📏 Student Employee Learning Outcomes Assessment

👥 Public

Name of Assessment Project:	Student Employee Learning Outcomes Assessment
Name(s) of Person(s) Responsible for Assessment Project:	Assistant Dir - Scheduling & Special Events (Zelda Mcleish)
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Providing Department:	Sports Facilities
Other Units/Departments Involved in Assessment Project:	

Program, Service, or Event Related to Assessment Project: This assessment project is linked to the Sports Facilities student employees who work in a variety of areas that support our department mission and programs. Areas of work are in building and pool maintenance; Peet's Coffee and event concessions' special events production, set-up and field lining; office, computer and marketing assistance; and the supervision of facilities and smaller events. There is a New Student Orientation at the beginning of each academic year. Additionally, area specific orientation and training are provided by the area managers. Some positions also require specialized training and certifications, such as CPR/AED/First Aid, SHPP Training, Blood Borne Pathogens, or a Food Handlers Permit.

Assessment Project Description: The purpose of this assessment project is to assess the new student employee's:

- Knowledge of Sports Facilities mission, values, facilities and services
- Understanding of their level of skill or competence for job tasks
- Problem solving, communication and leadership skills
- Learning the student's expectations and interest in future training and development opportunities

The initial assessment will assess the student's level of experience, awareness of and comfort with applying various problem-solving, communication, leadership skills. To gauge change/improvement, the assessment will be administered again at the end of the academic year or at the end of employment.

The assessments will include questions that allow student to rate their current understanding of skills and knowledge required for success in their position. Questions about relevance and knowledge of components such as 'specialized skills vs. routine skills', customer service, time management, etc. will be asked. Additional open-ended questions will give students opportunity to make suggestions and provide information on their learning expectations.

The results of this project will be used to assess the student employee learning outcomes, improve training and development opportunities in effective communication, problem solving, and leadership.

Unit/Program Specific Goals and Learning Outcomes: As a result of being a student employee of the Sports Facilities department, will learn to:

- Acquire and improve time management skills
- Work effectively in diverse groups
- Confidently approach and engage in meaningful conversation with new people in new settings
- Build confidence in communicating effectively—learning use of unbiased language, while effectively asserting themselves that reflects respect for others
- Know, apply steps, and be challenged to solve problems-- to include defining the problems, planning, checking, using resources and asking for help from their supervisor
- Share and put forth their own ideas for the solution
- Know when and where to seek assistance
- Knowledge of Sports Facilities mission, values, facilities and services
- Demonstrate behaviors that reflect awareness of the UC San Diego Principles of Community

Relationship to Student Affairs Learning Outcomes: Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success

Assessment Project Start: 10/12/2013

Assessment Project End: 9/27/2014

Population/Sample: All newly hired Sports Facilities student assistants will be asked to complete the initial assessment. Another assessment will be administered when the student ends employment with Sports Facilities.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Benchmarking

Other Assessment Type(s):

**Assessment Methods:** Surveys

Other Assessment Method(s):

Data Collection Tools: Campus Labs will be used to administer the new student training program assessment, 'check-up' assessment at the end of the academic year, and finally at the end of employment

Data Analysis Using Campus Labs, the compilation of survey results and the information for the open-ended questions will be analyzed and

| **Methods:** | compared to the results from the end of each year exit survey. |
| | As we continue this yearly, results will be analyzed with previous years. |

How Your Results Will Be Presented: Results will be shared with the area managers of Sports Facilities and appropriate staff supervisors of the student employees

📄 New Student Employee Survey 2013-14

📄 Student Employee Exit Survey
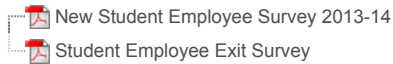
Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name	Source
UCSD Sports Facilities Student Employee Exit Survey	Baseline (All project data)
UCSD Sports Facilities Student Employee Exit Survey - CONTACT INFO	Baseline (All project data)

Summary of Findings: There was an overall increase in the students' level of knowledge pertaining to the mission of Sports Facilities and how it relates to the campus. They rated a higher level of confidence in providing information about our department and its services.

We took the opportunity in the Exit Survey to ask the students how we rated in practicing specific Principles of Community. More than half of the respondents strongly agreed that Tolerance, Respect, Courtesy, Fairness and Accountability were practiced within their work area. However, one student   moderately disagreed that Courtesy and Fairnesswere practiced; two students moderately disagreed that Accountability was practiced . When it came to Trust, 100% agreed that it was practiced in their area.

There was no difference in how comfortable the students were in providing effective customer service. It was interesting to see that 93% of the "New Students" gave themselves high ratings when asked if they see the value in understanding the perspectives of others. The exiting students rated a lower agreement with this statement.

Receiving adequate training to accomplish assigned tasks within the work shift did not change as one would expect of the exiting students.   When asked about problem solving and applying the resources and work training to problem-solve, there were negligible changes in the responses.

The noteworthy findings were in the areas of communications. There was an overall decrease in the exiting students' rating of feeling comfortable communicating with other students, administrators, and faculty. There was a greater drop in the rating when students were asked if they felt comfortable when asking for help and sharing new ideas with their supervisor.

The majority of the "New Students" voted on wanting to learn more or receive additional training to improve Project Management and Communication skills. The "Exit Survey" showed that a higher number of students received and had the opportunity to practice Decision-Making and Problem-Solving.

Impact of Assessment: The findings will be discussed with staff during upcoming meetings and at the manager's retreat. Work will be done to create further training and opportunities-- as requested by the majority of the students - in the area Communications.   Building the confidence in communicating and asserting themselves was important to the exiting students. We will look into ways to provide the same opportunities as appropriate in Project Management.

There will be follow-up on the comments shared, with particular attention to the work area(s) that received the negative reviews.

Lessons Learned: It may be useful to ask "New Students" to report on which area(s) they work in Sports Facilities (for example, Peet's Coffee, Event Concessions, Set-Up, Field Lining, Office, Facility Supervision). This may provide more insight on where additional training is needed.

The last open-ended question, asking the "Exit Students" to share any other thoughts or comments was invaluable. We will definitely keep that one.

Although there were only nine (9) Exit Surveys submitted, we still received good information on their learning outcomes by comparing the "New Students" to the "Exiting Students" surveys.

We will discuss sending out another survey after the students have received a few months of training, and prior to their

departure. We may look at the average number of quarters that the majority of our student employees remain with our department, and will use the average mid-point of employment to send this survey. It will provide information about how the training and students' learning are progressing.

Supplemental Information:

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