

# DSA Training Program 2014-2015



California State  
University

**ASSESSMENT  
& STRATEGIC  
OPERATIONS**

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C H A N N E L  
I S L A N D S

# The 2014-2015 DSA Training Program



**ASSESSMENT  
& STRATEGIC  
OPERATIONS**  
C H A N N E L  
I S L A N D S

The purpose of the Division of Student Affairs (DSA) training program is to support and reinforce the Division's core values (collaboration, commitment, diversity, integrity, and excellence) while preparing staff with the competencies necessary for success as student affairs practitioners. The competency areas addressed through the training are based on the Professional Competency Areas for Student Affairs Practitioners (NASPA/ACPA, 2010).

## THREE-YEAR TRAINING PLAN OVERVIEW

Over the course of three years, the five competency areas with the lowest means will be the focus of the more in-depth training initiatives such as day long retreats and/or blended learning course(s). The other five competency areas will be addressed through short trainings and/or webinars, Read and Reflect sessions, and newsletters. The measures within each competency area that had the lowest scoring means will be the focus of each training initiative. A follow up survey will be conducted in 2014 to assess the Ethical and professional practice competency area (that was inadvertently missed in the 2013 Needs Assessment). A follow up Needs Assessment will be conducted in 2015 to create another three year training plan to begin 2016-2017.

	Mean	2013-2014	2014-2015	2015-2016
<b>Ethical and Professional Practice</b>	N/A			
<b>Law and Governance</b>	2.69	✓	✓	✓
<b>Assessment, Evaluation and Research</b>	2.75			
<b>History, Philosophy and Values</b>	2.99	N/A	✓	✓
<b>Student Learning and Development</b>	3.07			
<b>Equity, Diversity and Inclusion</b>	3.12	✓	✓	✓
<b>Human and Organization Resources</b>	3.26			
<b>Leadership</b>	3.51	✓	✓	✓
<b>Advising and Helping</b>	3.62			
<b>Personal Foundations</b>	3.82	N/A	✓	✓

- ✓ - Address(ed) through webinars, Read and Reflect, newsletter, etc.
- ✓ - Address(ed) through short training at CI (three per year)
- ✓ - Address(ed) through day long retreat (two per year) and/or an in-depth training (e.g. blended learning course)

## Fall 2014

Purple=Optional Ongoing Blended Learning Assessment Program Sessions

Green=All DSA Business as Usual Meetings

Red=All DSA Trainings/Retreats

Teal=Optional Read and Reflect Sessions

Orange=Optional Campus Partner Offered ISLAS Training

Blue=Optional Data Sharing Presentation/Session

Pink=ALL DSA VPSA Requested Initiative

Aqua=Optional Webinar Viewing

Brown=Optional Small Group One-Time Training

Date	Time	Meeting Type	Location	Topic	Learning Objectives
5/15/14-12/4/14 Weekly	Noon-2:00 p.m. in-person monthly sessions with online modules in-between	<b>Blended Learning Assessment Program, BLAP</b>	Varies	<p>Assessment, Research and Evaluation NASPA/ACPA Professional Competency Area</p> <p><b>Technology, Developing Learning Objectives, Ethical Considerations, Using Commercially Developed Instruments, Methodology Review, Creating Surveys, Interviews and Focus Groups, Data Analysis 101, Using Assessment Results, Communicating Assessment Results, Dimensions of Assessment and Assessment Best Practices/Program Examples, Project Development</b></p> <p>Dr. Jaime Hoffman and Dr. Jennifer Miller</p>	<p><i>As a result of participating in this program participants will be able to:</i></p> <ul style="list-style-type: none"> <li>- Describe the evolution and purpose of assessment in higher education and student affairs work</li> <li>- Summarize assessment standards and ethics and apply them in assessment practice</li> <li>- Describe sampling approaches for both methodologies (qualitative and quantitative) and to choose an appropriate sample size and selection method</li> <li>- Identify strengths and weaknesses of established assessment instruments and select the most appropriate for the goal(s) of the assessment</li> <li>- Identify and differentiate the various purposes/types of assessment and be able to apply the appropriate type(s) based upon the goal(s) of the assessment effort (Module 2, 3, 4)</li> <li>- Compare and contrast the characteristics of quantitative and qualitative methodology and the assumptions underlying the methodology</li> <li>- Create assessment surveys that are valid and reliable</li> </ul>

					<ul style="list-style-type: none"> <li>- Create interview questions and protocol for conducting individual and group interviews</li> <li>- Analyze and interpret data using the appropriate methods</li> <li>- Articulate and execute an assessment plan at the program/service, unit or divisional level</li> <li>- Summarize the various dimensions of assessment in higher education (e.g. tracking use of services, programs, and facilities, assessing student needs, learning student satisfaction, campus environments and campus cultures)</li> </ul>
Friday, September 5	10:00 a.m.-11:00 a.m.	<i>Business as Usual</i>		VPSA State of the Division	
<i>DSA NASPA/ACPA Professional Competency Areas Survey Distributed September 29-October 9</i>					
<i>Read and Reflect Book Selection, Webinar Selection, and Facilitation Interest Survey Sent Oct 10-17</i>					
Friday, October 10	10:00 a.m. – 11:30 a.m.	<i>Training Session</i>	Petit Salon	Higher Education Law and Governance NASPA/ACPA Competency Area  <b>Title IX/ VAWA</b> Ms. Laurie Nichols	<i>As a result of attending this session, participants will be able to:</i> <ul style="list-style-type: none"> <li>-Identify emerging trends in higher education law;</li> <li>-Define the Campus SaVE Act (VAWA) and Title IX education mandates;</li> <li>-Describe Title IX and VAWA resources available at CI;</li> <li>-Define sexual violence, bystander intervention, and stalking;</li> <li>-Apply tips for listening, supporting, reporting, and referring students who express potential Title IX and/or sexual violence related concerns;</li> <li>-List 2-3 examples of student affairs' role with developing a campus culture free of</li> </ul>

					sexual violence and/or harassment.
Thursday, October 23	Noon-2:00 p.m.	<b>Data Sharing Presentation/Session</b>	Broome 1360	Assessment, Research and Evaluation NASPA/ACPA Professional Competency Area  <b>RAND Survey</b> Dr. Deborah Gravelle, Dr. Jennifer Miller and Mr. Ed Lebioda	<i>As a result of attending this session, participants will be able to:</i> -Describe the purpose, objectives, sample and procedures of the survey -List 3-5 key findings from the survey -Apply findings to daily work in the Division
Tuesday, October 29, November 5, 12, and 19	Noon-1:00 p.m.	<b>Read and Reflect</b>	HRE Indoor Location	Ethical and Professional Practice NASPA/ACPA Core Competency Area:  <b>Now Discover Your Strengths</b> by Marcus Buckingham and Donald O. Clifton  Ms. Cindy Derrico and Mr. Michael McCormick	<i>The aims of the DSA Read and Reflect Professional Development Series are to provide DSA staff with the opportunity to:</i> -learn about current leadership, personal and professional development, student development, and trends affecting higher education; and -strengthen relationships among and learn from DSA colleagues.
November 17	10:00 a.m.- noon	<b>VPSA Requested Initiative</b>	Petit Salon	Higher Education Law and Governance NASPA/ACPA Professional Competency Area  <b>Active Shooter/Emergency Plan Training</b>	<i>As a result of attending this session, participants will be able to:</i> -Describe CI emergency procedures -Describe DSA emergency procedures -List 3-5 resources available at CI to support CI and DSA emergency procedures -List 3-5 resources available at CI to support safety -Share 3-5 tips for effective and safe emergency management -Apply techniques for calmly and safely leading and/or following during various emergency-based scenarios

Thursday, November 6	9:00 a.m.- 11: 00 a.m.	<i>Webinar Viewing #1</i>	Broome 1360	Student Learning and Development NASPA/ACPA Professional Competency Area  <b>Strategies for Effective Mentoring of 21<sup>st</sup> Century Students</b>	<i>As a result of attending this session, participants will be able to:</i> -Describe the purpose of the webinar and topic selection process -List 3-5 tips learned from the topic and/or webinar -Apply information learned from the webinar to everyday work in the Division
Tuesday, November 25	10:00 a.m.- noon	<i>Data Sharing Presentation/Session</i>	Broome 1360	Assessment, Research and Evaluation NASPA/ACPA Professional Competency Area  <b>Graduating Senior Survey</b> Dr. Michael Bourgeois, Dr. Amanda Carpenter, and Dr. Jennifer Miller	<i>As a result of attending this session, participants will be able to:</i> -Describe the purpose, objectives, sample and procedures of the survey -List 3-5 key findings from the survey -Apply findings to daily work in the Division
<i>January Retreat Placed on Calendars Nov 17-26</i>					
Friday, December 12	10:00 a.m.- 11:30 a.m.	<i>Training Session</i>	Petit Salon	Equity, Diversity, and Inclusion Professional NASPA/ACPA Competency Area  <b>Disability Awareness and Resources</b> Ms. Valerie Cirino- Paez and Ms. Talar Touloumdjian	<i>As a result of attending this session, participants will be able to:</i> -Describe Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; and Section 509 - Apply tips for listening, supporting, reporting, and referring students who express a disability related need; -Apply disability etiquette and/language to support students with disabilities; -Design culturally relevant and inclusive programs, services, policies, and practices for students with disabilities;

					<ul style="list-style-type: none"> <li>-List 2-3 resources available at CI for students with disabilities;</li> <li>-List 2-3 web accessibility considerations</li> <li>-Describe the history of the development of the CI Disability Resource Center</li> </ul>
Wednesday, December 7	11:00 a.m.-1:00 p.m.	<i>Holiday Party</i>		Holiday Party	
<i>Spring Training Schedule Distributed and Placed on Calendars December 1-5</i>					

## Spring 2015

Purple=Optional Ongoing Blended Learning Assessment Program Sessions

Green=All DSA Business as Usual Meetings

Red=All DSA Trainings/Retreats

Teal=Optional Read and Reflect Sessions

Orange=Optional Campus Partner Offered ISLAS Training

Blue=Optional Data Sharing Presentation/Session

Pink=ALL DSA VPSA Requested Initiative

Aqua=Optional Webinar Viewing

Brown=Optional Small Group One-Time Training

Date	Time	Meeting Type	Location	Topic	Learning Objectives
Friday, January 30	8:30 a.m.-4:30 p.m.	<b>Retreat</b>	Marriott Courtyard	History, Philosophy, and Values NASPA/ACPA Professional Competency Area  <b>History of Higher Education</b>	<i>As a result of attending this session, participants will be able to:</i> -Explain the foundational philosophies, disciplines, and values on which the student affairs profession is built - List 1-3 key historical influences on higher education -Articulate the historical contexts of institutional types and functional areas within higher education and student affairs -List 1-3 key student affairs publications and/or texts -Describe roles of both faculty and student affairs educators in the academy -Explain the public and societal benefits of student affairs and higher education -Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education -Describe the connection between the history, philosophy and values of the profession to one's current professional practice -Actively apply historical lessons to one's future student affairs practice



Thursday, January 29	Noon-2:00 p.m.	<b>Data Sharing Presentation: NSSE and BCSSE</b>	Broome 1360	Assessment, Research and Evaluation NASPA/ACPA Professional Competency Area  <b>NSSE and BCSSE</b> Dr. Michael Bourgeois and Dr. Jennifer Miller	<i>As a result of attending this session, participants will be able to:</i> -Describe the purpose, objectives, sample and procedures of the survey -List 3-5 key findings from the survey -Apply findings to daily work in the Division
Friday, February 13	10:00 a.m. – 11:30 a.m.	<b>Business as Usual</b>	Petit Salon		
Thursday, February 19	Noon-2:00 p.m.	<b>Grant Writing Procedure and Training</b>	TBA	Assessment, Research and Evaluation NASPA/ACPA Professional Competency Area  <b>DSA Grant Writing Process and Training</b> Ms. Tina Knight, Dr. Jennifer Miller and Ms. Toni Rice	<i>As a result of attending this session, participants will be able to:</i> -Describe the purpose, objectives, and procedures of for grant applications -List 3-5 key resources available for grant writing - Describe 5-10 key considerations when applying for our supporting participation in a grant -Explain the RSP review process -Describe the DSA review process
February-April	Noon-1:00 p.m.	<b>Read and Reflect Series</b>	Student Union Courtyard	Personal Foundations NASPA/ACPA Professional Competency Area  <b>“Difficult Conversations: How to Discuss What Matters Most,” by Douglas Stone, Bruce Patton and Sheila Heen</b>	<i>The aims of the DSA Read and Reflect Professional Development Series are to provide DSA staff with the opportunity to:</i> -learn about current leadership, personal and professional development, student development, and trends affecting higher education; and -strengthen relationships among and learn from DSA colleagues.
Friday, March 13	10:00 a.m. – 11:30 a.m.	<b>Training</b>	Petit Salon	Student Learning and Development NASPA/ACPA	As a result of attending this session, participants will be able to:

				Professional Competency Area  <b>Utilizing Technology to Support Student Learning in Co-Curricular Activities: CI Blended Learning Initiative</b>  Dr. Jaimie Hoffman, Jill Leftsted, and Chris Mattea	-Identify 1-3 ways for which they can utilize blended learning concepts in their work at CI -Describe 1-3 learning opportunities provided to students as a result of blended learning teaching techniques -List 3-5 resources available at CI to support the use of blended learning concepts in co-curricular activities
Wednesday, April 1	9:00 a.m.-11:00 a.m.	<i>Webinar Viewing #2:</i>	Broome 1360	Student Learning and Development NASPA/ACPA Professional Competency Area  <b>"Social Media Issue Management"</b>	<i>As a result of attending this session, participants will be able to:</i> -Describe the purpose of the webinar and topic selection process -List 3-5 tips learned from the topic and/or webinar -Apply information learned from the webinar to everyday work in the Division
Thursday, April 2	10:00 a.m. – 11:30 a.m.	<i>Business as Usual</i>	Petit Salon		
Thursday, May 14	9:00 a.m.-11:00 a.m.	<i>Webinar Viewing #3:</i>	Broome 1360	Human and Organization Resources NASPA/ACPA Professional Competency Area  <b>"Connecting Planning and Budgeting in Student Affairs"</b>	<i>As a result of attending this session, participants will be able to:</i> -Describe the purpose of the webinar and topic selection process -List 3-5 tips learned from the topic and/or webinar -Apply information learned from the webinar to everyday work in the Division
<i>Note-Commencement is May 16</i>					
Wednesday, May 20	All day	<i>Retreat</i>	Off Campus Location: TBA	Ethical and Professional Practice NASPA/ACPA	<i>As a result of attending this session, participants will be able to:</i>

				<p>Core Competency Area</p> <p><b>Career Planning, Written and Verbal Communication, Branding, Professional Development Opportunities, Resumes, Portfolios, etc.</b></p>	<p>-Identify 5-10 professional strengths</p> <p>-Describe the importance of professional branding</p> <p>-Demonstrate enhanced verbal communication skills</p> <p>- List 1-3 future career goals</p> <p>-Demonstrate enhanced written communication skills</p> <p>-List 3-5 strategies to contribute to one's professional brand</p> <p>-Identify 3-5 ways to update/improve personal branding items such as resumes, online profiles, etc.</p>
Online Program Planning Training	Varies	<b>Ongoing Assessment and Evaluation Trainings</b>	Varies	<p>Assessment, Research and Evaluation</p> <p>NASPA/ACPA Professional Compete</p> <p><b>Program Planning 101</b></p>	<p><i>As a result of participating in this program participants will be able to:</i></p> <p>-Learn more about DSA assessment terminology</p> <p>-Identify the components of a measureable learning objective for a program and/or activity</p> <p>-Write a measureable learning objective</p> <p>-Critique a peer's measurable learning objective</p> <p>-Identify assessment plans for your area within the Division</p> <p>-Associate measures with direct and indirect assessment</p> <p>-List qualitative and quantitative tools for gathering data</p> <p>-Describe the importance of linking CI or DSA performance indicators when assessing a program</p>
Scheduled as Phase 1 Teams are Ready to Begin	Varies	<b>CPR Process Trainings</b>	Varies	<p>Assessment, Research and Evaluation</p> <p>NASPA/ACPA Professional Compete</p>	<p><i>As a result of participating in this program participants will be able to:</i></p> <p>-State the expectations associated with DSA assessment efforts</p> <p>-Comprehensive Program Review process</p>

				<b>Introduction to CPR Phase 1</b>	-State the resources available to assist DSA staff to assist with Phase 1 of the CPR process
Scheduled as Phase 2 Teams are Ready to Begin	Varies	<b>CPR Process Trainings</b>	Varies	Assessment, Research and Evaluation NASPA/ACPA Professional Compete  <b>Introduction to CPR Phase 2</b>	<i>As a result of participating in this program participants will be able to:</i> -State the expectations associated with DSA assessment efforts -Comprehensive Program Review process -State the resources available to assist DSA staff to assist with Phase 2 of the CPR process
Scheduled as Phase 3 Teams are Ready to Begin	Varies	<b>CPR Process Trainings</b>	Varies	Assessment, Research and Evaluation NASPA/ACPA Professional Compete  <b>Introduction to CPR Phase 3</b>	<i>As a result of participating in this program participants will be able to:</i> -State the expectations associated with DSA assessment efforts -Comprehensive Program Review process -State the resources available to assist DSA staff to assist with Phase 3 of the CPR process
6/11-? Weekly	Noon-2:00 p.m. in-person monthly sessions with online modules in-between	<b>Blended Learning Assessment Program, BLAP</b>	Varies	Assessment, Research and Evaluation NASPA/ACPA Professional Competency Area  <b>Technology, Developing Learning Objectives, Ethical Considerations, Using Commercially Developed Instruments, Methodology Review, Creating Surveys, Interviews and</b>	<i>As a result of participating in this program participants will be able to:</i> - Describe the evolution and purpose of assessment in higher education and student affairs work -Summarize assessment standards and ethics and apply them in assessment practice - Describe sampling approaches for both methodologies (qualitative and quantitative) and to choose an appropriate sample size and selection method - Identify strengths and weaknesses of established assessment instruments and select the most appropriate

				<b>Focus Groups, Data Analysis 101, Using Assessment Results, Communicating Assessment Results, Dimensions of Assessment and Assessment Best Practices/Program Examples, Project Development</b>  Dr. Jennifer Miller	for the goal(s) of the assessment -Identify and differentiate the various purposes/types of assessment and be able to apply the appropriate type(s) based upon the goal(s) of the assessment effort (Module 2, 3, 4) - Compare and contrast the characteristics of quantitative and qualitative methodology and the assumptions underlying the methodology - Create assessment surveys that are valid and reliable - Create interview questions and protocol for conducting individual and group interviews - Analyze and interpret data using the appropriate methods - Articulate and execute an assessment plan at the program/service, unit or divisional level - Summarize the various dimensions of assessment in higher education (e.g. tracking use of services, programs, and facilities, assessing student needs, learning student satisfaction, campus environments and campus cultures)
<i>Note: Orientation Dates: June 18-19, 23-24, 26-27, 30-July 1, July 7-8</i>					

### Additional Training Opportunities (In the Works)

1. IRB (Research and Sponsored Programs Organizing for the Fall and will Send Updated Schedule)
2. Campus-Wide/HR trainings (Pam Organizing and Will Send Updated Schedule (Pam and Jen Meeting next week)
3. ISLAS Trainings: <http://www.csuci.edu/islas/universityexperience/workshop-series.htm>)



# Division of Student Affairs Staff Training Program ANNUAL REPORT

July 29, 2014

Submitted By:

**Dr. Jaimie Hoffman, Special Consultant for Assessment and Strategic Operations**  
**Dr. Jennifer Miller, Director of Student Affairs Assessment, Research and Staff Development**

## REPORT OVERVIEW

This report first provides the purpose and objectives of the Division of Student Affairs (DSA) Staff Training Program and results of a needs assessment conducted in 2013. This information provided a foundation for the 2013-2014 academic year training initiatives that was designed to enhance the knowledge and competency of DSA staff members. The report then provides an overview of the training initiatives that occurred during 2013-2014 with a brief discussion of key findings from each training. The report closes with next steps for training discovered as result of reviewing the needs assessment results and data from assessment training, illustrating a commitment to 'closing the loop' in the assessment cycle.

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## STAFF TRAINING PROGRAM PURPOSE

The purpose of the Division of Student Affairs (DSA) training program is to support and reinforce the Division's core values (collaboration, commitment, diversity, integrity, and excellence) while preparing staff with the competencies necessary for success as student affairs practitioners. The competency areas addressed through the training are based on the *Professional Competency Areas for Student Affairs Practitioners* (NASPA/ACPA, 2010).

The *Professional Competency Areas for Student Affairs Practitioners* was created as a joint initiative between leaders in the two largest student affairs professional associations, College Student Educators International (ACPA) and Student Affairs Administrators in Higher Education (NASPA). These individuals "committed to work together to establish one set of professional competency areas that both associations would endorse for the broad field of student affairs" (p. 3). According to NASPA/ACPA, 2010 "This set of Professional Competency Areas is intended to define the broad professional knowledge, skills, and, in some cases, attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field. All student affairs professionals should be able to demonstrate their ability to meet the basic list of outcomes under each competency area regardless of how they entered the profession" (p. 3). The ten competency areas are listed below:

-  Advising and Helping
-  Assessment, Evaluation, and Research
-  Equity, Diversity, and Inclusion
-  Ethical and Professional Practice
-  History, Philosophy, and Values
-  Human and Organizational Resources
-  Law, Policy, and Governance
-  Leadership
-  Personal Foundations
-  Student Learning and Development

## STAFF TRAINING PROGRAM OBJECTIVES

The objectives for the DSA Training Program are based on the [Professional Competency Areas for Student Affairs Practitioners](#) (NASPA/ACPA, 2010) listed above. Echoing the work of the NASPA/ACPA committee, we recognize that in order to be a successful student affairs educator, one must possess a wide range of knowledge, skills, and abilities. Therefore, the objectives of the overall DSA Training Program are wide-ranging and abundant. Each academic year, the DSA Training Program will focus its education initiatives on a smaller (10-15) number of objectives based on the needs of the staff and continuous assessment. Some objectives (those that are written broadly) will be further specialized and operationalized prior to administering the training and assessment. All objectives for the program are listed below:

### 1. Advising and Helping

- a. Maintain the appropriate degree of confidentiality
- b. Exhibit active listening skills
- c. Appropriately mentor students
- d. Identify when and with whom to implement appropriate crisis management responses
- e. Demonstrate culturally appropriate advising, helping, and coaching strategies
- f. Manage conflict
- g. Collaborate with other campus departments and organizations as well as surrounding community agencies to address student physical and mental health needs

### 2. Assessment, Evaluation and Research

- a. Align program and learning outcomes with organizational goals and values
- b. Construct basic surveys and other instruments without consultation
- c. Effectively articulate, interpret, and use results of assessment, evaluation
- d. Use culturally relevant and culturally appropriate terminology and methods to conduct and report findings
- e. Differentiate among assessment, program review, evaluation, planning, and research
- f. Design ongoing and periodic data collection efforts
- g. Effectively lead the conceptualization and design of ongoing, systematic, high quality, data-based strategies at the institutional, divisional, and/or unit-wide level to evaluate and assess learning, programs, services and personnel

### 3. Ethical and Professional Practice

- a. Identify ethical issues in the course of one's job
- b. Assist students in ethical decision making and make referrals to more experienced professionals when appropriate
- c. Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices
- d. Address and resolve lapses in ethical behavior among colleagues and students
- e. Articulate and implement a personal protocol for ethical decision making
- f. Engage in effective consultation and provide advice regarding ethical issues with colleagues and students

### 4. Equity, Diversity and Inclusion

- a. Identify the contributions of similar and diverse people within and to the institutional environment
- b. Design culturally relevant and inclusive programs, services, policies, and practices
- c. Apply advocacy skills to assist in the development of a more multiculturally sensitive institution and profession
- d. Facilitate others' learning and practice of social justice concepts
- e. Identify systematic barriers to equality and inclusiveness, and then advocate for and implement means of dismantling them

### 5. History, Philosophy, and Values

- a. Describe the foundational philosophies, disciplines, and values on which the profession is built
- b. Explain the role and responsibilities of the student affairs professional associations
- c. Demonstrate visionary and forward thinking in the work of the student affairs profession
- d. Explain public responsibilities of a student affairs profession and the resulting benefits to society
- e. Explain how today's practice is informed by historical practice
- f. Partner with faculty for teaching and research regarding the profession



## **6. Human and Organization Resources**

- a. Communicate with others using effective verbal and nonverbal strategies
- b. Implement appropriate and effective recruitment strategies, interview protocols, and decisions regarding the selection of staff
- c. Demonstrate familiarity with the basic tenets of supervision
- d. Effectively develop and manage facilities, policies, procedures, processes, human resources, and materials
- e. Engage in policy and procedure development
- f. Anticipate how future needs of students, the unit, or the division may affect staffing levels or structures and make proactive adjustments to meet those needs
- g. Explain the application of introductory motivational techniques with students, staff, and others

## **7. Law and Governance**

- a. Participate effectively in the governance system of one's institution when appropriate
- b. Describe the governance systems at one's institution, including the governance structures of faculty, staff, and students
- c. Describe the federal and state role in higher education
- d. Describe how policy is developed in one's department and institution
- e. Explain the concepts of risk management and liability reduction strategies
- f. Identify emerging trends in the higher education law

## **8. Leadership**

- a. Identify basic fundamentals of teamwork and team building
- b. Convene appropriate personnel to identify and act on solutions to potential issues
- c. Identify one's strengths and weaknesses as a leader and seek opportunities to develop one's leadership skills
- d. Serve as a mentor for students, new professionals, and those new to the organizational unit
- e. Lead, motivate, influence, inspire and enable others to contribute toward the effectiveness and success of the organization
- f. Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader
- g. Compare, critique, and apply appropriate leadership models to various situations in organizational life
- h. Advocate for change within the division that would remove barriers to student and staff success
- i. Facilitate consensus processes where wide support is needed

## **9. Personal Foundations**

- a. Recognize the importance of reflection on personal and professional development
- b. Recognize needs and opportunities for continued growth
- c. Describe the importance of one's professional and personal life to self, and recognize the intersection of each
- d. Define excellence for one's self and evaluate how one's sense of excellence affects self and others
- e. Identify one's primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations
- f. Recognize and understand healthy habits for better living
- g. Articulate meaningful goals for one's work
- h. Attend not only to immediate areas of growth, but also those areas relating to one's anticipated career trajectory

## **10. Student Learning and Development**

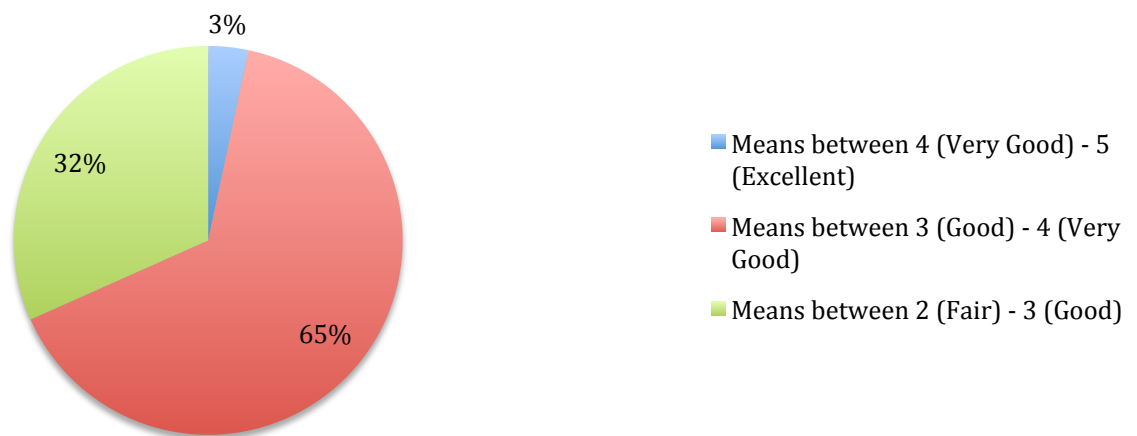
- a. Build and support inclusive and welcoming campus communities that promote deep learning and foster student success
- b. Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender, identity, disability, and religious belief can influence development during the college years
- c. Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution
- d. Design programs and services to promote student learning and development that are based on current research on student learning and development theories

## NEEDS ASSESSMENT

In the summer of 2013, a needs assessment was conducted by Assessment and Strategic Operations (ASO) to gain a better understanding of DSA staff members' perceived abilities across a variety of competency areas. The competency areas and measures were based on the [Professional Competency Areas for Student Affairs Practitioners](#) (NASPA/ACPA, 2010) listed above. The category, "ethical and professional practice" was inadvertently disused from the needs assessment.

The results of the needs assessment ( $n = 66$ ) were calculated based on perceived levels of competence (knowledge, skills, and abilities) as indicated by staff and reported here with means (out of a 1-5 scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent). The overall DSA aggregate mean for all competency areas was 3.24 indicating that staff generally rate their competency positively. Of the 60 measures on the survey, 2 measures scored between 4 and 5, 39 measures scored between 3 and 4, and 19 scored between 2 and 3 (pictured in the chart below).

**Findings from the needs assessment illuminated key areas of need, some of which were addressed through trainings offered during this AY 2013-2014 year while others will be addressed in subsequent years.**

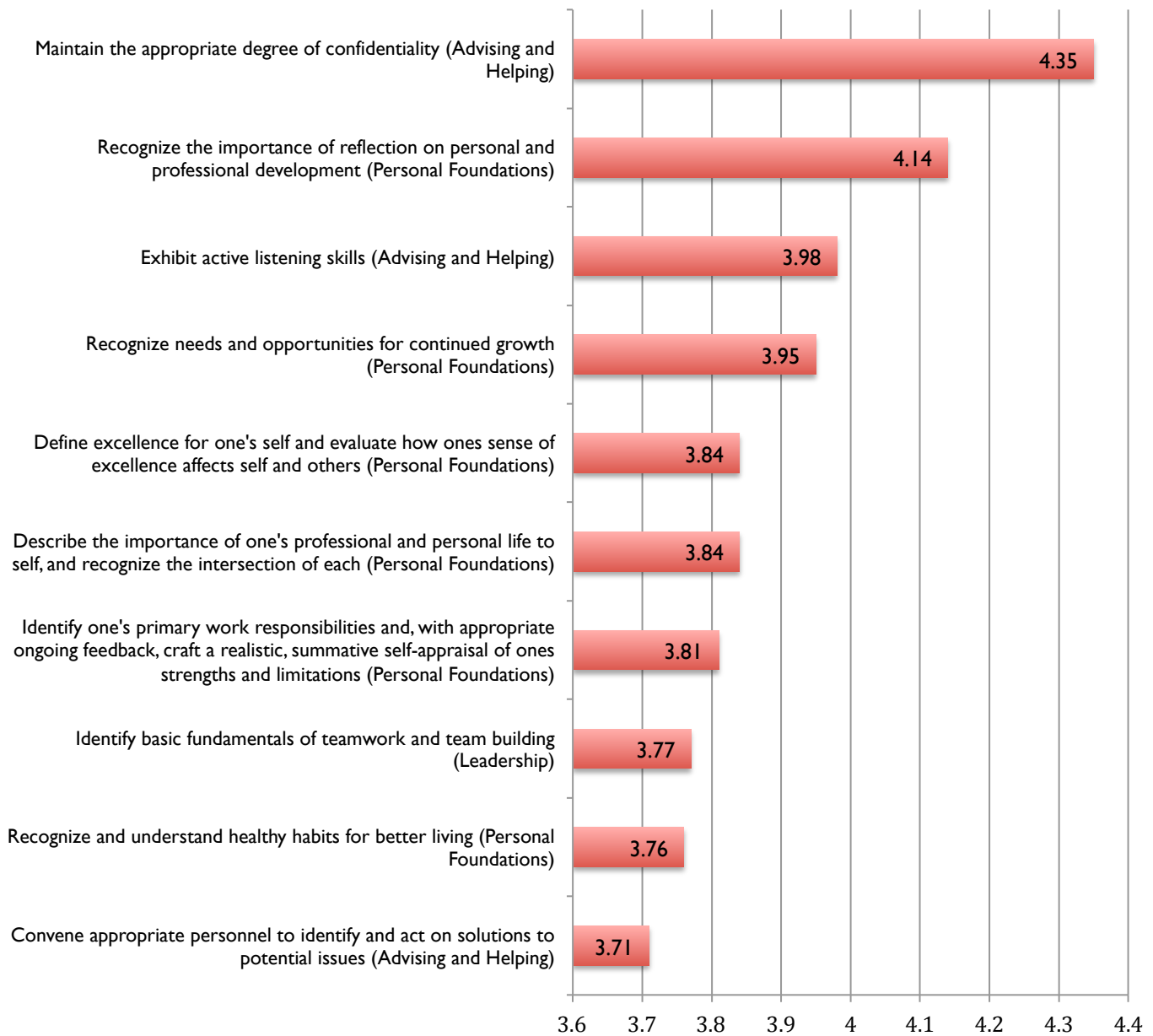


## Overview of Competency Areas and Skills

### Competency Area Means

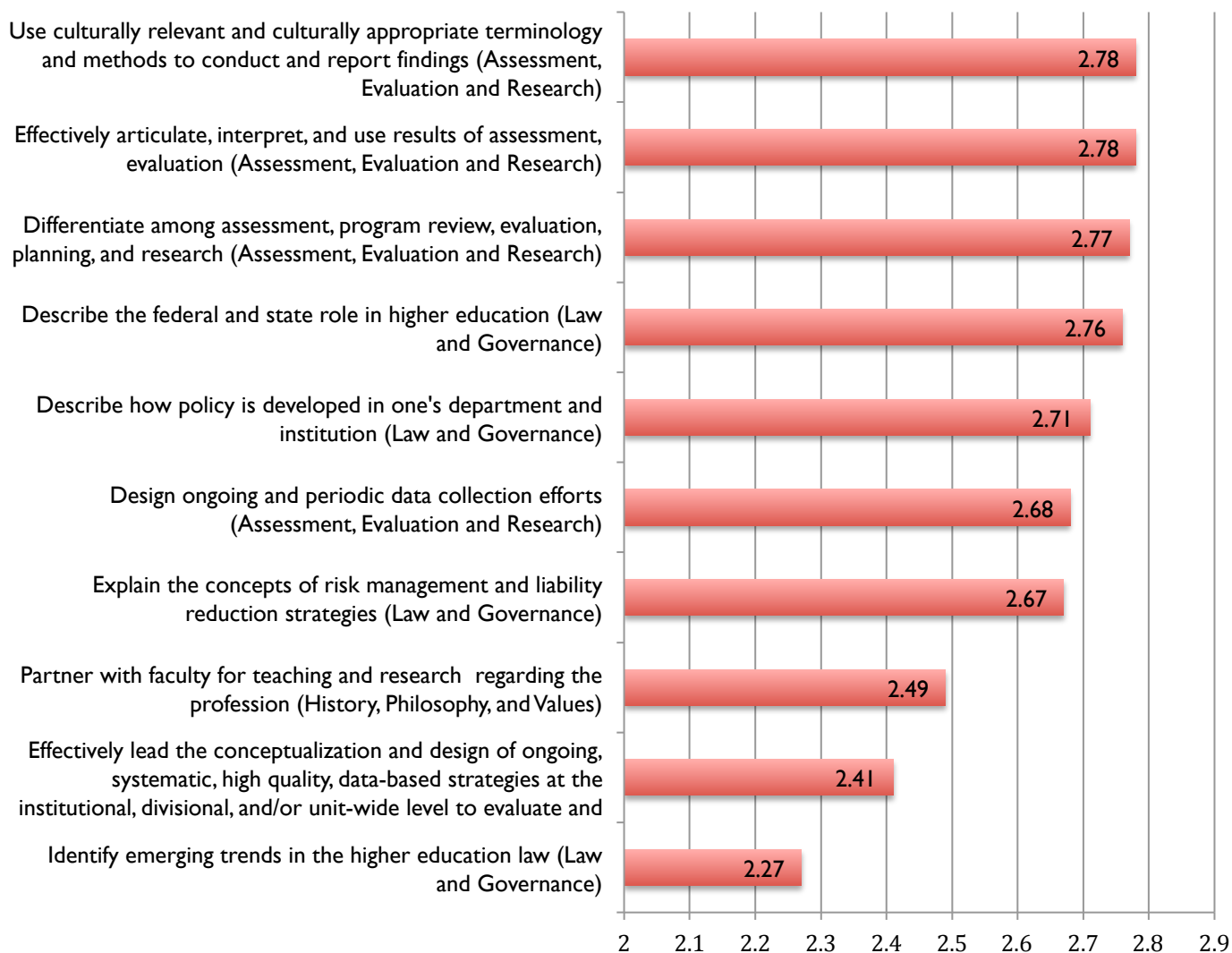


## Competency Skills with Highest Means



(1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent)

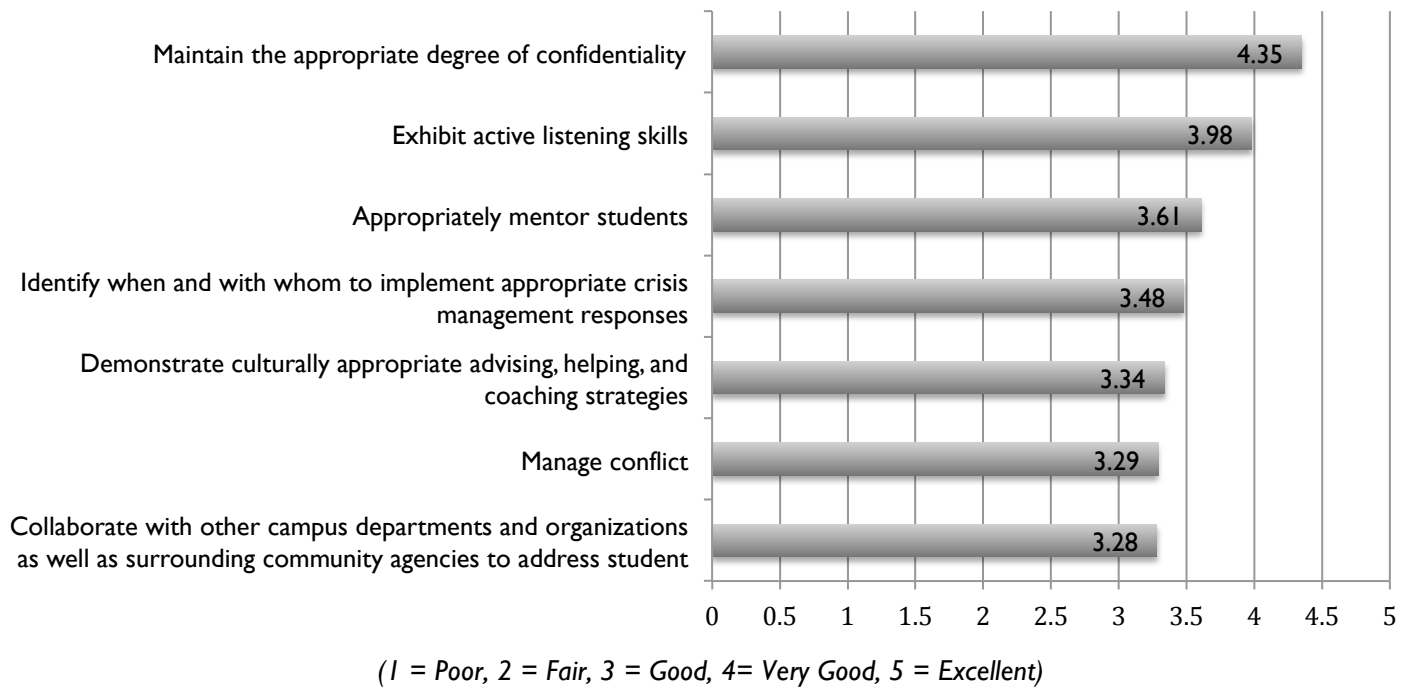
## Competency Skills with Lowest Means



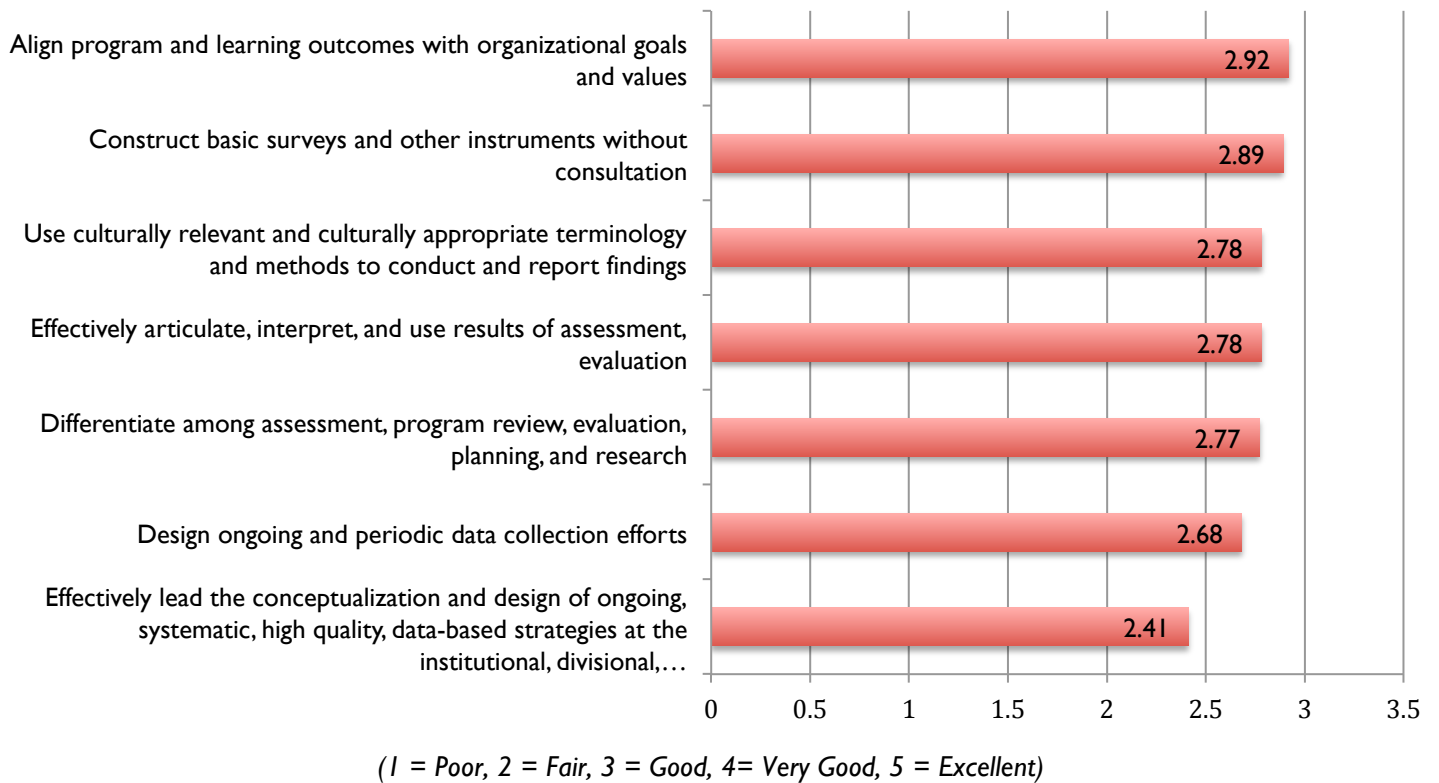
(1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent)

## Means within Each Competency Area

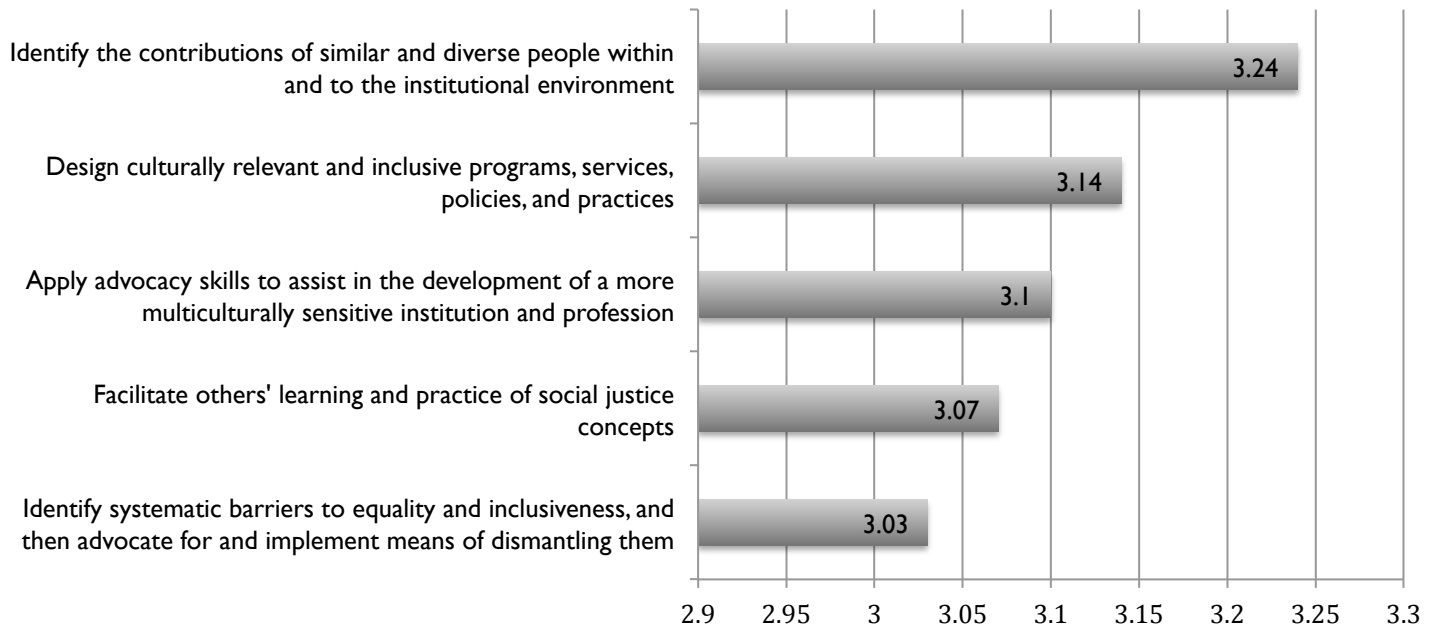
### Advising and Helping Competency Area



### Assessment, Evaluation and Research

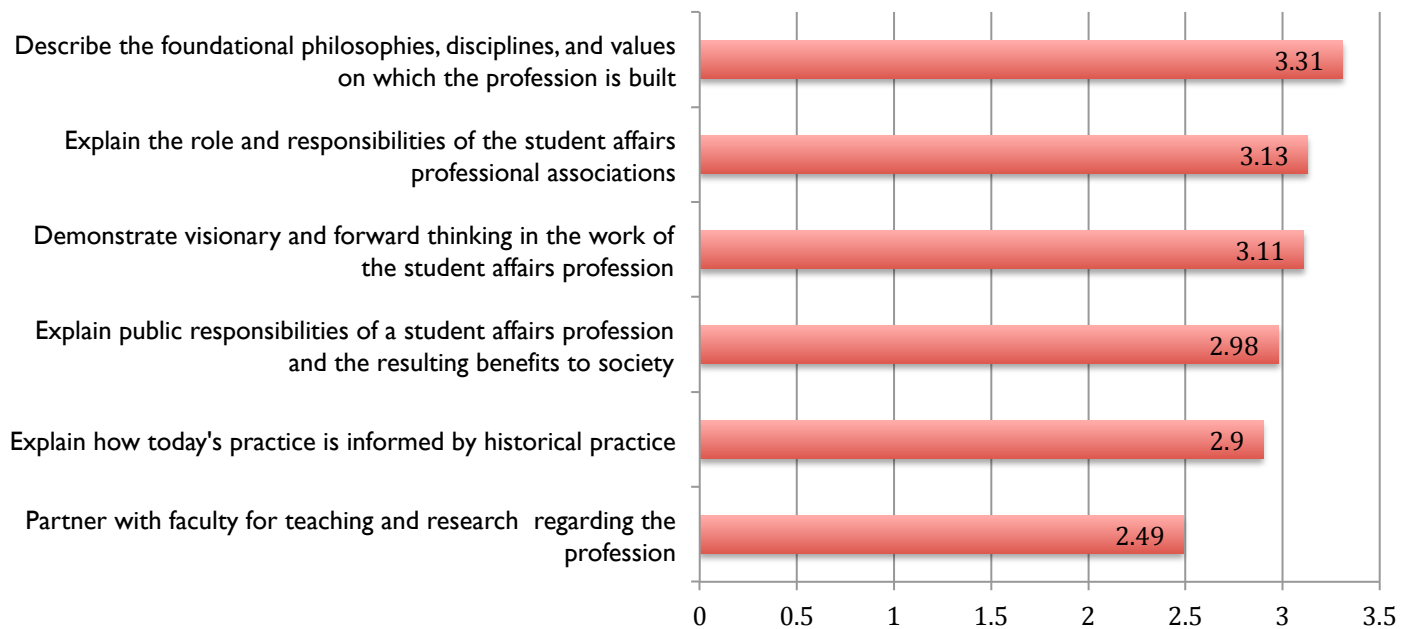


## Equity, Diversity and Inclusion



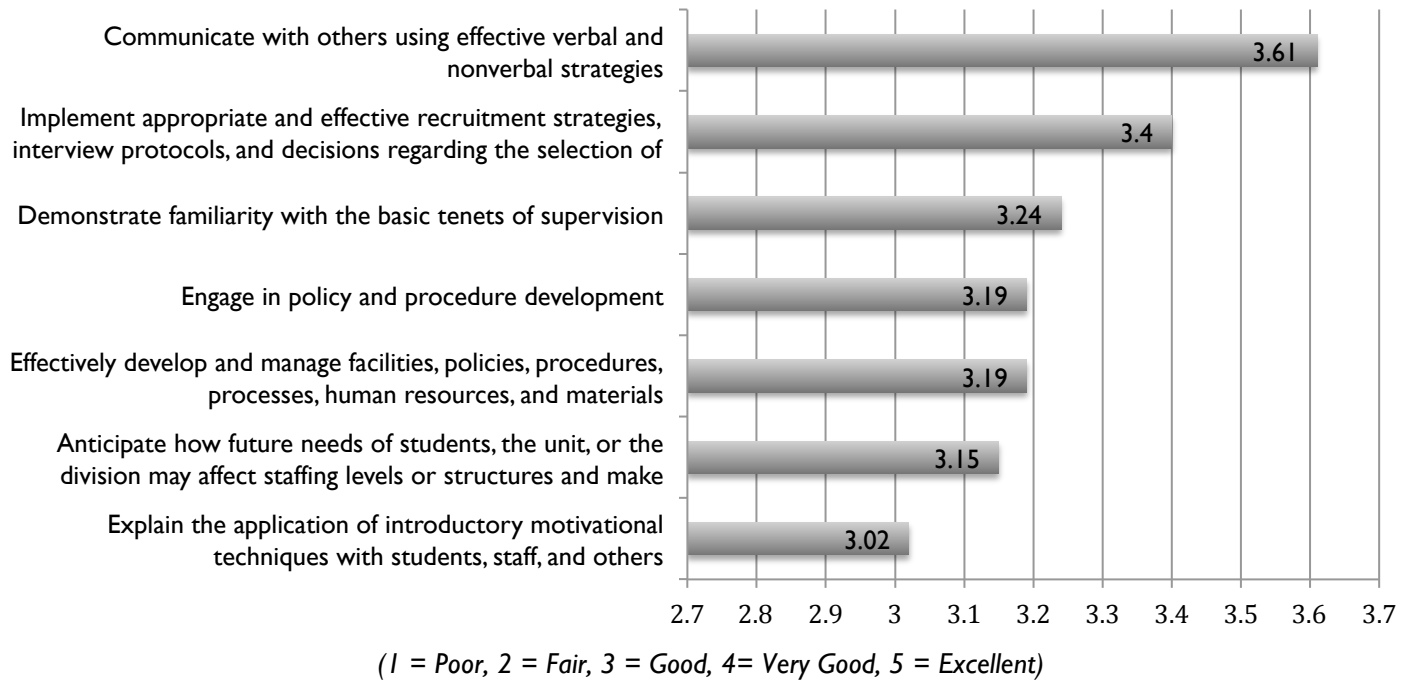
(1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent)

## History, Philosophy, and Values

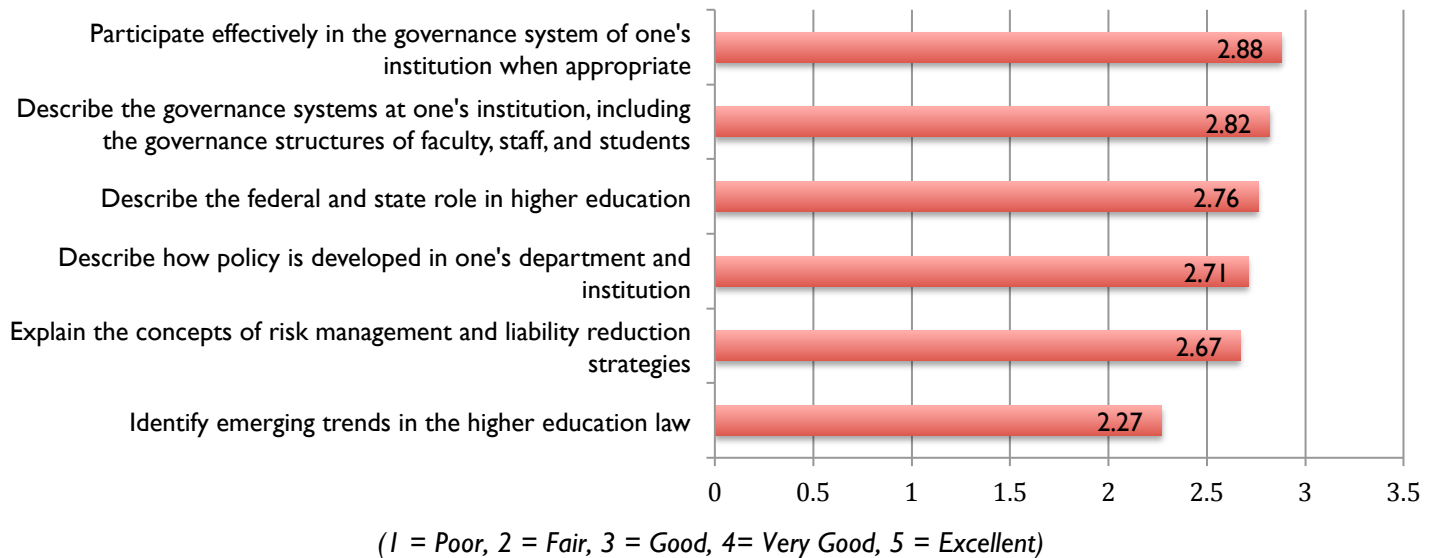


(1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent)

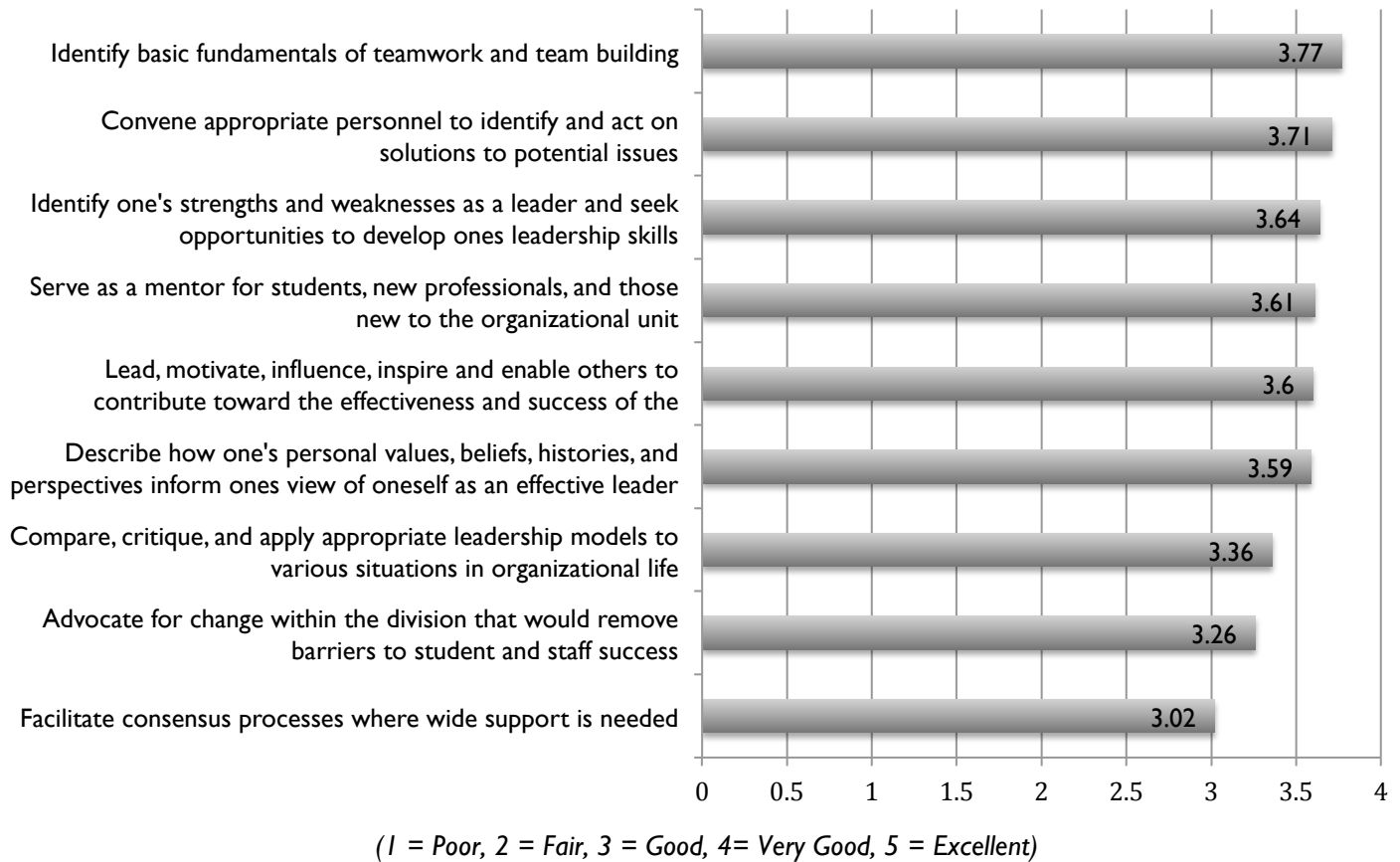
## Human and Organization Resources



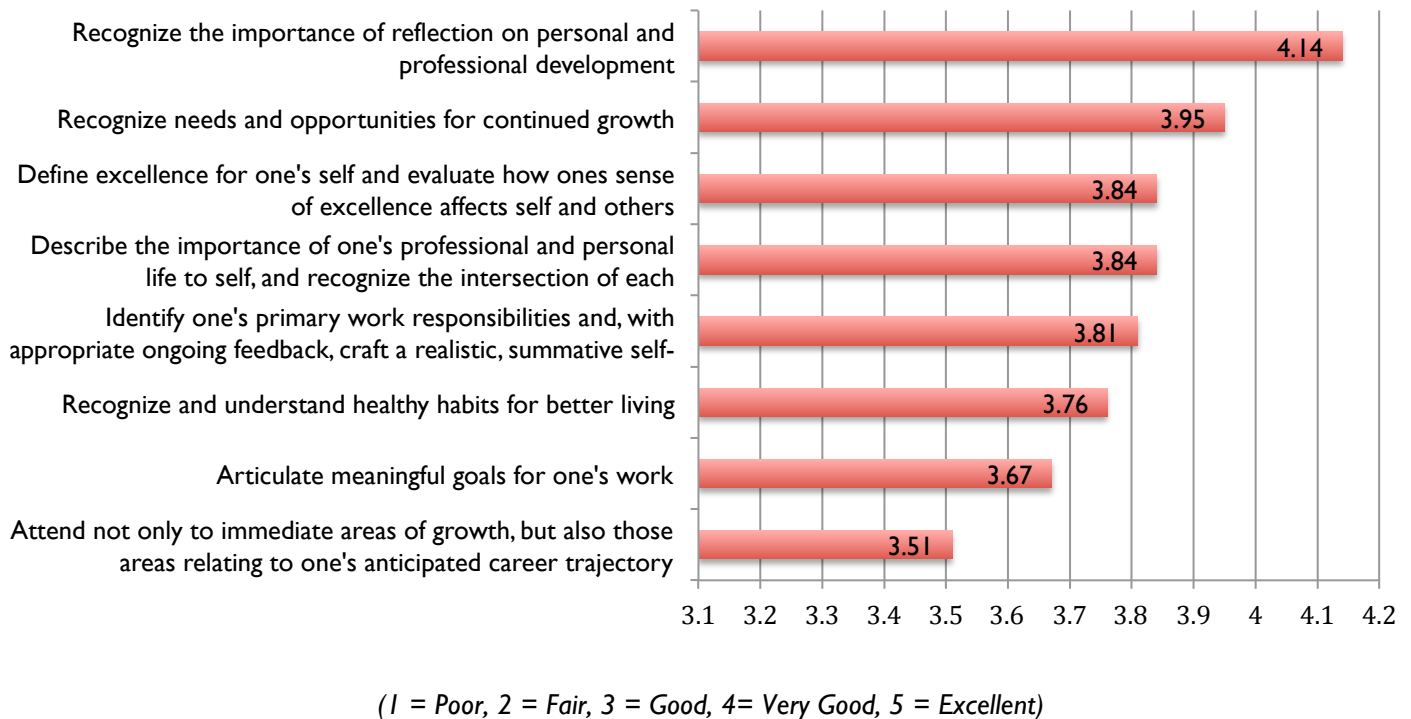
## Law and Governance



## Leadership

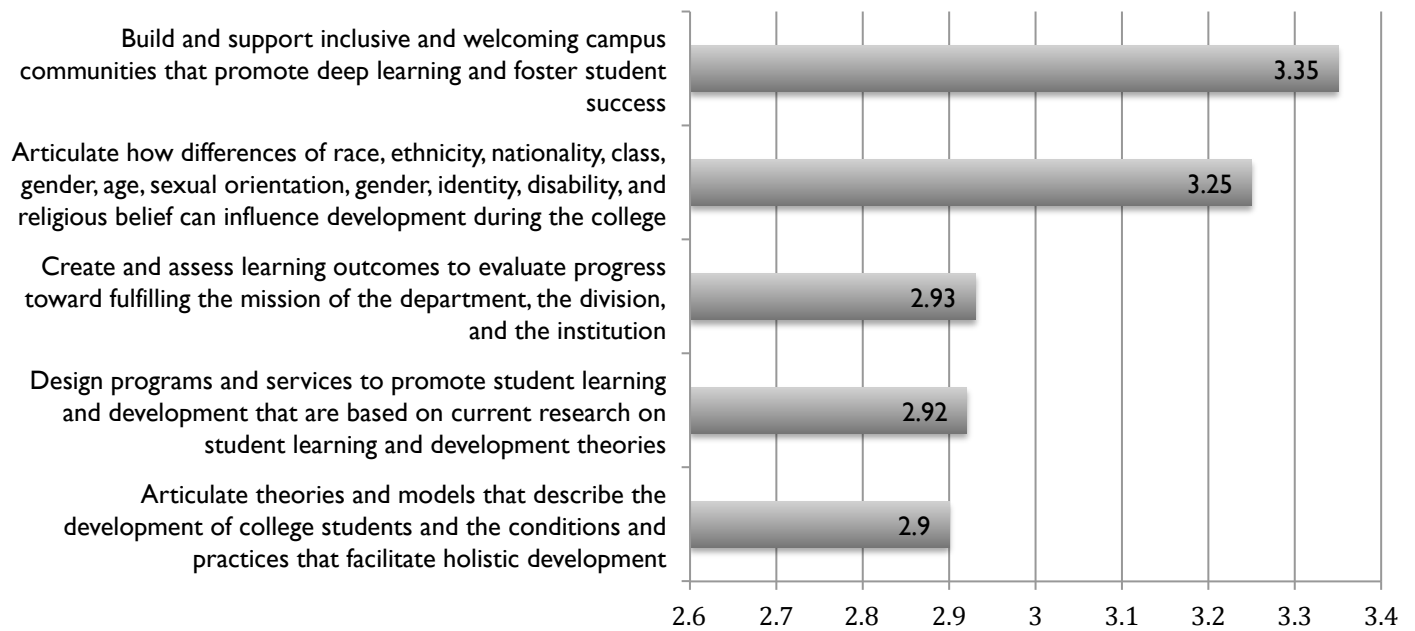


## Personal Foundations





## Student Learning and Development



(1 = Poor, 2 = Fair, 3 = Good, 4= Very Good, 5 = Excellent)




## OVERVIEW OF 2013-2014 TRAININGS OFFERED

Trainings were offered using a variety of approaches and covering a range of competency areas. The trainings, which are listed below, included four short trainings (1-3 hours), three full-day retreats, four webinars, three newsletters and three Read and Reflect book discussions that provided brief glimpses at issues affecting student affairs professionals and related resources. Additional information about each training is provided in the appendices. Through the trainings, the following competency areas were addressed: Advising and Helping; Assessment, Evaluation, and Research; Student Development and Learning; Equity, Diversity, and Inclusion; Leadership; Ethical Professional Practice; Human and Organizational Resources; Law, Policy, and Governance; Personal Foundations; and Assessment, Evaluation and Research.

Date	Training Title	Core Competency Area	Delivery Method/Location
Monday, June 10	Customer Service –The Disney Way	Human and Organizational Resources	Retreat, <i>Marriott</i>
Friday, October 11	Distressed Students Training	Advising and Helping	Short training, <i>CI</i>
October 16-November 20 (weekly)	Lean In, <i>Sheryl Sandberg</i>	Leadership	Read and Reflect
Tuesday, December 3	Data Summit	Assessment, Evaluation, and Research	Retreat, <i>CI Boating Center</i>
Friday, February 7	Student Development Theory	Student Learning and Development	Short training, <i>CI</i>
Wednesday, March 26	Building Bridges: Strengthening Leadership for Diverse Communities	Equity, Diversity, and Inclusion	Retreat, <i>Westlake Village Inn</i>
Wednesday, May 28	Division of Student Affairs Leadership Panel	Leadership	Short training, <i>CI</i>
Webinar on Demand	Connecting Planning and Budgeting in Student Affairs	Human and Organizational Resources	Webinar
Webinar on Demand	Successful Assessment for Student Affairs Workbook, Service Savvy Communication Tools and Student Affairs Case Studies Work Book	Ethical Professional Practice	Webinar
Wednesday, January 14	Frontline Staff: Frontline Staff: Responding to Whiners, Screamers & Rude Campus Customers	Human and Organizational Resources	In person webinar and Webinar on Demand
June 26-July 24 (weekly)	Let Your Life Speak, <i>Parker Palmer</i>	Ethical Professional Practice	Read and Reflect
Fall 2013, Winter 2014, and Spring 2014	“Hot Topics” in Student Affairs	Law, Policy and Governance; Personal Foundations	DSA Newsletter
Fall 2013 and Winter 2014	Assessment Tips	Assessment/Evaluation, and Research	DSA Newsletter
Fall 2013 and Winter 2014	Tools for Student Affairs Professionals	Human and Organizational Resources	DSA Newsletter

## Competency Areas Addressed through Training 2013-2014

	Advising and Helping
	Assessment, Evaluation, and Research
	Equity, Diversity, and Inclusion
	Ethical and Professional Practice
	History, Philosophy, and Values
	Human and Organizational Resources
	Law, Policy, and Governance
	Leadership
	Personal Foundations
	Student Learning and Development

-  - Addressed through webinars, read and reflect, or newsletter
-  - Addressed through short training at CI
-  - Addressed through day long retreat

## EVALUATION TRAINING SUMMARIES

### CI THE DISNEY WAY – JUNE 10, 2013

#### Description

The purpose of the 'CI the Disney Way' training was to establish a common definition, value and expectation of what good customer service means. The training featured the outside presenter, Bill Capodagli a bestselling co-author of *The Disney Way*, *The Disney Way Fieldbook*, and *Innovate the Pixar Way* -- the exciting account of Pixar's unique collaborative culture. For over thirty years, Bill Capodagli has benchmarked the Walt Disney Company and assisted scores of organizations enhance their customer service standards, and increase market share and productivity using Walt's original credo for success.

#### Objectives

*As a result of participating in this training, attendees will:*

- Describe the purpose of customer service and list five etiquette suggestions on a post-workshop survey
- List and describe the components of the "Disney Way" and score at least 85% on a post-workshop survey related to the five communication components
- Demonstrate verbal and non-verbal communication techniques in 1-3 role-play scenarios and score at least a 75% on a feedback survey administered by their role-play partner
- List and describe an awareness of CI student issues and identify techniques related to good customer service at CI on a post-workshop survey
- Discuss the purpose of professionalism and list five suggestions on a post-workshop survey
- Demonstrate conflict and stress management skills for job performance in 1-3 role-play scenarios and score at least a 75% on a feedback survey administered by their role-play partner
- Present 3-5 scenarios where they can effectively communicate in multicultural (gender, race/ethnicity, socioeconomic, age, ability) environments at CI and score at least 85% on a post-workshop survey
- Share techniques for promoting effective collaboration through communication and can identify 5-10 on a post-workshop survey

*Please reference the Appendix A for detailed schedule.*

#### Summary of Key Findings

##### Quantitative Measures

Prior to attending the retreat, attendees rated their ability on a variety of measures (e.g. public speaking, stress management, larger group discussion, etc.) as good or excellent overall. After attending the retreat, participants were asked to rate their ability on the same measures "as a result of the retreat." Post-test response were lower on all measures showing a perceived decrease in competency after attending the retreat. The skills respondents rated themselves the highest at were written communication, active listening and one-on-one interpersonal communication. On average, attendees rated all logistics components of the retreat (e.g. date, time, location, presenter, food, room set-up, discussion opportunities and training materials) as "good" with the exception of the location, which was rated as "fair." With regard to the date and time selected, one participant said "Seems there's never a best time - this is hard timing for us, so we just need to commit to being there."

##### Qualitative Measures – Pre-Test

On the pre-test attendees were asked a series of open-ended questions to assess their current understanding of the CI way, definition of professionalism, customer service techniques they use and customer service challenges experienced. Responses in these categories were varied and no clear themes emerged upon analysis however, the following examples are provided to illuminate the thought put into responses:

*"The CI Way is how we act with integrity in all that we do here at CI. It is maintaining a strong work ethic, positivity, collaboration and unity. It is a way of utilizing each other to make this university the best possible environment for most importantly the students as well as everyone else in our campus community."*

*“Professionalism is operating with the understanding that you are representing CI in everything that you do. It is presenting yourself in an aesthetically, intelligently, and caring way to every single individual you interact with throughout the day. Professionalism is being genuine and authentic, being yourself in every different situation, not changing the way you interact because you happen to be with a different group of people.”*

*“I utilize prompt response to the needs of the students while always incorporating a developmental approach in many situations where there is a need to be met. Polite, respectful, and attentive communication are vital to any interaction with the students of CI as well as parents and prospective students. It is important to also maintain customer service to each other within the division as everyone is working in this together and if our fellow co-worker is in need we should do what we can to assist them.”*

*“Being that our department is a high-interaction and frequent face-time area with the community the challenge of adequate information dissemination is always an issue. Ideally we would like to be one step ahead of the demand however our marketing, website, email or other communication techniques, I believe, fall short of the expectation. I would like to learn about how other areas communicate effectively with the community to meet their needs and their own.”*

### **Qualitative Measures - Post-Test**

The post-test asked many of the same questions as the pre-test but also asked attendees to report their answers “as a result of this training.” The responses in this section were more concise with little elaboration. Many respondents either provided the same (or similar) definition of the CI Way and professional or specifically indicated no change; while some respondents indicated they did not learn new customer service techniques others shared that they will utilize storyboarding, principles of FISH and active listening.

The survey then asked participants what elements of the training were most useful for their work at CI. When reviewing responses in this section, a few themes emerged: having the opportunity to re-connect with colleges, using the storyboard technique and being reminded to have fun.

Finally, respondents were invited to provide additional information to help plan for future trainings. Here there were such varied response that it is not possible to summarize other than reporting that the training clearly resonated with some attendees and others did not see the value.

*Please reference training data summary, Appendix A, for detailed results.*

## **DISTRESSED STUDENTS TRAINING – OCTOBER 10, 2013**

### **Description**

The purpose of the Distressed Students Training was to provide information and resource available to distressed students at CI and to practice assisting students experiencing the various levels of distress. The training was presented by Dr. Jennifer Miller, Lt. Michael D. Morris, Ms. Laurie Nichols, Mr. Damien Peña, and Dr. Neil Rocklin.

### **Objectives**

*As a result of participating in this training, attendees will:*

- Recognize some signs of distressed, disruptive or unusual behaviors
- Gain tools and strategies for responding to such behaviors
- Learn what, to whom and how to report and refer
- Become familiar with the resources available to assist you

### **Summary of Key Findings**

#### **Quantitative Measures**

Overall, at least 69% of respondents strongly agreed or agreed that the content provided in this workshop was useful for their professional development, provided ways to improve their capacity to help students succeed, and provided them with an idea or strategy to implement. All respondents strongly agreed or agreed that the presenters were knowledgeable about the topic presented. Of all quantitative measures, respondents scored the measure “I will implement an idea or strategy that I learned in this workshop in my work in the near future” the lowest.

## Qualitative Measures

However, many participants were able to articulate how they might use the workshop content in their practice on the open-ended portion of the survey. One indicated that they plan to “work to establish a transparent emergency and Title IX knowledge to the RAs in Housing” and another said that they plan to “...not [let] a student set the agenda. Some students tend to lean too much and it’s necessary to nip it in the bud and let them know boundaries, and their responsibility vs. mine.”

Responses from the open-ended questions of the survey also indicated that the most useful aspect of the training was information from the Police Department, use of scenarios, and the panel of presenters while the least useful was the fact that the information has been provided before, the introduction slides had mostly common sense information, the presentation should have been be more interactive and the slides should be presented at a slower pace. Additional general feedback about the training illuminated comments about the need for interactivity in sessions, decreased use of lecture and appreciation for covering an important concept.

*Please reference training data summary, Appendix B, for detailed results.*

## DATA SUMMIT – DECEMBER 3, 2013

### Description

The purpose of the Data Summit was to provide an overview of the purpose of assessment and CI Division of Student Affairs Cycle of Assessment and to introduce technology- and campus-related resources for assistance with conducting assessment. The training was presented by Ms. Raquel De Los Santos, Dr. Marie Francois, Dr. Jaimie Hoffman, Mr. Edwin Lebioda, Mr. Daniel Martinez, Dr. Jason Miller, Dr. Jennifer Miller, Ms. Toni Rice, Mr. Joshua Wade, and Ms. Amy Wallace.

*Please reference Appendix C for detailed schedule.*

### Objectives

*As a result of participating in this training, attendees will:*

- Define critical assessment and data needs for program area
- Describe the difference between assessment and research
- Describe the history of DSA assessment efforts
- Describe the importance of research questions when conducting assessment
- Describe the purpose of the Assessment Council, DSA trainings, and Comprehensive Program Review process
- Describe the two fundamental purposes for conducting program assessment (accountability and program improvement)
- Identify collaborative opportunities related to assessment
- Identify data available at CI for assessment
- Identify existing CI policies and procedures for assessment and electronic surveys
- Identify myths and facts about assessment
- Identify the history and resources available at the Channel Islands Boating Center
- List key considerations when conducting assessment
- List resources available to support DSA assessment efforts
- Recognize each level of the Division of Student Affairs’ Cycle of Assessment
- State an example of a research question DSA staff could use for conducting program assessment
- State an example of a research question DSA staff could use for conducting research (not program assessment-related)
- State the expectations associated with DSA assessment efforts
- State the resources available to assist DSA staff with assessment and program evaluation efforts
- Summarize student affairs’ role in the WASC reaffirmation process

## Summary of Key Findings

### Quantitative Measures

The pre-test for the retreat asked attendees to report their thoughts on a variety of assessment-related questions such as data that would assist their program to support its purpose, types of assessment used in current role, how their program aligns with the University mission and what they hope to learn in the training. Respondents provided direct evidence of their mastery on six learning outcomes associated with the retreat on the pre- and post-test. Analysis of the difference between pre- and post-test scores found a positive gain on all measures with the ability to “write a learning outcome” and “identify what data are available at CI for assessment” showing the largest gains. Respondents also reported their perceived knowledge (indirect evidence) in two areas FolioCI and Qualtrics, which showed an increase in their mean score (on a 1-6 scale with 1=strongly agree and 6=strongly disagree). Overall, attendees were quite satisfied with the logistical elements of the retreat, showing a mean of 5 or above (on a 1-7 scale with 1=Very Dissatisfied and 7 = Very Satisfied). Attendees reported an average mean of 5.31 when rating their overall satisfaction with the training experience, were most satisfied with the retreat location and breakfast retreat and least satisfied with the length and date of the retreat.

### Qualitative Measures

The qualitative data provided by respondents echoed information report on the rating scales; they indicated that they would like the length of the retreat decreased and a different date selected. Throughout their responses to the open-ended questions, many respondents also indicated a need for more interaction and less lecture in order to cater to varied learning styles and less content covered in more depth. All presenters were rated as effective or very effective and most sessions were rated as helpful or very helpful. The *CI Assessment and Accountability* and *CI IRB Process to Support Ethical Considerations* sessions were rated as most helpful with the most effective presenters while sessions rated as least helpful with least effective rated presenters were “Introduction to DSA Assessment Language and Available Methods” and “Practice Time: Creating Measurable Learning Objectives and Plans for Areas.” Responses to the open-ended questions validated these findings where respondents reported that they enjoyed having guest speakers from outside the division.

*Please reference training data summary, Appendix C, for detailed results*

## STUDENT DEVELOPMENT THEORY – FEBRUARY 7, 2014

### Description

The purpose of the Student Development Theory training was to provide an overview of the types of student development theory and give staff a chance to practice applying theory. The training was presented by Dr. Jennifer Miller and Ms. Liz Miller.

### Objectives

*As a result of participating in this training, attendees will:*

- Identify how student development theory helps student affairs professionals
- Match the types of theory with their definitions
- Report an increased level of confidence with applying student development to student affairs practice

## Summary of Key Findings

### Quantitative Measures

The measures that were direct assessment learning-outcomes (how student development theory assists student affairs professionals and matching theory type with definition) showed only a small increase in the pre- and post-test scores while the results from indirect measure (degree of confidence in applying student development theory to student affairs practice) showed a decrease from the pre- to post-test. Thus, it appears that although staff slightly increased their understanding of theories they left the session feeling less confidence in their ability to apply them. This could be due to the fact that as one learns more about a given topic they realize there is more to learn.

### Qualitative Measures

Regardless, the open-ended responses while varied seem to indicate that staff found the session to be helpful and organized. One attendee said, “The information was very interesting and will come in handy when working with

students and even staff. The theories help to explain why students/people act or behave a certain way. They bring awareness and focus that environments, up-bringing, individual preferences, etc. impact the way people have development and help to shape the way they are at a current time/age. This understanding is important to note when speaking or working with others. It can affect the way you decide to approach someone or even a topic with someone. This understanding can help you to better get through to someone and to be a better communicator.”

*Please reference training data summary, Appendix D, for detailed results.*

## **BUILDING BRIDGES: STRENGTHENING LEADERSHIP FOR DIVERSE COMMUNITIES – MARCH 26, 2014**

### **Description**

The purpose of the Building Bridges: Strengthening Leadership for Diverse Communities training was to encourage staff to explore the layers of their identity and explore ways that identity development theory can be applied to working with students. The training was presented by Dr. Kenneth Magdaleno, Ms. Nancy Tubbs and Mr. Emilio Virata,

### **Objectives**

*As a result of participating in this training, attendees will:*

- Assess and address one’s own awareness of Equity, Diversity and Inclusion (EDI)
- Articulate one’s own differences and similarities with others
- Recognize the intersectionality of diverse identities possessed by oneself
- Recognize social systems and their influence on people of diverse backgrounds
- Articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the program, and the individual in further its goals
- Summarize ways one can serve as an advocate
- Identify the contributions of similar and diverse people within and to the institutional environment
- Recognize the intersectionality of diverse identities possessed by students through identity development theories
- Identify where one is an “agent” in his/her social membership groups
- Identify actions an ally can take to affect change
- Design culturally relevant and inclusive programs, services, policies, and practices
- Identify the purpose of multicultural programs
- List the multicultural events and activities available on campus

### **Summary of Key Findings**

#### **Quantitative Measures**

On the post-test, respondents agreed that the training helped to teach 9 of the 13 learning outcomes (with “identify where I am an “agent” in my groups, recognize how the various parts of my identity intersect, understand the foundations of social justice, and design cultural relevant/inclusive programs/policies/services/practices as rated neither agree nor disagree).

Attendees were generally satisfied with all logistical elements of the retreat rating the start time and lunch highest and breakfast and the date as lowest. Attendees seemingly appreciated the location, scoring their satisfaction with it as 4.63 out of 5 and 74% indicating that they agreed or strongly agreed the drive (to the location) was worthwhile.

The external presenters were rated as effective (all scored 4.49 out of 5) and their sessions were rated as helpful. Respondents described their satisfaction with the external presenters in their open-ended responses indicating they were great and it their outside perspectives were valued.

#### **Qualitative Measures**

Open-ended questions were provided to garner attendee’s mastery of some of the learning outcomes such as “describe how various elements of their identity intersect” and “summarize what social systems exist and how they influence people of diverse backgrounds.” Answers on these questions varied but most respondents seemed to be able to articulate a “correct” response. Attendees were then asked to describe actions they might take to affect change, their responses illustrated a general understanding of the importance of self-awareness, speaking up, listening, supporting and



challenging oneself. One respondent articulated how he/she will take action as follows, “Listening to under-vocalized voices and perspectives, challenging micro aggressions, establishing systems and policies that recognize inequities and seek to ameliorate the divide that exists within our diverse student body.” When describing what should be considered when designing a program/service/policy/practice that is culturally relevant and inclusive, attendees provided a variety of responses that illustrated the importance of considering the needs and point of view of others including inclusivity of language. Generally, attendees did not learn anything new about Multicultural Programs that they did not know before.

As a whole, respondents felt that the best part of the retreat were the discussions they had with colleagues and the presenters and had very few recommendations for changing the retreat.

*Please reference training data summary, Appendix E, for detailed results.*

<b>DIVISION OF STUDENT AFFAIRS LEADERSHIP PANEL – MAY 28, 2014</b>
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**Description**

The purpose of the Division of Student Affairs Leadership Panel was to provide staff with the opportunity to learn lessons about leadership from Chief Student Affairs Officers and to apply this information to their practice. The panel was facilitated by Dr. Wm. Gregory Sawyer and featured Mr. Henry Gee, Vice President of Student Services at Rio Hondo College; Dr. Janina Montero, Vice Chancellor for Student Affairs at University of California Los Angeles; Dr. Jamillah Moore, Chancellor of the Ventura County Community College District; and Dr. William Watkins, Vice President for Student Affairs at California State University Northridge.

**Objectives**

*As a result of participating in this training, attendees will:*

- Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader
- Identify one’s strengths and weaknesses as a leader and identify opportunities to develop one’s leadership skills
- Describe basic fundamentals of higher education and student affairs governance structures
- Identify various methods to lead, motivate, influence, inspire and enable others to contribute toward the effectiveness and success of an organization

**Summary of Key Findings**

Through indirect measures of staff learning it appears that this training may or may not have achieved the four desired learning outcomes. The highest scoring (3.78 out of 5) outcome was “I am able to identify various methods to lead, motivate, influence, inspire, and enable others to contribute towards the effectiveness and success of an organization.” This result could in large part be because the outcomes were broad and possibly too lofty to achieve in the course of a few hours. Having said that, attendees seemed to greatly appreciate the opportunity to observe the panel – one respondent said, “I feel inspired to lead and empower.” Upon reviewing the suggested areas of improvement, a theme emerged with regard to decreasing the length of introductions.

*Please reference training data summary, Appendix F, for detailed results.*

## NEXT STEPS/CLOSING THE LOOP

**Upon reviewing the data from each of the evaluations collected, themes emerged and general conclusions were drawn. Presented below is a list of “lessons learned” from this year along with plans of action for next year.**

### Teaching Strategies

- *Lesson Learned:* Across the evaluations respondents indicated a need for less lecture and more active learning to cater to their needs and diverse learning styles
  - o *Action Plan:*
    - Provide a training to the division on high impact teaching practices to teach the role and importance of active learning and strategies for facilitating active learning.
    - Utilize blended learning strategies to deliver content prior to a training leaving more time in the face-to-face sessions for interaction and application of content (e.g. “flip the trainings”).
    - Require presenters to report how they will address varied learning styles with their teaching methods.

### Logistics

- *Lesson Learned:* Staff generally reported satisfaction with the logistical elements of the retreats including food and location. However, some staff felt strongly that some of the locations were not conducive to learning while others disliked the distance they had to drive.
  - o *Action Plan:*
    - When selecting the locations for the 2014-2015 continue to ensure varied locations are used and training start times allocate for travel time.
    - Collect suggestions from staff for future retreat locations.
- *Lesson Learned:* Across evaluations responses varied on date selection – some staff members felt strongly that trainings should occur when students are not on campus while others felt excluded if trainings were held during breaks.
  - o *Action Plan:*
    - Provide transparency with the process of date selection for the 2014-2015 trainings explaining the importance of varying training dates to meet the needs of all staff members.

### Content Related

- *Lesson Learned:* Overall staff expressed satisfaction with outside presenters and the diverse perspectives they brought.
  - o *Action Plan:*
    - Continue seeking external presenters for trainings.
- *Lesson Learned:* After reviewing the learning-outcomes based data, it is possible that the presenters were not teaching to the learning outcomes.
  - o *Action Plan:*
    - Require presenters to list the strategies for used for teaching learning outcomes.
    - Evaluate each learning outcome to ensure it is specific and realistic for the training.
- *Lesson Learned:* Some of the trainings directly associated with the higher areas of need reported by the DSA staff but others were created as a results of collecting feedback informally.
  - o *Action Plan:*
    - Create a two-three year training plan that directly addresses the high need competency areas, cycles through all competency areas, weaves in the varied competencies of staff (including new staff), and leaves room for addressing emerging trends/current issues that may not be able to be planned for.
- *Lesson Learned:* The dispersion of responses on the surveys, both on satisfaction- and learning-outcomes based data indicate that staff possess very different levels of competencies.
  - o *Action Plan:*
    - When possible, provide break-out sessions for differing levels of learners.

## Assessment Lessons

- *Lesson Learned:* There was a lack of consistency (for both the measures and rating scales) across surveys administered before and after the trainings. This issue prevented a true cross-training analysis.
  - *Action Plan:*
    - Create a survey “template” of consistent elements likely to be used on all surveys including the number of scale options.
- *Lesson Learned:* Some surveys asked questions that were not directly used in the analysis therefore, data was collected that was not really used to inform practice.
  - *Action Plan:*
    - Determine the purpose of each survey and align the questions with that purpose, avoiding the tendency to ask additional questions that may be interesting but not used for program improvement.
- *Lesson Learned:* Upon analysis of the surveys, it became apparent that some were too lengthy and some did not garner responses to the questions we were asking.
  - *Action Plan:*
    - Pilot test each survey prior to administration.
- *Lesson Learned:* The response rate for surveys across the year was fairly low (less than 1/3 or 1/2 of the Division on most surveys) considering staff are paid to complete the surveys because they could be completed during work time.
  - *Action Plan:*
    - Share the results of surveys to demonstrate the value of staff's feedback and time.
    - Inform staff of the concern and stress the importance of completing the surveys.
    - Evaluate our assessment plan to determine if a survey once per semester could generate the information needed.
    - Provide time during trainings (or a meeting at the end of the semester) for staff to complete surveys.

## THREE-YEAR TRAINING PLAN OVERVIEW

Over the course of three years, the five competency areas with the lowest means will be the focus of the more in-depth training initiatives such as day long retreats and/or blended learning course(s). The other five competency areas will be addressed through short trainings and/or webinars, Read and Reflect sessions, and newsletters. The measures within each competency area that had the lowest scoring means will be the focus of each training initiatives. A follow up survey will be conducted in 2014 to assess the Ethical and professional practice competency area (that was inadvertently missed in the 2013 Needs Assessment). A follow up Needs Assessment will be conducted in 2015 to create another three year training plan to begin 2016-2017.

	Mean	2013-2014	2014-2015	2015-2016
<b>Ethical and Professional Practice</b>	N/A	✓	✓	✓
<b>Law and Governance</b>	2.69	✓	✓	✓
<b>Assessment, Evaluation and Research</b>	2.75	✓	✓	✓
<b>History, Philosophy and Values</b>	2.99	N/A	✓	✓
<b>Student Learning and Development</b>	3.07	✓	✓	✓
<b>Equity, Diversity and Inclusion</b>	3.12	✓	✓	✓
<b>Human and Organization Resources</b>	3.26	✓	✓	✓
<b>Leadership</b>	3.51	✓	✓	✓
<b>Advising and Helping</b>	3.62	✓	✓	✓
<b>Personal Foundations</b>	3.82	N/A	✓	✓

- ✓ - Address(ed) through webinars, Read and Reflect, newsletter, etc.
- ✓ - Address(ed) through short training at CI (three per year)
- ✓ - Address(ed) through day long retreat (two per year) and/or an in-depth training (e.g. blended learning course)

## ASSESSMENT PLAN

Staff will be asked to complete one survey each semester to assess their learning and satisfaction with the training program initiatives. All initiatives will be based on the objectives associated with the overall Staff Training Program described earlier in this report to facilitate consistency in assessment and planned, cohesive training. The results of the 2013 needs assessment will serve as the “pre-test” data for training. Administering one survey per semester will also likely reduce respondent fatigue and increase response rate.

## 2014-2015 KEY TRAINING OBJECTIVES

### **Assessment, Evaluation and Research**

*All objectives in this competency area will be focused on this year.*

1. Align program and learning outcomes with organizational goals and values
2. Construct basic surveys and other instruments without consultation
3. Effectively articulate, interpret, and use results of assessment, evaluation
4. Use culturally relevant and culturally appropriate terminology and methods to conduct and report findings
5. Differentiate among assessment, program review, evaluation, planning, and research
6. Design ongoing and periodic data collection efforts
7. Effectively lead the conceptualization and design of ongoing, systematic, high quality, data-based strategies at the institutional, divisional, and/or unit-wide level to evaluate and assess learning, programs, services and personnel

### **Equity, Diversity and Inclusion**

*The bottom two (mean scores) objectives in competency area will be focused on this year.*

8. Facilitate others' learning and practice of social justice concepts
9. Identify systematic barriers to equality and inclusiveness, and then advocate for and implement means of dismantling them

### **History, Philosophy, and Values**

*All objectives in this competency area will be focused on this year.*

10. Describe the foundational philosophies, disciplines, and values on which the profession is built
11. Explain the role and responsibilities of the student affairs professional associations
12. Demonstrate visionary and forward thinking in the work of the student affairs profession
13. Explain public responsibilities of a student affairs profession and the resulting benefits to society
14. Explain how today's practice is informed by historical practice
15. Partner with faculty for teaching and research regarding the profession

### **Human and Organization Resources**

*The bottom two (mean scores) objectives in competency area will be focused on this year.*

16. Anticipate how future needs of students, the unit, or the division may affect staffing levels or structures and make proactive adjustments to meet those needs
17. Explain the application of introductory motivational techniques with students, staff, and others

### **Law and Governance**

18. Participate effectively in the governance system of one's institution when appropriate
19. Describe the governance systems at one's institution, including the governance structures of faculty, staff, and students
20. Describe the federal and state role in higher education
21. Describe how policy is developed in one's department and institution
22. Explain the concepts of risk management and liability reduction strategies
23. Identify emerging trends in the higher education law

### **Leadership**

*The bottom two (mean scores) objectives in competency area will be focused on this year.*

24. Advocate for change within the division that would remove barriers to student and staff success
25. Facilitate consensus processes where wide support is needed

### **Personal Foundations**

*The bottom two (mean scores) objectives in competency area will be focused on this year.*

26. Articulate meaningful goals for one's work
27. Attend not only to immediate areas of growth, but also those areas relating to one's anticipated career trajectory

### **Student Learning and Development**

*The bottom two (mean scores) objectives in competency area will be focused on this year.*

28. Design programs and services to promote student learning and development that are based on current research on student learning and development theories
29. Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development

## **APPENDICES**

- A. Customer Service -The Disney Way, *Data Summary Report and Schedule*
- B. Distressed Students Training, *Data Summary*
- C. Data Summit, *Data Summary Report and Schedule*
- D. Student Development Theory, *Data Summary Report and Schedule*
- E. Building Bridges: Strengthening Leadership for Diverse Communities, *Data Summary Report and Schedule*
- F. Division of Student Affairs Leadership Panel, *Data Summary Report and Schedule*
- G. Webinar Summary
- H. Read and Reflect Summaries