



## **Resident Advisor Training 2020-2021 Assessment:** **EXECUTIVE SUMMARY**

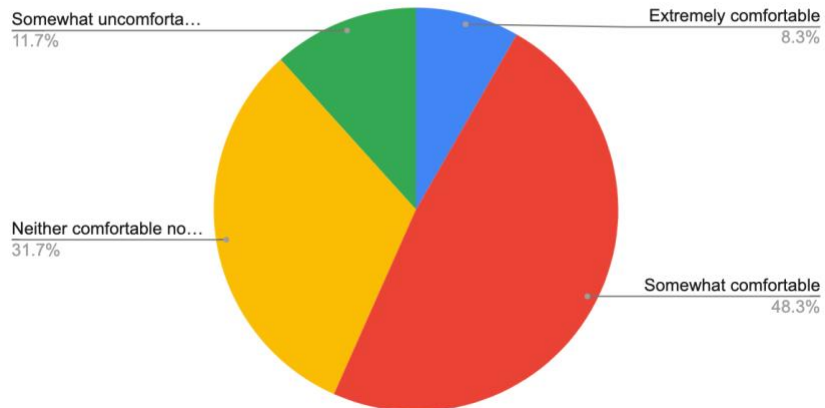
The 2020-2021 academic year proved to be a unique opportunity to re-imagine the way we conducted training for our Resident Advisors on campus. This report details some of our highlights of how RAs felt about navigating the RA position, a hybrid-based training model, meeting learning outcomes, and how the RAs felt being in their positions in the midst of the COVID-19 pandemic.

Fall 2020: All RAs were emailed and asked to fill out a pre-assessment before the start of RA Training on July 28th. Separate assessments were sent out to new and returning RAs in order to get a detailed understanding of how both groups felt about starting the year as RAs, given their unique positionality or understanding of the RA position. Once RA Training began, a pre and post assessment was sent out to each RA at the beginning and end of the day. The daily assessments aligned with content that would be covered during that day of training to get an idea of how RAs felt at the start of the day, what questions they may have about content, and at the end of the day, how they felt about everything in terms of confidence and retention of information. At the conclusion of RA Training, all RAs received a cumulative post-assessment that showed trends or changes from the start of training, as well as how RA training impacted everyone over time. Some highlights from those assessments can be found below:

### Pre-Assessment:

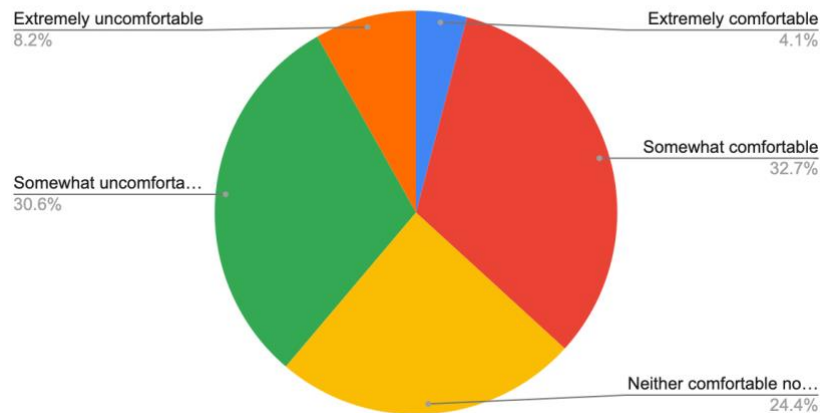
- 80% of New RAs felt confident starting the Fall 2020 semester as RAs
- When asked about comfortability regarding opening the residence halls in the midst of the COVID-19 pandemic, a majority of New RAs (56.63%) felt comfortable doing so.

How do you feel opening the residence halls due to the presence of COVID-19?



- 81.63% of Returning RAs felt confident starting the Fall 2020 semester as RAs.
- When asked about comfortability regarding opening the residence halls in the midst of the COVID-19 pandemic, only 36.72% of Returning RAs felt comfortable doing so. This is a significant decrease from the New RAs, which could be attributed to the Returning RAs having more experience in the residence halls on campus or a more in depth understanding of what an RA does that could be impacted by the COVID-19 pandemic.

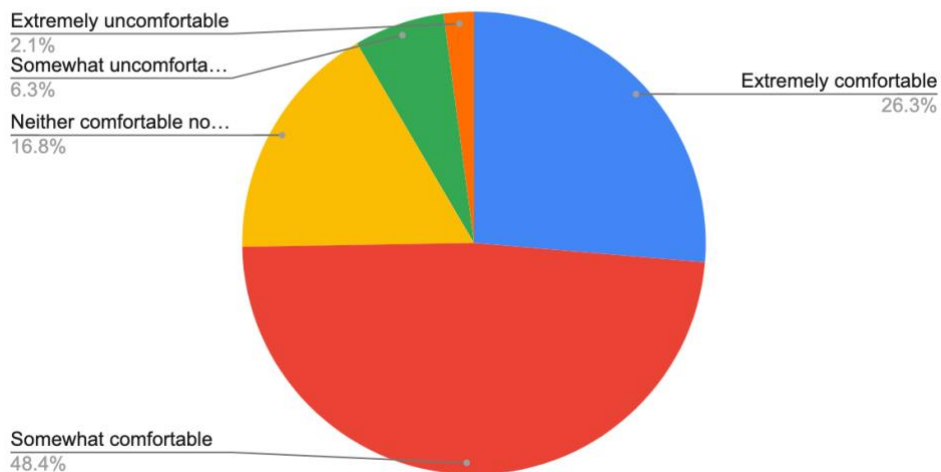
How comfortable do you feel opening the residence halls due to the presence of COVID-19? (Returning RAs)



## Post-Assessment

- 97.89% of RAs felt confident starting the Fall 2020 semester as an RA
- When asked about comfortability in opening the residence halls due to the presence of COVID-19, there was a significant increase in RAs feeling comfortable doing so compared to the pre-assessment. 74.74% of all RAs (new and returning) felt extremely comfortable or somewhat comfortable opening the residence halls at the conclusion of RA Training. This could be attributed to a few things, one of which being that once RAs got to know more about the COVID-19 protocols being put in place across campus and how RAs would have to navigate the RAs position, that helped clear up feelings of anxiety or concerns for safety.

How comfortable do you now feel opening the residence halls due to the presence of COVID-19 after RA Training?



## Daily Pre and Post Assessments

- Average number of daily pre-assessments completed: **114**
- Average number of daily post-assessments completed: **88**
- Over the course of RA Training, the average feeling starting the day was:
  - Energetic: 13.58%
  - Happy: 34.97%
  - Content: 32.83%
  - Tired: 15.22%
  - Exhausted: 3.40%

→ Trends over the 7 days of RA training showed that mood did shift slightly from energetic and happy at the start of training to tired and exhausted towards the end of training, which is to be expected.

- Over the course of RA Training, the average feeling of confidence at the conclusion of the day's training was:
  - Very confident: 44.08%
  - Confident: 53.66%
  - Slightly confident: 2.26%
  - Not confident: 0.0%

→ Trends over the 7 days of RA Training showed that confidence levels rose slightly as RAs went through training.

- Over the course of RA Training, the average feeling of retention of information covered during the day was:
  - Extremely well: 41.01%
  - Very well: 51.96%
  - Slightly well: 6.85%
  - Not well: 0.18%

→ Trends over the 7 days of RA Training showed that retention of information dropped slightly over time.

Spring 2021: All RAs were emailed and asked to fill out a pre-assessment before the start of RA Training on January 13. The pre-assessment had **75** responses. Of those responses **8** were mid-year hires, **32** were first year resident advisors (RAs), and **34** were returning RAs. Mid-year hires are defined as any RA with less than a full semester of experience. First year RAs are defined as any RA with one full semester of experience, but less than two full semesters of experiences. Returning RAs are defined as any RA with at least two full semesters of experience. Following the closing of training on January 15 the post-assessment was emailed to all RAs, which closed the following morning to ensure the learning that was measured was only from training interventions. The post-assessment had **101** responses. Of those responses **10** were mid-year hires, **47** were first year RAs, and **44** were returning RAs.

Definition Matching Findings: These tables below show the average post-test percentage correct for each area and the average change from the pre-test to the post-test for each group.

Content Area	Mid-Year Hires		First Year RAs		Returning RAs	
	Pre-Train	Post-Train	Pre-Train	Post-Train	Pre-Train	Post-Train
Duty	70.00%	+70.00%	47.18%	+28.25%	57.96%	+27.07%
University Representative	90.00%	-1.67%	76.55%	+1.80%	82.58%	+3.16%
Student Development	63.33%	+0.83%	62.35%	-3.31%	73.49%	+14.67%
Programming	63.33%	+21.67%	63.58%	+21.16%	75.00%	+36.77%
General Administration	93.33%	+10.00%	71.60%	+8.98%	89.40%	+25.67%
Maintenance and Facility Administration	63.33%	-15.83%	57.41%	-10.27%	75.00%	+9.31%
Staff Responsibility	86.67%	+3.33%	65.43%	+2.81%	77.27%	+15.50%
Does Not Meet Expectations	93.33%	+16.25%	77.47%	+10.30%	89.77%	+21.64%
Meets Expectations	81.00%	+7.25%	71.30%	-1.43%	81.82%	+12.41%
Exceeds Expectations	51.67%	-21.25%	48.15%	+4.21%	60.23%	+14.15%
Connections	71.67%		77.66%		78.03%	
<b>All Training</b>	<b>75.24%</b>	<b>+9.06%</b>	<b>65.33%</b>	<b>+6.25%</b>	<b>76.41%</b>	<b>+18.04%</b>

Notable Data Points and Observations

- Overall, RAs only were able to accurately respond to prompts **72.33%** of the time. This is to say that over one quarter of the knowledge expected to be known following training was still incorrectly identified.
- When looking at the perceived value of session, almost always mid-year hires had the highest perceived value and the returning RAs had the lowest perceived values.
  - In addition, a theme from returning RA qualitative data is that training is unnecessary for returners. However, the returning RAs were the only group that consistently had positive gains in learning and had the largest overall average gain for learning.

- When asked how Social Justice, Diversity, and Inclusion (SJDI) apply to the RA role the top themes were:
  - Utilize inclusive language as a way to connect with residents and set expectations.
  - Allows for a safe and welcoming environment.
  - Creates respectful and supportive relationships.
  - Allows residents to feel included and comfortable.
  - The RA role is to advocate for their residents.
  - This is an area where everyone needs to do personal, continued learning.
- On a 5-point ranking scale regarding perceived value, all RAs valued SJDI sessions on average **0.9** points higher than non-SJDI sessions. When looking at only mid-year hires, that difference goes to only **0.1** points higher.

### Overall Conclusion

The data collected from Fall and Spring shows us that our RAs had varying perspectives on Training between both semesters, as content/delivery varied a lot. COVID-19 added a level of complexity that went into how RAs felt about executing their jobs and how safety was prioritized on a daily basis. We saw shifts in how RAs were able to retain and recollect information as training progressed throughout the two semesters as well. Overall, what we can learn from this data is that continuing to assess the learning outcomes set for RAs is imperative in considering the audience of RAs that will be going through training. The dynamics and needs between new and returning RAs will always be different, and with a significantly higher percentage of returning RAs being on staff next year, RA Training may need to look very different in order to cater to those unique needs and levels of engagement in Training.