University Housing Services
Student Leader Training
Assessment Report

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Choose One: Needs Assessment

Date of Assessment Implementation: June 2017

Date of Report: June 2017

Purpose of Assessment

The Student Leader Training (SLT) Committee was tasked at creating a post assessment of our previous Fall Training that happening the 3 weeks leading up to the academic year. The assessment was created in order to identify key components of the skills the Resident Advisors felt they used most on a routine basis. The assessment also asked Resident Advisors to identify and gaps that seem to be missing in their training, as well as any sessions they feel can be condensed or eliminated. This data will be able to empower the incoming Student Leader Training Committee in order to create a more effective fall training and encourage a pre-assessment, post-assessment, & post-post assessment.

The survey was conducted during one of our Resident Advisor in-service meetings in which staff members who are not in class are required to attend and gain more information. This survey questionnaire was passed out with one side being the entire 3 week training schedule overview and the opposite side being the survey questions.

Division Learning Outcome N/A

Targeted Learning Outcome

Student Leader Selection Learning Outcomes	Measurement
Gather data regarding the most impactful training sessions from Fall 2016 Trainings	Measured by survey distributed with specific questions regarding "What was most memorable or impactful session/time from Student Leader Training this past summer? Why?"
Gather data regarding training sessions we should spend more time discussing	Measured by the survey asking "What training session did you want to spend more time on during Student leader Training? Why?"
Gather data regarding training sessions we should spend less time discussing	Measured by the survey asking "What training session did you think had too much time dedicated to it and why? And What training session do you think we could get rid of entirely this year? Why?"
Gather data regarding training sessions we should consider adding	Measured by the survey asking "Is there a training session topic you did not see that you want to add? What topic might be beneficial for the RA role?"

Assessment Methodology

Methods	Outcomes
Paper Survey	This method allowed the researchers to gather qualitative experiences. The survey had 7 Questions: 1. How many years of RA and/or ARLC Experience do you have under your belt including this year? 2. What was most memorable or impactful session/time from Student Leader Training this past summer? Why? 3. What training session did you want to spend more time on during Student leader Training? Why? 4. What training session did you think had too much time dedicated to it and why? 5. What training session do you think we could get rid of entirely this year? Why? 6. Is there a training session topic you did not see that you want to add? What topic might be beneficial for the RA role? 7. What should we spend the most time on in Student Leader Training? Why?

Results

Areas	Outcomes
Gathering data regarding the most impactful training sessions from Fall 2016 Trainings	As pictured in Appendix 3, The Residential advisors mentioned 3 major categories in their answers: - Team Bonding/Building (9 participants) - Behind Closed Doors Simulation (6 participants) - Diversity Social Justice Training (8 participants)
Gather data regarding training sessions we should spend more time discussing	As pictured in Appendix 4, The Residential advisors mentioned 5 major categories in their answers: - Inclusive Language (2 participants) - Mental Health (3 participants) - Social Justice (3 participants) - Behind Closed Doors Simulation (4 participants) - Conduct/ Maxient (4 participants)
Gather data regarding training sessions we should spend less time discussing	As pictured in Appendix 5, The Residential advisors mentioned 5 major categories in their answers: - Team Time (2 participants) - Icebreakers (2 participants) - Programming (3 participants) - Diversity/Social Justice (3 participants) - Ally Trainings (4 participants)
Gather data regarding training sessions we should consider adding	As pictured in Appendix 6, The Residential advisors mentioned 3 major categories in their answers: - More Active/Simulations (2 participants) - First Aid (3 participants) - Mental Health (4 participants)

Conclusion

In conclusion, the data collected during the Student Leader Training was able to provide and point out some key concepts that we should continue to implement in our trainings as well as improvements to be made for future trainings. There is a clear benefit to having simulated training sessions such as behind closed doors. It would also be good to consider how to make more of our training sessions "simulated". There is also a demand for more mental health and first aid training. We can look at adding such sessions as we consider condensing sessions such as Ally Trainings and Programming. I believe this assessment should be continued in the following years but include a pre-assessment, post-assessment, and post-post assessment in order to gain a better understanding of how they feel about the information they were taught.

Implications for Practice

This will be good for our professional staff as they look to develop a better more comprehensive student leader training. With so much time dedicated to getting our staff ready to be Student Leaders on this campus, we should make sure that our staff have training sessions that will not only assist them with their position but teach them skills that they will be able to take beyond this position. This will also encourage our staff to create training sessions with more learning outcomes and tailor them to the types of learning they respond well to such as experiential learning sessions.