



University Housing Services
Fall Student Leader Training Assessment
Assessment Report
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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: September 2017

Date of Report: June 2018

Purpose of Assessment

The assessment was created in order to identify the following items:

- Areas in which Resident Advisors felt most and least prepared for their student leader role,
- Resident Advisor interest in development activities, and
- Effectiveness of the training format and schedule.

Division Learning Outcome N/A

Targeted Learning Outcome

- Prepare Student Leaders (SLs) for the tasks and responsibilities associated with their assigned position and assigned community/organization.
- Engage Student Leaders (SLs) in activities that promote understanding and the formation of interpersonal relationships between fellow team members and other student leaders.
- Allow Student Leaders (SLs) to learn the vast responsibilities of their positions in an organized and balanced fashion that promotes knowledge retention and healthy life

Assessment Methodology

The chair of the Student Leader Training committee created a mixed methods assessment, encompassing both quantitative and qualitative data collection of the overall quality and quality of learning that took place. The survey was conducted via Google Forms anonymously so as to encourage honesty and participation. Students were given one week to complete the assessment at their convenience.

Two versions of the survey were given to different types of student leaders:

- The first version was for new Resident Advisors (RAs) (defined as any RA that has not completed a Fall Student Leader Training prior) and Inter-Hall Council (IHC) Officers.
- The second version was for returning Resident Advisors.

Both versions of the survey sync up to cover the same topics, with questions phrased differently on the returning Resident Advisors to indicate quality and favorability of individual training areas in comparison to prior training experiences.

Results

Student Leader Training – Learning Outcomes	Results
<p>Prepare Student Leaders (SLs) for the tasks and responsibilities associated with their assigned position and assigned community/organization.</p>	<ul style="list-style-type: none"> ❖ <i>Hall Emergencies & Evacuations: Insufficient</i> ❖ <i>Policy Violations & Behavioral Issues: Slightly Insufficient</i> ❖ <i>Behind Closed Doors (Student Health, Conflict, & Community Standards Training): Highly Sufficient</i> ❖ <i>Programming Paperwork & Reimbursements: Insufficient</i> ❖ <i>Crafting Creative Social & Educational Programs: Insufficient</i> ❖ <i>Diversity, Social Justice, & Student Well-Being: Slightly Insufficient</i> ❖ <i>Preparation for Move-In Day: Slightly Insufficient</i>
<p>Engage Student Leaders in activities that promote understanding and the formation of interpersonal relationships between fellow team members and other student leaders.</p>	<ul style="list-style-type: none"> ❖ <i>Most Popular Social Activities</i> <ul style="list-style-type: none"> ➢ <i>Dinner @ The Den (Hosted by CPP Foundation)</i> ➢ <i>Party @ The Pool (Hosted w/the BRIC)</i> ➢ <i>Cha For Tea Demonstration</i> ➢ <i>Name Games</i> ❖ <i>Most Effective “Extravaganza” Retreat Activities</i> <ul style="list-style-type: none"> ➢ <i>Shoulder Tap</i> ➢ <i>Skits</i> ❖ <i>Enjoyment of the “Extravaganza” Overnight Immersive Experience</i> <ul style="list-style-type: none"> ➢ <i>Returning SLs: 14% Positive, 86% Negative</i> ➢ <i>New SLs: 40% Positive, 60% Negative</i>
<p>Allow Student Leaders to learn the vast responsibilities of their positions in an organized and balanced fashion that promotes knowledge retention and healthy life balance throughout the training period.</p>	<ul style="list-style-type: none"> ❖ <i>Less Sessions Per Day or Weekends Off?</i> <ul style="list-style-type: none"> ➢ <i>By a vote of 93% to 7%, SLs voted to keep weekends as time off and keep sessions packed into tighter weekdays, Monday-Friday.</i> ❖ <i>Did You Have Enough In-Hall Time? (Called Ohana Time this year)</i> <ul style="list-style-type: none"> ➢ <i>The majority of returning SLs (64.3%) and a slight majority of new SLs (52.5%) did not feel they had enough in-hall time to bond and prepare in their area prior to move-in.</i>

Conclusion

The quantitative disparity between new and returning was often great, while qualitative feedback was often very different among both populations. Choosing to do the assessment in a fashion that gauged both populations separately was a wise idea given the environmental variables this year.

Implications for Practice

Given the early date in the year, many of these concerns were addressed through RA Council or the Residential Leadership Course.

Closing The Loop

The data has been passed on to the Fall Student Leader Training coordinator for the next year to create better presentation of knowledge, as most concerns had less to do with content than how said content was presented.