



University Housing Services
Undergraduate Residence Life Intern Skills Attained
Assessment Report

Oscar Bacio

Choose One: Learning Outcome Assessment

Date of Assessment Implementation: May 2019

Date of Report: June 2019

Purpose of Assessment

The purpose for the assessment is to assess if the undergraduate Residence Life Intern was able to gain new skills or enhance their skills through the Residence Life Intern position and apply the skills to a future career.

The Residence Life Intern (RLI) position is designed for a graduate level student pursuing a degree and future career in Student Affairs (SA). During the 2018 – 2019 academic year, University Housing Services (UHS) hired six RLIs, two who were undergraduate students enrolled at CPP. The undergraduate RLI who was assigned to the Alamitos and Aliso community, the community I was responsible for overseeing in UHS, was studying Biology with future aspirations to become a Physician Assistant, with a long-term goal to be a lead manager for Physician Assistants in a hospital.

Division Learning Outcome Integrative Thinkers - integrating and transferring learning

Targeted Learning Outcome

- *integrating and transferring learning* - making connections across disciplines and between current and new knowledge, and applying that knowledge in professional and community life

Assessment Methodology

Data on the RLI gaining new skills or enhancing their skills was gathered through one on one meetings held throughout the course of the academic year. Data was gathered through feedback received from Front Desk Attendants (FDAs) regarding the RLI's ability to oversee the FDA's performance. Data was also gathered through observations during staff meetings, RLI programs and Front Desk Staff meetings.

Results

During the RLI's one on one's, the RLI noted that they felt confident in their ability to supervise and lead others, especially those who might have more experience than the RLI. Through the supervisory experience provided by the RLI role, the RLI noted they learned new skills on how to approach staff who might be frustrated and provide support to that staff member. As well as how to have a

conversation with staff who are not meeting expectations or are not successfully executing job responsibilities. The RLI also gained an understanding between the differences in advising/coaching and supervising.

The RLI noted they gained an understanding on how to plan and execute large programs and the intricacies that planning a program using state funding entailed. As such, the RLI understood that to successfully plan and execute a large-scale program in their career after CPP, all paperwork and funding requests need to be completed in a timeline manner.

The RLI noted they were not able to further develop their critical thinking and decision-making skills when serving on an on-call crisis/emergency management for the Lyle Center for Regenerative Studies (LCRS). Since the LCRS is a small community, the number of incidents that would require critical thinking and quick decision-making skills were minimal, providing few instances for the RLI to grow their critical thinking and decision-making skills in an emergency.

The FDA staff noted on their evaluations of the RLI, the FDA staff felt supported throughout their employment as FDA's. Three out of the five FDA's noted that the RLI was always available to answer questions the FDA staff had regarding their job requirements. As well as provided the FDA staff with resources to be successful during their journey at CPP.

During the beginning of the Fall Semester, I observed the RLI's performance in staff meetings, RLI programs and FDA Staff meetings. Through these observations, I noted the RLI was timid in their approach to supervising/providing feedback to the RA/FDA staff, as well as a lack of confidence in her programming ability. After providing the RLI feedback, I observed the RLI grow in their confidence to supervise the RA/FDA staff, especially in a meeting where the RLI addressed an FDA's performance and grade requirements. After the first program the RLI held, the RLI saw the impact their program had on the student population, the RLI's confidence grew in their ability to plan and execute fun and engaging programs.

Conclusion

The RLI role was designed for a graduate student pursuing a degree and career in SA, specifically in Housing Services. The RLI mentioned in this report was an undergraduate student pursuing a degree in Biology with career aspirations as a Physician Assistant, with a long-term goal of managing Physician Assistants in a hospital. The RLI position provided the undergraduate opportunities to grow the skills necessary for their future career. The skills developed were supervisory skills and planning and executing large scale programs. Unfortunately, the RLI did not gain experience in critical thinking and decision-making. Non the less, the RLI gained valuable skills to use in their future career.

Implications for Practice

- If hiring and undergraduate intern, create clear and specific examples on how skills gained through the RLI position will benefit students who are not pursuing a career in SA.
- Knowing an undergraduate pursuing a career outside of SA and Housing was developed their skills, provide opportunities for graduates outside of SA who can benefit from the position.
- Provide opportunities to adapt responsibilities that align with the RLI's career goals if the RLI is not pursuing a career in SA.
- Provide opportunities for RLI's to experience an on-call emergency that can better aid them in their future career, be it in SA or outside of SA.

Closing the Loop

- Create specific examples on how skills gained through the RLI position transfer outside of SA by July 19, 2019, around the time the RLI's are in training.
- Create core competencies for the RLI position that can be applied to SA and outside of SA.