When Student Learning Outcomes Are Not Enough
A Case Study for Tracking Staff Learning and Improving Training

Dr. Jacquelynn Thomas • Bema Kyeadea-Amponsah
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

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

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

**Transformational Leadership:** 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
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 in 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
### Building Learning GOALS

#### Where we got info:
- **Residence Life Website**
- **RA Training Topics & Schedule (modules)**

<table>
<thead>
<tr>
<th>Potential Learning Goals</th>
<th>Skill Set (AKA)</th>
<th>Community Engagement Skills/Student Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learns and serves personal/emergency protocols/standards</td>
<td>Safety Management/Risk Management/Crisis Response Skills/Student Conduct</td>
<td></td>
</tr>
<tr>
<td>- Professional communication</td>
<td>- Professional communication</td>
<td></td>
</tr>
<tr>
<td>- Develops professional presence grounded in ethics</td>
<td>- Develop professional presence grounded in ethics</td>
<td></td>
</tr>
</tbody>
</table>

#### RA Job Description
- Ability to follow emergency protocols to keep members of the community safe.
- Ability to confront student behavior that doesn’t align with resident or community policies.
- Active ethical behavior through personal and academic pursuits and adhere to all residence hall policies.
- Following the situation(s), document incident(s) within 24 hours of an incident while following all protocols and procedures. Demonstrate sound judgment in reporting urgent situations in a timely and appropriate manner.
- Addressing and responding to emergencies, providing coverage at the security monitor when necessary, and working with Security Monitors to provide daily needs.
- Active ethical behavior through personal and academic pursuits and adhere to all residence hall policies.
- Following the situation(s), document incident(s) within 24 hours of an incident while following all protocols and procedures. Demonstrate sound judgment in reporting urgent situations in a timely and appropriate manner.

#### SKA Job Description
- Adhere to, administer, and enforce policies and procedures as outlined in the Residential Life Student Staff Manual, the Residential Life Code of Conduct.
- Follow all emergency procedures as outlined by Student Staff Training, the Hall Staff Manual and directed by RD or SRO.
- Confront and respond to student behavior that is inappropriate and/or 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 24 hours of an incident while following all protocols and procedures. Demonstrate sound judgment in reporting urgent situations in a timely and appropriate manner.

#### TPA Job Description
- Will adhere to, administer, and enforce policies and procedures as outlined in the Residential Life Student Staff Manual, the Residential Life Code of Conduct.
- Follow all emergency procedures as outlined by Student Staff Training, the Hall Staff Manual and directed by Resident Advisor.
- Confront and respond to student behavior that is inappropriate and/or 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 24 hours of an incident while following all protocols and procedures. Demonstrate sound judgment in reporting urgent situations in a timely and appropriate manner.

### Creating Learning Outcomes: Research Matrix

<table>
<thead>
<tr>
<th>Skill Set (AKA)</th>
<th>Community Development &amp; Leadership Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residence Life Website</strong></td>
<td><strong>Academic Success</strong> - Students will be able to identify several strategies and/or resources to support their academic pursuits. <strong>Community Engagement</strong> - Students will be able to engage their peers and develop a social network within their community.</td>
</tr>
<tr>
<td><strong>RESIDENTIAL LIFE</strong></td>
<td><strong>Supporting Students through crisis</strong> - 24/7. Hall Staff: Wellness, Learning, Community Standards, and Health and Safety. The Hall Staff is trained to respond to incidents, such as student incidents, and provide support to students. <strong>Working with Students in Distress</strong> - Hall Staff: Working with students in distress is critical to create a safe and supportive living environment. <strong>Crisis Response</strong> - Hall Staff: Hall Staff in a crisis response role are trained to handle emergencies and crises. <strong>Crisis Management</strong> - Hall Staff in a crisis management role are trained to handle situations that require immediate attention. <strong>Community Standards</strong> - Hall Staff: Community Standards are established to ensure a respectful and safe living environment for all residents. <strong>Health and Safety</strong> - Hall Staff: Health and Safety are essential to ensure the well-being of all residents.Hall Staff: Student Safety, Public Safety, and Fire Safety. <strong>Health and Wellness</strong> - Hall Staff: Health and Wellness is important for overall student well-being. <strong>Violence and Harassment</strong> - Hall Staff: Violence and Harassment are prohibited in the residence hall. <strong>Residential Life</strong> - Hall Staff: Residential Life is responsible for the overall operation and upkeep of the residence hall. <strong>Student Engagement</strong> - Hall Staff: Student Engagement is important to create a sense of community and belonging.</td>
</tr>
</tbody>
</table>
### Creating Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Highlighted Skill</th>
<th>Position Description Reference</th>
<th>CAS Standards Reference</th>
<th>ACPA/ NASPA Competency Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively respond to and resolve crisis, conduct, and conflict situations.</td>
<td>Carry out the professional staff portion of departmental protocols including effective escalation.</td>
<td>X</td>
<td>X</td>
<td>Competency: Advising and Supporting Subcategory: Conflict and Crisis Situations Competency Level: Intermediate</td>
</tr>
<tr>
<td>Effectively carry out managerial and administrative protocols.</td>
<td>Manage human, financial, physical equipment, and technological (i.e. RoomExit, Google drive files) resources. Gather and use data to make decisions.</td>
<td>X</td>
<td>X</td>
<td>Competency: Organizational and Human Resources Subcategory: Crisis and Risk Management Competency Level: Foundational</td>
</tr>
<tr>
<td>Effectively carry out managerial and administrative protocols.</td>
<td>Develop a professional presence that is grounded in ethics and demonstrates a knowledge of policies and resources</td>
<td>X</td>
<td>X</td>
<td>Competency: Organizational and Human Resources Subcategory: Resource Management, Stewardship, and Sustainability Competency Level: Foundational</td>
</tr>
<tr>
<td>Effectively carry out managerial and administrative protocols.</td>
<td>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.</td>
<td>X</td>
<td></td>
<td>Competency: Advising and Supporting Subcategory: Professional Development Competency Level: Foundational</td>
</tr>
</tbody>
</table>
## Creating Learning Outcomes

### RA Competency Map

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Highlighted Skill</th>
<th>Position Description Reference</th>
<th>Chickering's 7 Vectors Reference (student development theory):</th>
<th>CAS Standards Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out proactive community safety duties as well as crisis, conduct, and conflict response procedures.</td>
<td>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).</td>
<td>x</td>
<td>Developing Interpersonal Competence</td>
<td>x</td>
</tr>
<tr>
<td>Carry out proactive community safety duties as well as crisis, conduct, and conflict response procedures.</td>
<td>Develop professional conflict-resolution and confrontation skills including when people in the community are not being inclusive/being discriminatory</td>
<td>x</td>
<td>Developing Interpersonal Competence</td>
<td>x</td>
</tr>
<tr>
<td>Develop basic professional skills.</td>
<td>Time management: Balance academic workload and personal commitments with hall staff responsibilities</td>
<td>x</td>
<td>Developing Congruence (when behaviors align with values and beliefs)</td>
<td>x</td>
</tr>
<tr>
<td>Develop basic professional skills.</td>
<td>Teamwork: Accept and incorporate feedback to improve performance and professional relationships.</td>
<td>x</td>
<td>Managing Emotions</td>
<td>x</td>
</tr>
<tr>
<td>Develop programming and community building skills</td>
<td>Develop a professional presence that is grounded in ethics and demonstrates a knowledge of policies and resources</td>
<td>x</td>
<td>Establishing Identity</td>
<td>x</td>
</tr>
<tr>
<td>Develop programming and community building skills</td>
<td>Take actions to create a community that feels welcoming and inclusive to residents</td>
<td>x</td>
<td>Developing Purpose</td>
<td>x</td>
</tr>
</tbody>
</table>
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)
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Highlighted Skill</th>
<th>Theme</th>
<th>Survey Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively respond to and resolve crisis, conduct, and conflict situations</td>
<td>Carry out the professional staff portion of departmental protocols including effective escalation.</td>
<td>Risk Management</td>
<td><em>I know how to carry out the departments' protocols for crisis situations.</em></td>
</tr>
<tr>
<td>Effectively carry out managerial and administrative protocols.</td>
<td>Effectively hire, train, and supervise student staff. Support the hiring and training of professional staff.</td>
<td>Managerial &amp; Administration</td>
<td><em>I know how to hold student staff who report to me accountable.</em></td>
</tr>
<tr>
<td>Effectively foster holistic student development</td>
<td>Foster connection, belonging, and engagement amongst residential community members (residents, student staff, professional staff, and campus partners).</td>
<td>Holistic Student Development</td>
<td><em>I know specific actions I can take to create feelings of belonging for my residents and hall staff.</em></td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>Perceived Value of Position</td>
<td><em>Believes the RD position is preparing them for the next step in their career.</em></td>
</tr>
<tr>
<td>Learning Goal</td>
<td>Highlighted Skill</td>
<td>Theme</td>
<td>Survey Question</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Carry out proactive community safety duties as well as crisis, conduct, and conflict response procedures.</td>
<td>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).</td>
<td>Risk Management</td>
<td>I know how to carry out the departments' protocols when addressing policy violation</td>
</tr>
<tr>
<td>Develop basic professional skills.</td>
<td>Time management: Balance academic workload and personal commitments with hall staff responsibilities</td>
<td>Professional Skills</td>
<td>I know how to manage my time so that I can fulfill my academic, personal, and work commitments</td>
</tr>
<tr>
<td>Develop programming and community building skills</td>
<td>Assess community needs and take initiative to address them via programming, outreach (Bearchats), etc.</td>
<td>Developing Purpose</td>
<td>I know how to identify programming topics that will help my residents reach Residential Life's five resident learning goals.</td>
</tr>
</tbody>
</table>
SURVEY RESULTS
<table>
<thead>
<tr>
<th>Highlighted Skills for Resident Directors</th>
<th>Agreeable Knowledge Rating</th>
<th>Agreeable Confidence Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carryout departmental protocols when handling resident conflict</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Hold student staff supervisees accountable for fulfilling their work responsibilities</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>How to create feelings of belonging amongst residents and hall staff</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Carryout departmental protocols for handling resident conduct cases</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>Following through on commitments to campus partners</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>Carryout departmental protocols for crisis situations</td>
<td>100%</td>
<td>82%</td>
</tr>
<tr>
<td>How to demonstrate investment</td>
<td>100%</td>
<td>82%</td>
</tr>
<tr>
<td>How to identify gaps in residents’ development pertaining to the five learning goals</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Persuasion techniques to advocate for change</td>
<td>91%</td>
<td>82%</td>
</tr>
<tr>
<td>Accurately track funds allocated to my area (a new system was implemented one month prior)</td>
<td>68%</td>
<td>55%</td>
</tr>
</tbody>
</table>
"[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
## Highlighted Skills for Resident Assistants

<table>
<thead>
<tr>
<th>Skill</th>
<th>Agreeable Knowledge Rating</th>
<th>Agreeable Confidence Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows through on commitments when collaborating with other RAs</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Provide my supervisor with effective and timely communication.</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>How to create feelings of belonging for residents and other hall staff.</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>Helping residents reach the department’s learning goals</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>Carryout protocols for handling resident conflict</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>Manage my time so that I can fulfill my academic, personal, and work commitments.</td>
<td>97%</td>
<td>85%</td>
</tr>
<tr>
<td>Carryout protocols for crisis situations</td>
<td>96%</td>
<td>91%</td>
</tr>
<tr>
<td>Confront my peers about their action that violate Residential Life policies and community standards</td>
<td>90%</td>
<td>93%</td>
</tr>
</tbody>
</table>
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)*
**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
References


References


THANK YOU!

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