMENT APPROACH
- Direct assessment
- Indirect assessment

DATA COLLECTION METHODS
- Portfolio evaluation of student work, Student self-assessment, Survey

METHODS AND MEASURES
University Learning Center (ULC) receptionists greet students, staff, faculty, and other library patrons; answer phones, schedule, cancel, and reschedule appointments; attend semester orientations and all monthly staff development meetings coordinated by Dannaca Daniel. Other opportunities for professional growth are achievable via alternative duties as assigned. As a part of the receptionist experience, student receptionists will learn transferable professional development skills that will include the following:

- Professionalism: Attendance & Punctuality, Neatness/Organization, Following Directions, Responsibility, Professional Dress
- Customer Service: Oral Communication, Written Communication, Interpersonal Skills, Professional Attitude, In Service to Our Patrons...
- Team Orientation: Flexibility, Cooperation/Collaboration, Leadership, Initiative, Being Supportive
- Job Knowledge/Performance: Understanding Job Responsibilities, Ability to Learn Quickly, Dependability/Reliability, Quality of Work, Problem Solving
- Self-Care: Academic Support, Work Family Fellowship, Mental Health, Maslow's Hierarchy of Needs, Job Satisfaction

ULC will utilize a pre- and post-survey each semester to capture students learning of each section. Student will be asked if they felt they have gained certain skills as a result of the ULC receptionist experience. ULC will also use two employee performance evaluations: a self-evaluation and a supervisor evaluation, to capture growth in each area.

CRITERIA OF SUCCESS
- 65% of student receptionists will exhibit professionalism.
- 80% of student receptionists will model excellent customer service.
- 70% of student receptionists will gain a better understanding of team orientation skills.
- 70% of student receptionists will gain skills related to job performance.
- 70% of student receptionists will apply methods related to their self-care.
DATA COLLECTION AND ANALYSIS

- 87% of student receptionists exhibited professionalism
- 88% of student receptionists modeled excellent customer service
- 85% of student receptionists gained a better understanding of team orientation skills
- 90% of student receptionists gained skills related to job performance
- 83% of student receptionists applied methods related to their self-care

Six receptionists (100% response rate) were surveyed to capture learning of five different topics related to professional development: professionalism, customer service, team orientation, job knowledge/performance, and self-care. In comparison to the percentage outcome predictions, actual results exceeded in every section by 8-20 percentage points.

Job knowledge/performance section was highest scored outcome, at 90%. This is a reflection of receptionist’s ability to learn, as well as supervisor’s ability to train/teach in the work environment. Self-care was lowest scored outcome, at 83%. Issues related to stress/anxiety and safety in the work place affected scores in this particular area. Respondents mentioned uncomfortable relationships with other administrative staff and stress related to personal issues. Majority of responses covered positive relationships with supervisor and co-workers.

Overall, most claim to they have benefited greatly from their positions as receptionists at the ULC. Improvements in customer service, life skills, and overall professional development among responses regarding experience gained. ALL respondents believe that being a ULC receptionist has positively impacted their experience as a Titan. Training that respondents would like to cover in the future include assertive communication skills, self-development, interpersonal workshops, and [more] mental growth topics.

IMPROVEMENT ACTIONS
Reassessment will begin in fall 2017 with a pre-survey. A post-survey will take place at the end of the academic year, spring 2018. Because the pre-survey for 2016/2017 was not used in comparison in this particular assessment, it may be helpful to do so in reassessment to measure improvement over a period of time, in this case, one academic year.

In order to address low scores in areas of self-care, fall and spring semester training meetings will focus more on interpersonal and communication skills to help with professional relationships within the department, and mental health issues related to personal growth and development. Topics will include conflict management, diversity and inclusion, cognitive therapy methods, safe spaces, and goal setting/vision boards. Supervisor will also put greater effort in showing employee appreciation.