Not your average RA Evaluation

Monday, March 5, 2018
Convention Center, 126A

#NASPA18
About the presenters...

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Learning Objectives

Recognize key ways a competency-based appraisal enhances staff potential and student satisfaction through personal accounts and university assessment.

Determine categories for staff responsibilities and develop competencies for each tier of staff performance.

Develop a plan for how to shift from traditional evaluations to a competency-based model.
OLD WAYS WON'T OPEN NEW DOORS.
B. Administrative Responsibilities

F: S: Completes administrative tasks accurately
F: S: Completes administrative tasks in a timely manner
F: S: Maintains effective relationships with building staff (RD, RA’s, RSM’s, Public Safety)
F: S: Is prompt, present and professional at all staff meetings, duty shifts, training, scheduled shifts, office hours, etc.
F: S: Utilizes time productively during office hours/collateral assignment work
F: S: Maintains balance between RA responsibilities, academics and other commitments
F: S: Maintains bulletin boards, door decorations, and hangs all fliers within an appropriate period

C. Interactions with Residents

F: S: Is available to residents and meets the standard of: contact with each resident
F: S: Is approachable to residents
F: S: Supports residents in educational/academic pursuits
F: S: Maintains consistent communication with residents
F: S: Shows creativity in engaging with residents, i.e., utilizing Facebook, electronic communication, etc.
F: S: Fulfills all programming requirements as set forth by the RD
F: S: Maintains an environment with an academic/student learning focus
F: S: Spends time with the floor/in the building, and requests time away for periods more than 24 hours
F: S: Supports the Hall Council
F: S: Takes an active role in celebrating, educating and promoting awareness of differing lifestyles, opinions and values of residents
F: S: Recruits volunteers to participate in leadership opportunities
F: S: Interacts with Hall Council/RHA building representatives to give support
Our Concerns
- Theoretical Foundation
- Dept. needs VS Student needs
- Clarity of expectations
- Timing

Our Solutions
- Social Change Model
- Less about job, more about achievements
- Competencies
- Changed formal meeting schedule
Designing a new process

Social Change Model

Determined 5 Categories

Defined the achievements of an “Ideal RA”

Created remaining performance levels
Some points to consider...

- Performance Levels
- Numbers (or not)
- Yes, there is more writing
- Including staff in the design process
  - Feedback from professional staff
  - Sneak peek for summer RAs to garner reactions

Let’s take a look!
Competency Areas

St. John’s
★ Community Development
★ Administrative Tasks
★ Leadership
★ Conflict Resolution & Crisis Response
★ Resource, Referral & Representative
★ Programming

Other Suggestions
★ Teamwork
★ Self Care
★ Professional/Career Development
★ Diversity & Inclusion
★ Environmental Wellness
★ Activism/Citizenship
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F: S: Maintains balance between RA responsibilities, academics and other commitments
F: S: Completes all departmental administrative tasks, i.e., Evaluations, Care for Community, Health & Safety Inspections, floor evaluations, etc.
F: S: Completes all forms as assigned by the RD, i.e., duty paperwork, program forms, reimbursement, etc.
## Administrative Responsibilities

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Advanced</th>
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<tr>
<td>Completes paperwork accurately</td>
<td>Mentors fellow staff on administrative tasks</td>
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<td>Submits incident reports by appropriate deadlines with minor errors</td>
<td>Takes ownership of building tasks and works to correct any errors for benefit of their team and students</td>
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<tr>
<td>Completes opening and closing tasks</td>
<td>Paperwork is exemplary</td>
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<td>Responds to correspondence within 48 hours via email or phone</td>
<td>Goes above and beyond during opening and closing, assisting RD/SRA with any additional needs</td>
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<td>Utilizes technology to effectively manage communication with staff and supervisor</td>
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## Community Development

| Beginner | Is available and approachable for residents  
|          | Knows all residents by name and face  
|          | Engages with residents outside of formal programming  
|          | Takes steps to create inclusive community |
| Advanced | Is recognized as SJU community leader on campus  
|          | Creates a self-sustaining inclusive community  
|          | Knows all residents and recognizes dynamics of peer groups in the hall and influence on community development  
|          | Assesses community academic needs and works to develop opportunities to enhance academic success  
|          | Seeks out residents who may feel excluded from the community and finds ways to include them  
|          | Empowers residents to be agents of change  
|          | Engage students in open, engaging, and reflective conversations about areas of diversity and inclusion |
**PROGRESS**

- RAs receiving a 6.5 or higher on 7pt satisfaction scale: +50%
- Point increase for Overall Learning from 2013-2017*: +5.38
- Point increase for Overall Program Effectiveness from 2013-2017*:
- Average GPA for Resident Assistants: 3.58
- Point increase for Room/Floor Environment from 2013-2017*:
- Point increase for Hall/Apt Programming from 2013-2017*:

* Out of 7pt scale
If you like what you see...
GROUP WORK
Let the fun begin
Thank you for joining us today!

Please remember to complete your online evaluation following the conference.

See you in Los Angeles in 2019!

#NASPA18
Contact Us!

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