

## **REC/AREC Training Evaluation 2013**

### **Brief description of program:**

REC training was a two week training to give the four full time folks the tools they need to successfully oversee their area of supervision. Graduate Training was an additional two week training to prepare our graduate assistants about the fundamentals of their position and the department.

### **Who was asked to complete the survey:**

RECs, Coordinator for Student Engagement, ARECs and the Graduate Assistant for Social Justice Initiatives were asked to complete the survey as they were the attendees of the trainings.

**Response Rate:** 92.86 % (13 of 14)

**Administration Type:** Campus Labs email

### **Summary of Key Findings:**

Overall the trainings were well received and Full time/Graduate employees feel overall confident in their trained abilities to complete their jobs. As we have different roles within Residential Education, it was found that training would be more useful if we divided sections into specific groups so there are sessions geared toward our Graduate for Social Justice and our Coordinator for Student Engagement as most of the training sessions turned out to be N/A for those folks. Small group work and changing up locations of trainings was also an overall finding.

### **Actions Taken:**

The results are being used to further shape the training for 2014. The majority of the structure will remain the same and intentionality will focus on ramping up our trainings in these specific areas: StarRez, Community Development model, and Emergency Room Protocol. We will also incorporate more role model training as well as hands on practice. We will also find a way to engage our returning employees in a leadership role throughout training to help ensure they are getting new skills and training from this time. It is also planned to send this assessment out directly after the training takes place as there were mentions of "I don't remember this training" and we will train on how to fill out a survey to ensure we are getting critical and impactful feedback rather than multiple 'N/A' answers.

### **Which department and/or program goals does this program align with?**

- Provide educational opportunities to all staff to ensure they provide professional and competent service
- Analyze policies, procedures, and training to ensure they are inclusive.

## Which Student Affairs goals does this program align with?

### Strategic Objective:

- Provide education that ensures all staff is properly trained to provide professional and competent service.

### Goals and Actions:

- a. Encourage and value departmental job-specific training (e.g. manuals, on-the-job training, cross training and release time to participate in professional development opportunities).
- b. Develop strategies for continuity planning to ensure departmental stability.
- c. Establish a Student Affairs training curriculum, across all levels of staff, utilizing a variety of delivery methods (e.g. customer service, student development, diversity, cultural and professional competencies).
- d. Encourage and support broad professional development (e.g. trainings, events, lectures and classes).
- e. Conduct annual performance reviews in all Student Affairs departments, including position related and professional development goal setting.

- Provide diversity on campus through effective programming and active recruitment of staff and students

### Goals and Actions:

- a. Develop programs and services to promote the value that a diverse population has on the overall educational and campus life experience.
- b. Develop programs and services aimed to educate the University community about the experiences and challenges faced by underrepresented populations through greater collaboration with Academic Affairs and other divisions.
- c. Develop programs and services to make the University more accessible to underrepresented populations (e.g. work with government and community service providers to identify potential students, promote higher education and increase families' understanding of the value of higher education).
- d. Increase the resources available for underrepresented students (e.g. scholarships, grants and jobs).