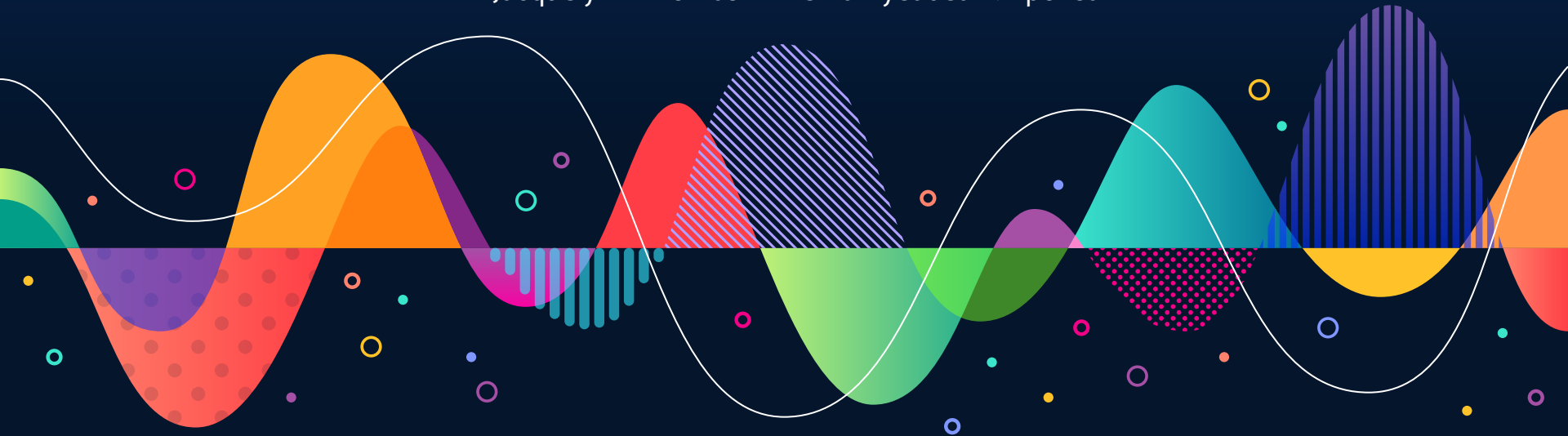# When Student Learning Outcomes Are Not Enough

A Case Study for Tracking Staff Learning and Improving Training

Dr. Jacquelynn Thomas · Bema Kyeadea-Amponsah

LAND ACKNOWLEDGEMENT

UC Berkeley is located on Ohlone land, which is the traditional ancestral homeland of the Ohlone people past and present. We acknowledge and honor with gratitude the land and waterways and the Ohlone people who have stewarded Ohlone land throughout the generations.

Pennsylvania State University is located on Susquehannock land, which is the traditional ancestral homeland of the Sauk people past and present. We acknowledge and honor with gratitude the land and waterways and the Sauk people who have stewarded Susquehannock land throughout the generations.

LEARNING OUTCOMES

❖ Learning Outcome 1: Participants will learn to evaluate whether what their department assesses addresses their assessment needs

❖ Learning Outcome 2: Participants will learn from an example of how theory, professional standards, best practices literature, theory, and job descriptions can be used to improve training, operations, and staff experiences.
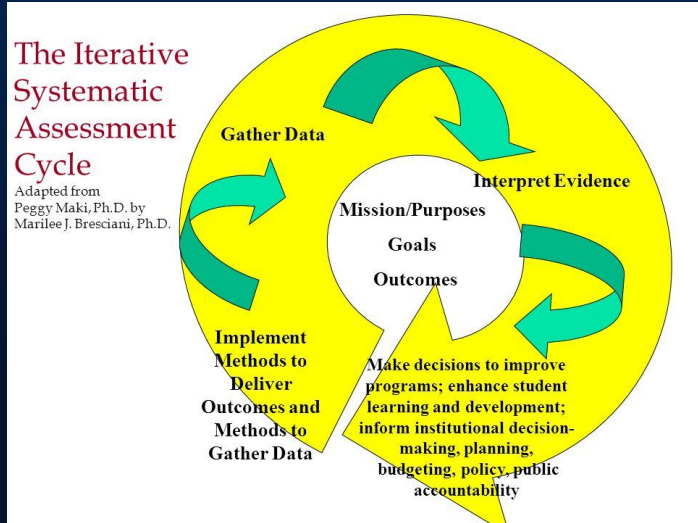
AGENDA

Foundations for this Project

Place Setting

Creating Learning Outcomes

Designing Surveys

Results

Next Steps

Foundations for this Project: Industry

The Iterative Systematic Assessment Cycle

Adapted from Peggy Maki, Ph.D. by Marilee J. Bresciani, Ph.D.

Gather Data

Interpret Evidence

Mission/Purposes
Goals
Outcomes

Implement Methods to Deliver Outcomes and Methods to Gather Data

Make decisions to improve programs; enhance student learning and development; inform institutional decision-making, planning, budgeting, policy, public accountability

When you Develop Employees

1. Attracts and retains great employees
2. Boosts the employers' reputation
3. Increases innovation and performance
4. Allows upward mobility
5. Allows leadership to plan for the future

~ Forbes Article

When you Don't

1. You'll lose your best people
2. You'll see your service suffer
3. You'll allow a negative culture to take hold
4. You'll get left behind in your industry
5. You'll struggle to recruit

~ Training Journal Article

Foundations for this Project: Theoretical Frameworks

Creating Psychological Safety (Schein)

1. Compelling Positive Vision
2. **Formal Training**
3. **Involvement of the learner**
4. **Informal training of relevant teams**
5. Practice fields, coaches, and feedback (case studies, behind closed doors)
6. Positive role models
7. Support groups in which learning problems can be aired and discussed
8. System and structures that are consistent with new way of thinking and working

Leadership Theory

<u>Transactional Leadership:</u> Work within the system. Solves challenges by fitting experiences to a known pattern. Minimize variation of the organization.

<u>Transformational Leadership:</u> Work to change the system. Solve challenges by finding experiences that show that old patterns do not fit or work. Maximizing their teams' capability and capacity.

Foundations for this Project: Professional Standards

CAS Standards and Guidelines
for Housing and Residential Life Programs

1. Mission
2. Program and Services
3. Student Learning, Development, and Success
4. Assessment
5. Access Equity Diversity and Inclusion
6. Leadership, Management, and Supervision
7. Human Resources
8. Collaboration and Communication
9. Ethics, Law, and Policy
10. Financial Resources
11. Technology
12. Facility and Infrastructure

ACPA/ NASPA Competencies

1. Personal and Ethical Foundations
2. Values, Philosophy, and History
3. Assessment, Evaluation, and Research
4. Law, Policy, and Governance
5. Organizational and Human Resource
6. Leadership
7. Social Justice and Inclusion
8. Student Learning and Development
9. Technology
10. Advising and Supporting

Foundations for this Project: Student Development Theory

Arthur Chickering's Seven Vectors of Development

1. *Developing Interpersonal Competence*
2. *Managing Emotions*
3. *Developing Autonomy*
4. *Establishing Identity*
5. *Freeing Interpersonal Relationships*
6. *Developing Purpose*
7. *Establishing Integrity*

Place Setting

UC Berkeley Residential Life Department

Large, Research 1, D1, Public University

~40,000 students

~10,000 residents in student housing

~200 student staff

~30 professional staff

Why we took on this Project Now

▷ Data on residents' satisfaction and learning is collected every year.

▷ Vice Chancellor of Student Affairs, Dr. Steve Sutton, expressed interest what staff are learning from employment.

▷ This project was slated to take place in 1-2 years, but Bema was available.
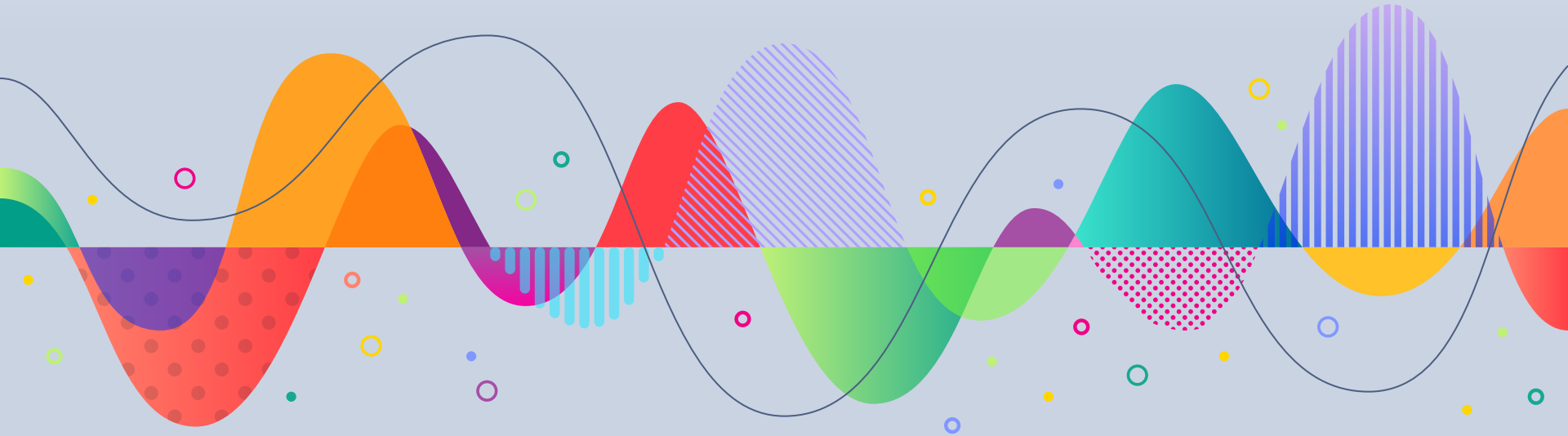
Creating Learning Outcomes

▷ We began meeting early October for an hour a week and met with different committees and administrative team to receive a feedback.

▷ Our intention was to look at 3-5 overarching responsibilities that spoke to CAS standards, NASPA/ACPA competencies, student development theories ,and build on those

Creating Learning Outcomes

Document Analysis

➤ Job Descriptions
➤ Training Topics
➤ ACPA/ NASPA Competencies
➤ CAS Standards (Council for Advancement of Standards in Higher Education)

Creation and Development of a Research Matrix

Creating Learning Outcomes: <u>Research Matrix</u>

BUILDING LEARNING GOALS

Where we got info:	SKILL SET AREA: Risk Management/Crisis Response Skills/ Student Conduct	Potential Learning Goals
Residence Life Website		
RA Training Topics & Schedule (minutes)	Supporting Students through crisis - 2hrs. Hall Staff Watch Video on Community Standards and IR writing and carefrontation:2 hours + Q&A Working with Students in Distress -1 CAPS Overview - Tools for surviving targeted violence - 1 Mental Health, suicide awareness, and resilience PHD - 1 Path to care - 1 Roompact Overview - 1.5	
RD Job Description	- Serve as a conduct hearing officer as stipulated by Residential and Student Service Programs Policies and Procedure and ensure timely and accurate documentation of incidents. - Assist in the enforcement of policies and procedures in the unit and the support hall staff in the follow-up process. - Respond to student behavior that is inappropriate, in violation of campus policies and procedures, and/or negatively impacts other residents.- Assist in the enforcement of policies and procedures in the unit and the support hall staff in the follow-up process. - Provide referral counseling to students and consult with the residential psychologist as needed. - Respond directly to crisis situations. - Knowledge of risk assessment principles and the ability to evaluate risks and likely consequences - Mandated Reporter	* Learn and carryout professional/emergecey protocols/standards w * Professional communication * Develop professional presence grounded in ethics
RA Job Description	- ability to follow emergency protocols to keep members of the residential community safe - ability to confront student behavior that doesn't align with residential community policies -Model ethical behavior through personal and academic pursuits and adhere to all residence hall policies - Following the situation(s), document incident(s) within 12 hours of an incident while following all protocols and procedures. Demonstrate sound judgement in reporting urgent situations in a timely and appropriate manner. - addressing policy violations, responding to emergencies, providing coverage at the security monitor desk when necessary, and working with Security Monitors to provide staffing needs.	* Learn and carryout professional protocols within a timely fashion * Professional communication * Develop professional presence grounded in ethics * Balancing personal workload while contributing to the team (sign up for what you can, manage time)
SRA Job Description	- each SRA will adhere to, administer, and enforce policies and procedures as outlined in the Residential Life Student Staff Manual,..... - Follow all emergency procedures as outlined by Student Staff Training, the Hall Staff Manual and directed by RD or SRD. Confront and respond to student behavior that is inappropriate and/or is in violation of campus policies and procedures (i.e behavior that endangers the health and safety of residents). Following the situation(s), document the incident(s) within 12 hours of it occuring while following all protocols and procedures. Demonstrate sound judgement in reporting urgent situations in a timely and appropriate manner. Demonstrate knowledge regarding safety and liability in advising Hall Association and executing strategies. Report all concerns directly to the RD or SRD. Relate student concerns (i.e. policies, procedures, dining, and maintenance) to the appropriate units of the RSSP.	* Learn and carryout professional protocols within a timely fashion * Professional communication * Develop professional presence grounded in ethics
TPRA Job Description	- will adhere to, administer, and enforce policies and procedures as outlined in the Residential Life Student Staff Manual, the Residential Code of Conduct, --Follow all emergency procedures as outlined by the Hall Staff Manual and directed by Resident Director. Confront and respond to student behavior that is inappropriate and/or is in violation of campus policies and procedures (i.e. behavior that endangers the health and safety of residents). Following the situation(s), document incident(s) within 12 hours of an incident while following all protocols and procedures. Demonstrate sound judgement in reporting urgent situations in a timely and appropriate manner. -- Perform regularly scheduled duty shifts	* Learn and carryout professional protocols within a timely fashion * Professional communication * Develop professional presence grounded in ethics
RL Website		
CAS Standards	- document students of concerns - educate the risk of drugs and alcohol and other high risk behaviors -- HRLP must provide individual advising or counseling support within the scope of their training and expertise and make appropriate referrals to student support services. --HRLP must provide information on safety, security, and emergency procedures. --HRLP must provide emergency response and crisis intervention management in coordination with relevant campus and community resources. HRLP must ensure that the safety and security of the residents and their property are taken into consideration as policies are developed. --Housing and Residential Life Programs (HRLP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.-- must offer social, recreational, educational, cultural, spiritual, and community service programs --HELP must create and maintain an environment and atmosphere conducive to educational pursuits.--HRLP personnel must have access to resources and receive specific training on policies, procedures, and laws related to • the programs and services they support • privacy and confidentiality • student records and sensitive institutional information • systems and technologies necessary to perform their assigned responsibilities • sexual misconduct, harassment, and workplace violence	- Learn and carryout professional/emergecey protocols within a timely fashion - professional communcation and documentation (privacy) - ability to create a safe space develop a professional and postive presence grounded in erthics - professional protocol *Able to effectively plan programs that are inclusive * profesional decorum and advocacy * a broad knowlegde of residential life and campus resources so residents can thrive (referal)
	SKILL SET AREA: Community Development & Leadership Skills	
Residence Life Website	Academic Success - Students will be able to identify several strategies and/or resources to support their academic pursuits, Community Engagement - Students will be able to engage their peers and develop a social network within their residential community	

Creating Learning Outcomes

RD Competency Map

Learning Goal	Highlighted Skill	Position Description Reference	CAS Standards Reference	ACPA/ NASPA Competency Reference
Effectively respond to and resolve crisis, conduct, and conflict situations.	Carryout the professional staff portion of departmental protocols including effective escalation.	X	X	Competency: Advising and Supporting Subcategory: Conflict and Crisis Situations Competency Level: Intermediate Competency: Organizational and Human Resources Subcategory: Crisis and Risk Management Competency Level: Foundational
Effectively carryout managerial and administrative protocols.	Manage human, financial, physical equipment, and technological (i.e. Roompact, Google drive files) resources. Gather and use data to make decisions.	X	X	Competency: Organizational and Human Resources Subcategory: Resource Management, Stewardship, and Sustainability Competency Level: Foundational
Effectively carryout managerial and administrative protocols.	Develop a professional presence that is grounded in ethics and demonstrates a knowledge of policies and resources		X	Competency: Advising and Supporting Subcategory: Professional Development Competency Level: Foundational
Effectively carryout managerial and administrative protocols.	Develop professional persuasion skills and practice professional decorum when advocating for change or the needs of oneself, residents, or staff. Coach student staff on effective communication skills as well as ways to tactfully manage up, down (SRAs), and across.		X	Competency: Leadership Subcategory: Change Management and Innovation Competency Level: Foundational Competency: Personal and Ethical Foundations Subcategory: Ethical Codes and Professional Standards Competency Level: Foundational
Effectively foster holistic student development.	Provide supervision for student staff and advising for hall association volunteers as they plan, facilitate, and market programs	X	X	Competency: Organizational and Human Resources Subcategory: Supervision, Communication, and Conflict Resolution Competency Level: Intermediate
Effectively foster holistic student development.	Demonstrate investment and show support to departmental and divisional entities (RHA, RF, cultural centers, etc.)		X	Competency: Values, Philosophy, and History Subcategory: Campus and Civic Engagement Competency Level: Foundational

Creating Learning Outcomes

RA Competency Map

Learning Goal	Highlighted Skill	Position Description Reference	Chickering's 7 Vectors Reference (student development theory):	CAS Standards Reference
Carryout proactive community safety duties as well as crisis, conduct, and conflict response procedures.	Carryout the procedures as they were covered in training. This includes administrative tasks (i.e. reports, sending/ responding to emails) and facilities tasks (i.e. duty rounds, room checks).	X	Developing Interpersonal Competence	X
Carryout proactive community safety duties as well as crisis, conduct, and conflict response procedures.	Develop professional conflict-resolution and confrontation skills including when people in the community are not being inclusive/ being discriminatory	X	Developing Interpersonal Competence	X
Develop basic professional skills.	Time management: Balance academic workload and personal commitments with hall staff responsibilities	X	Developing Congruence (when behaviors align with values and beliefs)	X
Develop basic professional skills.	Teamwork: Accept and incorporate feedback to improve performance and professional relationships.	X	Managing Emotions	X
Develop programming and community building skills	Develop a professional presence that is grounded in ethics and demonstrates a knowledge of policies and resources	X	Establishing Identity	X
Develop programming and community building skills	Take actions to create a community that feels welcoming and inclusive to residents	X	Developing Purpose	X

Designing the Surveys

➢ Learning Goal > Highlighted skill > Questions
  ○ For each highlighted skill, we asked three questions:
    ■ Do you have the knowledge to complete the task?
    ■ Are you confident when you do it?
    ■ If they indicated they were not knowledgeable or confident, we asked which skills and techniques should we go over in training?
➢ RD Survey- 35 questions. RA Survey- 44 questions.
➢ Shopped them around and incorporated feedback from:
  ○ Committees: Professional Staff Experience and Student Staff Experience
  ○ Lead team (Assistant Directors) and the Executive Team (Director + Associate Directors)

Designing the Surveys: Resident Director

| Learning Goal	Highlighted Skill	Theme	Survey Question
Effectively respond to and resolve crisis, conduct, and conflict situations	Carry out the professional staff portion of departmental protocols including effective escalation.	Risk Management	*I know how to carry out the departments' protocols for crisis situations.*
Effectively carryout managerial and administrative protocols.	Effectively hire, train, and supervise student staff. Support the hiring and training of professional staff.	Managerial & Administration	*I know how to hold student staff who report to me accountable.*
Effectively foster holistic student development	Foster connection, belonging, and engagement amongst residential community members (residents, student staff, professional staff, and campus partners).	Holistic Student Development	*I know specific actions I can take to create feelings of belonging for my residents and hall staff.*
N/A	N/A	Perceived Value of Position	*Believes the RD position is preparing them for the next step in their career*

Designing the Surveys: Resident Assistant

Learning Goal	Highlighted Skill	Theme	Survey Question
Carryout proactive community safety duties as well as crisis, conduct, and conflict response procedures.	Carry out the procedures as they were covered in training. This includes administrative tasks (i.e. reports, sending/responding to emails) and facilities tasks (i.e. duty rounds, room checks).	Risk Management	*I know how to carry out the departments' protocols when addressing policy violation*
Develop basic professional skills.	Time management: Balance academic workload and personal commitments with hall staff responsibilities	Professional Skills	*I know how to manage my time so that I can fulfill my academic, personal, and work commitments*
Develop programming and community building skills	Assess community needs and take initiative to address them via programming, outreach (Bearchats), etc.	Developing Purpose	*I know how to identify programming topics that will help my residents reach Residential Life's five resident learning goals.*

SURVEY RESULTS
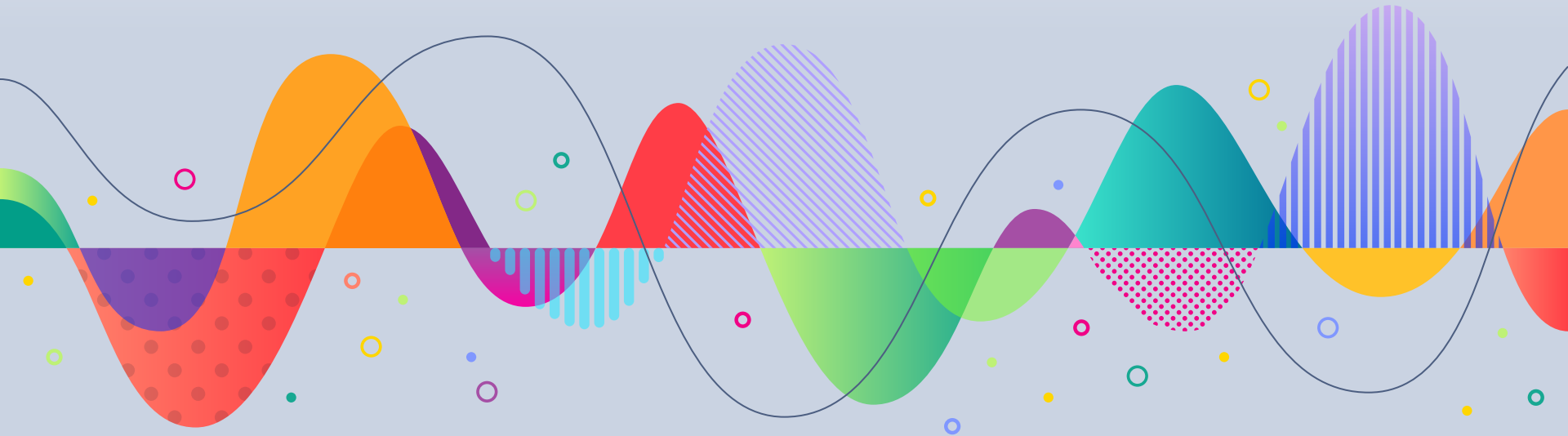
Highlighted Skills for Resident Directors	Agreeable Knowledge Rating	Agreeable Confidence Rating
Carryout departmental protocols when handling resident conflict	100%	100%
Hold student staff supervisees accountable for fulfilling their work responsibilities	100%	100%
How to create feelings of belonging amongst residents and hall staff	100%	100%
Carryout departmental protocols for handling resident conduct cases	100%	91%
Following through on commitments to campus partners	100%	91%
Carryout departmental protocols for crisis situations	100%	82%
How to demonstrate investment	100%	82%
How to identify gaps in residents' development pertaining to the five learning goals	91%	91%
Persuasion techniques to advocate for change	91%	82%
Accurately track funds allocated to my area (a new system was implemented one month prior)	68%	55%
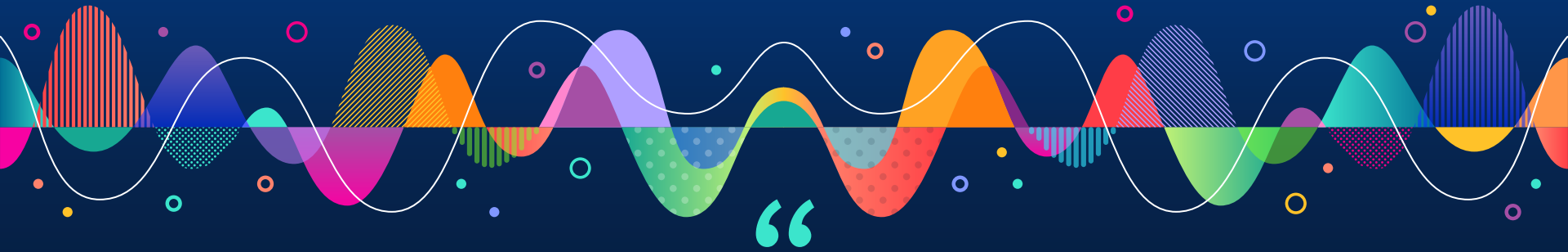
"[T]he strategies that have been effective for me in the past do not work here" *(persuasion techniques)*

❖

"I have no idea what goes on with the budget. I need help with everything" *(budgeting)*

Results: Perceived Value of the RD Position

100%

agree that

➤ They are developing a broad skill set

➤ The skill set they are developing is valuable to their development as a higher education professional

➤ The RD position provides an unique opportunity to develop a broad skill set when compared to other student affairs positions

91% say the RD position is preparing them for the next step in their career

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| Highlighted Skills for Resident Assistants	Agreeable Knowledge Rating	Agreeable Confidence Rating
Follows through on commitments when collaborating with other RAs	100%	100%
Provide my supervisor with effective and timely communication.	100%	97%
How to create feelings of belonging for residents and other hall staff.	100%	97%
Helping residents reach the department's learning goals	100%	92%
Carryout protocols for handling resident conflict	98%	95%
Manage my time so that I can fulfill my academic, personal, and work commitments.	97%	85%
Carryout protocols for crisis situations	96%	91%
Confront my peers about their action that violate Residential Life policies and community standards	90%	93%

Results: Perceived Value of the RA Position

100%

agree that

- ➤ I am developing a valuable skill set in my hall staff position
- ➤ I am developing a broad skill set in my hall staff position

97%

agree that

- ➤ Being a hall staff member provides a unique opportunity to develop a broad skill set
- ➤ I am satisfied with my decision to join hall staff
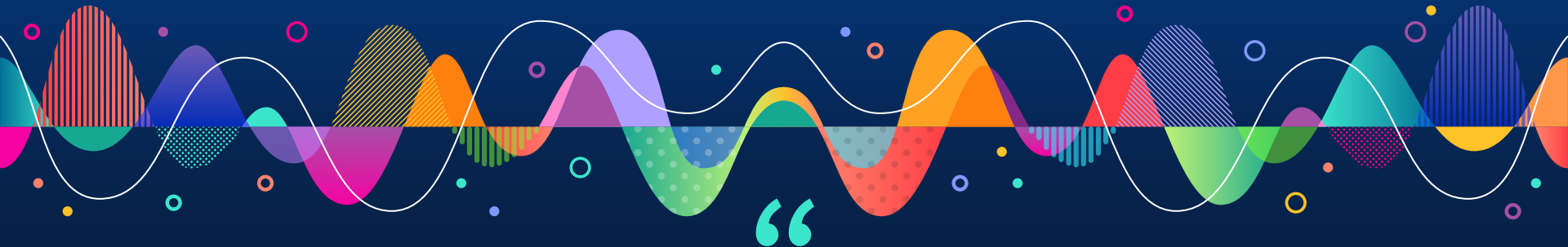
"Giving us more tools to help us confront students and feel safe/protected as hall staff " *(confronting my peers)*

❖

"more workshops on how to plan your RA roles throughout the year effectively and creating a timeline for accountability"

"(managing my time)"

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Recommendations

RD Training

For all RDs, consider departmental conversations about what it means to demonstrate investment as well as on identifying and addressing gaps in resident learning goals.

For new RDs, consider providing refresher trainings (mid-year or quarterly) on crisis management, conduct procedures, working with campus partners, and advocating for departmental change (provide past examples of what did and did not work, if possible).

RA Training

For all RAs, consider revising January hall staff training review materials for (or creating review materials for) helping residents meet learning goals, confronting policy violations, time management, and resident conflict.

For new RAs, consider reviewing the following in a session for new RAs during January hall staff training: crisis response, how to create belonging for students, and communicating with supervisors.

Next Steps

- Continue advocating for trainings where gaps were identified
  - Coach RD supervisors on how to advise RDs for future career areas

- Run surveys again next year in February
  - Provide year-over-year data with comparisons of new and returner staff progress

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THANK YOU!

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