Non-Academic Program Assessment Plan

Program and/or Activity: Resident Assistant Training

Program Learning Outcomes:

1. Understand their roles, obligations and compensation.
2. Are able to confront and document policy violations in the residence halls.
3. Are able to recognize and respond to crises in the residence halls.
4. Are able to communicate with residents, colleagues, and supervisors effectively.
5. Are able to connect residents to resources both in the residence halls and the BSC campus.
6. Have strong knowledge of campus and housing policies.
7. Are able to proficiently use all housing software.
8. Are able to properly and accurately check residents into out of their assigned living spaces.

Assessment Cycle:

	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022
Outcome #1	R-prep	A	R		
Outcome #2		R-prep	A	R	
Outcome #3		R-prep	A	R	
Outcome #4			R-prep	A	R
Outcome #5			R-prep	A	R
Outcome #6				R-prep	A
Outcome #7				R-prep	A
Outcome #8	R-prep	A	R		
IELO	R-prep	A	R		

A = Assessment evidence collected
R = Reflect on data, action plan devised, prep year

Section I: Program Learning Outcomes

The first three columns of the table (*Program Learning Outcomes*, *Assessment Methods/Measures*, and *Intended Results*) represent your assessment plan. Complete this portion at the beginning of the academic year. The final two columns of the table (*Results* and *Action Plan/Follow-Up to Improve Student Learning*) can be completed after data collection has occurred.

Assessment Methods/Measures: Choose assessment methods (e.g., projects, activities, surveys, etc.) that are relevant and appropriate for your program/activity and best inform you about the strengths and weaknesses in student learning.

Intended Results: For each assessment, state a benchmark or target for student achievement. Keep expectations for student learning high, but attainable.

Results: Summarize the data you have collected and describe what the data have shown you. Sophisticated or complicated data analysis techniques are not necessary; just share what the data are telling you. Include both numbers and percentages whenever possible in order to tell a more complete story (e.g., "48% of the 64 students assessed…").

Action Plan/Follow-Up to Improve Student Learning: Describe any changes or decisions you have made based on the analysis of your data. Changes can be small or big. In some cases, you may not want to make any changes until you have collected enough longitudinal data to show that the issue you have identified is consistent. In other cases, students may be doing well on the assessment and you may not need to change your program/activity for that particular outcome. If you decide not to make any changes or decide to make changes to your assessments or benchmarks instead of your course, explain why you have made that decision.

Program Learning Outcomes *What are the expected program learning outcomes? What will students be able to think, know, do, or feel because of a given educational experience?*	Assessment Methods / Measures *What are you going to do? How and when (i.e., during which semester(s) and academic year) will the data be collected? What students will be assessed?*	Intended Results *What is the performance target or benchmark for the assessment? What is your intended action plan? What assumptions do you have?*	Results *What were the actual results?*	Action Plan / Follow-Up to Improve Student Learning *What changes and/or decisions were made after reviewing the results? How will you follow up to measure improvement?*
1. Understand their roles, obligations and compensation.	1. Contract Signing (Spring prior to academic year)-verbal conversation to go over role of RA, obligations, and exact value of the compensation they will receive. Data collected will include signatures indicating the RA understands these things, as well as notes from their Res. Hall Coordinator in THD relating to the contract signing meeting (what questions were asked by RA, any indicators of confusion, etc.). 2. Checkpoint Survey: Three surveys at the start of RA training, end of RA training and in November to track their perceptions of what their roles, etc. as an RA would be.	1. Our intention with tracking this is not only acquire an agreement from all RA's, but to really keep a log about what may not be clear regarding the role coming in. If we see that many of the RA's are asking the same types of questions, it may indicate that the role has not been clearly presented to them prior to the application process and that additional training will be needed in the fall as well as a review of how the job is described during the interview process. It will also give us the opportunity to see if there are major differences in the ways each RHC presents the job to their staff, and how we can improve cohesion across our team. Our assumption is that if we use the contract signing as a conversation, rather than a presentation, RA's will ask more questions, be more familiar with their role and excel in assessment method 2. 2. The survey will show us two things: between the first and	2. The survey results varied for each question asked. In general, there was a slight increase at each taking of the survey for about half of the questions. For the other half there were large fluctuations over time. Ultimately, no survey question at the final implementation, received an average of 2 or higher. The specific question by question results have been documented separately.	

		second it will show us what exactly the RA's are taking out of training, and whether the items we are communicating are immediately understood. Between the second and third survey, we will be able to see what aspects of the job the RA's feel they were not properly trained on. Our assumption the first year is that there will a lot of change between each survey, and that the third, in particular, will give us insight into where the RA's themselves feel like additional training is needed.		

2. Are able to confront and document policy violations in the residence halls.			
3. Are able to recognize and respond to crises in the residence halls.			
4. Are able to communicate with residents, colleagues, and supervisors effectively.			
5. Are able to connect residents to resources both in the residence halls and the BSC campus.			
6. Have strong knowledge of campus and housing policies.			
7. Are able to proficiently use all housing software.			

8. Are able to properly and accurately check residents into out of their assigned living spaces.	1. Pulling data from THD after move-in day. The data will show how many students were checked-in to the system, which will be compared to which keys were not picked up (keys that were picked up, but the student is not marked as checked in indicates that a student was not properly checked-in by the RA). The data will also provide us information on whether the student has signed their housing contract, agreed to the housing manual, and submitted emergency contact information. Finally, the data will show us which students failed to complete and sign their room condition reports. 2. The same data will be pulled for mid-semester and spring-semester check-ins.	1. Our benchmarks will be different for new and returning RA's. For our returning RA's who have experience doing mass check-ins we will expect a 100% success rate. For our new RA's we will expect a 90% success rate. Our action plan will be to evaluate areas of the check-in process that the RA's struggle with and then do follow up training during weekly staff meetings, and to evaluate the fall training presentation to place additional emphasis on areas in which the RA's have not met the benchmark. Our assumption is that RA's with no experience with the fast pace of move-in day are going to be more prone to make mistakes. 2. Our benchmark here is going to be to see improvements made by RA's checking in new students from their performance on move-in day. An RA who had 95% success rate on move-in day should have a 96% or higher when tracking mid-semester and spring-semester data. Our action plan is to have continued training on areas that are still causes for lack of success. Our assumption is that with each successive check-in, RA's will be more comfortable with the process and will make fewer mistakes during a check-in.		

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Section II: Institutional Essential Learning Outcomes

Identify the Institutional Essential Learning Outcome(s) tied to your program/activity and complete the complete the corresponding section(s) of the table for the Institutional Essential Learning Outcome that you are evaluating at this time.

Institutional Essential Learning Outcome	Assessment Methods / Measures *What are you going to do? How and when (i.e., during which semester(s) and academic year) will the data be collected? What students will be assessed?*	Intended Results *What is the performance target or benchmark for the assessment? What is your intended action plan? What assumptions do you have?*	Results *What were the actual results?*	Action Plan / Follow-Up to Improve Student Learning *What changes and/or decisions were made after reviewing the results? How will you follow up to measure improvement?*
Interpersonal Development	1. Collection of data from 1-on-1 meetings and staff meetings. We will develop a form for each RHC to record information relating to what occurs in 1-on-1s and staff meetings as relating to the dynamics of the staff relationship, with care taken to ensure that confidential information relating to specific staff members is not included in these journals. The specific data we are looking for information relating to how the RA's communicate with each other and with the RHC. Both qualitative and quantitative data (rating scale) will be collected.	1. Our target benchmark is to see that communication improves throughout the semester as a staff and for individual RA's. This is an indicator that RA's are learning to put into practice various communication and problem solving skills that they learned during the semester. If we see that a particular staff or staff member is not improving in their communication or is even having a break-down in communication it is an opportunity to bring in additional training for that staff and to revisit elements to add to our communication training in the fall.		

Section III: Analysis of Program Assessment Data

How did your program support BSC's Institutional Essential Learning Outcomes? Explain.

How was student learning affected through this assessment cycle?