Assessment Report
Univ. North Carolina Asheville
SA - Residential Education

Mission: The UNC Asheville Office of Residential Education, works within the residence hall communities to make the most of the student opportunity to experience University life through our multi-tiered programs. Our staff of more than 100 is highly committed to creating and maintaining a living environment that fosters and facilitates personal growth, good citizenship and community involvement within the residence halls and beyond. Residential Education works collaboratively with the Office of Housing Operations and many other departments both within and outside the Student Affairs division to ensure that the residence living experience prepares students to be productive citizens and develop a lifelong commitment to learning and personal wellness.

Chair/Director: Melanie R. Fox
Assessment Liaison: Nancy Yeager

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| Liberal Arts - Residential students will utilize alternate approaches to effectively adapt and cope with the challenges facing them in the 21st century. | SA - Residential Education - Respect for Differences - Residential students will be able to articulate and demonstrate an increased tolerance and acceptance of those different from themselves as a result of participating in diversity education programs in Residential Education. | **Assessment Method:**
a. 2010 Assessment: For each LifeSkills program, student participants and their skill development will be assessed using one of three methods:
  - Demonstration of skills, short answer quizzes, or short essays.
  - In addition, student participants will be asked to report whether or not the program assisted in their learning and development of skills.
  - The Diversity Program is the focus of this assessment.

**Assessment Method Category:** Participation Data

**Criterion:**
- 90% of students who attend diversity programs within the LifeSkills curriculum reported a greater understanding of those who are different from them.
- 82% of students who attended diversity programs reported the ability and desire to develop relationships with persons who they have been uncomfortable interacting with prior to their attendance.

| 05/27/2010 - 2010 Result: 78% of students attending diversity programs within the LifeSkills curriculum reported a greater understanding of those who are different from them. 82% of students who attended diversity programs reported the ability and desire to develop relationships with persons who they have been uncomfortable interacting with prior to their attendance. | 05/27/2010 - Collaboration as it relates to diversity programming within the division will be a strong focus for Residential Education next year especially as it relates to diversity programming. We believe we can get more students involved through these collaborations. |

Strategy: Provide intentional proactive and reactive diversity programming for residential students.

Serve as a connection for residential students to campus and community wide diversity programming.

Actively encourage residential students to attend campus specific events that will broaden their awareness of the diverse populations on campus and in the community.

**Related Documents:**
One Minute Survey(diversity).docx
Goal: 

Outcomes:

Means of Assessment & Criteria / Tasks:

Assessment Method:
b. 2010 Assessment: Individual programs will take place and be assessed monthly, (three in fall, three in spring). The six programs will include: Safety and security, alcohol and other substances, time management and study skills, how to deal with the hard stuff, and two diversity-focused programs.

Assessment Method Category: Performance Evaluation

Criterion:
90% of students who attend the LifeSkills curriculum will be able to identify, name, or explain the 3-5 primary points provided by each program.
80% of students who attend the LifeSkills curriculum will state that the programs helped them in gaining or improving skills and/or knowledge.

05/27/2010 - 2010 Result: Based on the two diversity programs that were completed we had 82% of students in attendance who could name the 3-5 primary points of each program and 62% of students who stated that the programs helped them in improving skills and/or knowledge.

Result Type: Criterion Not Met

Action Status: Action In Progress

Related Documents:
One Minute Survey(diversity).docx

05/27/2010 - Collaboration as it relates to diversity programming within the division will be a strong focus for Residential Education next year especially as it relates to diversity programming. We believe we can get more students involved through these collaborations.

Assessment Method:
One minute papers after individual diversity training programs.

Assessment Method Category: Participation Data

Criterion:
90% of residential students will report they can communicate with those different from themselves in a positive manner.
90% of residential students will be able to articulate how learning from someone different from themselves enhances their ability to function in our multidimensional society.

05/09/2011 - 2011 Result: The first criteria (90% of residential students will report they can communicate with those different from themselves in a positive manner) as well as the third criteria (residential students will be able to express themselves more clearly through guided conversations with others different from themselves) could not effectively be evaluated as we had hoped. Students did not make enough positive or negative references in the One Minute Papers to make appropriate determinations.

05/09/2011 - We will review the assessment method and determine if a different methodology would allow us to analyze these criteria better for 2011-13.

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|      | Residential students will be able to express themselves more clearly through guided conversations with others different from themselves. | Result Type: Criterion Not Met  
Action Status: Action In Progress  
05/05/2011 - 2011 Results: After two large scale programs, Culture Week and Archie Bunker's Neighborhood, students were asked to write one minute papers on their thoughts after these programs, and were also encouraged to have conversations with individual professional staff members regarding their reactions. After Culture Week, 85% of students reported they had learned something different and positive regarding other cultures and 82% reported that their ability to function in a multidimensional society was enhanced by these programs. After Archie Bunker's Neighborhood, 51% reported positively on the first question, and 56% reported positively on the second. There were at least 150 participants in both programs. | 05/05/2011 - New RA training related to diversity, as well as two large scale programs for residential students in the fall will be conducted in collaboration with other Student Affairs departments. Further programs and trainings will be identified in the 2011-13 assessment plan. |

**Assessment Method:** NASPA Consortium Survey, Questions 20, 36 and 42.  
05/05/2011 - 2011 Result: 40% of students reported that living in the residence halls provided a greater |
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<td>Liberal Arts - Paraprofessional staff will improve skills related to work ethic, communication, flexibility, teamwork, and problem-solving.</td>
<td>SA - Residential Education - Paraprofessional staff skill development - Student staff will improve their skills over the course of the academic year in the areas of work ethic, communication, flexibility, teamwork and problem-solving. <strong>Strategy:</strong> Community Directors will meet regularly (4 times a year) to discuss individual RA progress related to</td>
<td><strong>Assessment Method:</strong> Community Directors will meet with RAs individually every two weeks to discuss their progress using the Student Affairs Rubrics. When RAs score below average on any particular outcome, the individual CDs will provide them with feedback and resources to improve. Individual RA improvement logs will be kept by each CD throughout the</td>
<td>04/26/2011 - Based on the compilation of results of individual meetings with each Community Director and their individual RAs, 81% of student staff improved in the areas of work ethic, communication, flexibility and problem-solving. The area showing the least improvement was in work ethic, showing only a 55% improvement</td>
<td>04/26/2011 - Since the area of work ethic was the weakest, Residential Education will focus on this outcome heavily in the coming academic year. As we have hired our 2011-12 staff, we have already begun discussing problems with overinvolvement and have been more strict about limiting commitments other than the RA position. CDs will especially focus on this outcome during their initial</td>
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**Goal**

- 90% of students living in the residence halls will report a greater understanding of those who are different from them. 90% of students living in the residence halls will report both the ability and the desire to develop relationships with persons who they may have been uncomfortable interacting with prior to their attendance.

**Related Documents:**

- Consortium-Residence-Life-Student-Survey.pdf
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<td>academic year and at the end of the spring semester will be tallied to show if improvement goals were attained. An RA focus group will be facilitated to determine if they perceive their employment with Residential Education over the past academic year will improve their ability to excel in future positions.</td>
<td>Evaluation of student staff performance using rubric tool.</td>
<td>Improvement ratings for communication: 85%, flexibility 90% and teamwork 89%</td>
<td>Action Status: Criterion Not Met</td>
<td>The Residential Education staff will have discussions in September after our initial rubrik meetings to re-evaluate the area of problem solving with an 85% improvement rating. The criteria will also be reevaluated to ensure continued and consistent development of student staff (e.g., 100% of all student staff will score a 3 or higher in all areas of the rubric).</td>
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<td>academic year and at the end of the spring semester will be tallied to show if improvement goals were attained. An RA focus group will be facilitated to determine if they perceive their employment with Residential Education over the past academic year will improve their ability to excel in future positions.</td>
<td>Assessment Method Category: Performance Evaluation</td>
<td>Criterion: 90% of student staff will improve over the course of the academic year in the areas of work ethic, communication, flexibility, team-work and problem-solving on their student evaluations (using rubric tool).</td>
<td>Result Type: Criterion Not Met</td>
<td>05/27/2010 - Residential Education is planning to focus more attention both in RA training in August as well as during the first six weeks of the fall semester on engraining the employment rubrik into the daily work of the RAs and therefore we will follow up more closely with assessment of their progress.</td>
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<td>The skills of work ethic, communication, flexibility, teamwork, and problem-solving will be discussed in depth during both August and January RA training.</td>
<td>In addition, RA student staff will show improvement in the following areas of the rubric: Communication - Verbal and written communication will improve, especially in the areas of conflict and mediation.</td>
<td>Action Status: Action In Progress</td>
<td>05/27/2010 - 2010 Results: 78% of student staff improved over the course of the academic year in the areas of work ethic, communication, flexibility, teamwork and problem-solving. However, we have found that we need to improve our consistency in the relation of the rubric to improvement for the future. Therefore this percentage may not be as accurate as we hoped.</td>
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<td>The skills of work ethic, communication, flexibility, teamwork, and problem-solving will be discussed in depth during RA in-service training. (Tuesday night meetings).</td>
<td>Teamwork - Community leadership skills will improve</td>
<td>Related Documents: RA Rubrik Survey results.docx</td>
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<td>The skills of work ethic, communication, flexibility, teamwork, and problem-solving will be discussed in depth with RAs as it relates to dealing with diverse populations, and other students who are different from them.</td>
<td>Problem-solving - Resolving conflicts efficiently and effectively will improve</td>
<td>05/27/2010 - 2010 Results: 78% of student staff improved over the course of the academic year in the areas of work ethic, communication, flexibility, teamwork and problem-solving. However, we have found that we need to improve our consistency in the relation of the rubric to improvement for the future. Therefore this percentage may not be as accurate as we hoped.</td>
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For the fiscal year 2010-2011, 78% of student staff improved over the course of the academic year in the areas of work ethic, communication, flexibility, teamwork and problem-solving. However, we have found that we need to improve our consistency in the relation of the rubric to improvement for the future. Therefore this percentage may not be as accurate as we hoped.
### Assessment Method:
A focus group of the RAs will take place in April to discuss how they feel they have improved their skills in the areas of work ethic, communication, flexibility, teamwork and problem-solving.

### Assessment Method Category:
Focus Group

### Criterion:
- 90% of student staff will report overall that working as RAs have improved these skill sets.
- 90% of student staff will report that working as RAs have improved their ability to excel in future positions.
- 90% of student staff will report that improving their skills in these areas has enhanced their ability to develop community on their individual halls.

### Result Type:
Criterion Not Met

### Action Status:
Action In Progress

### Related Documents:
- common_outcomes_for_student_employees[1].doc
- Consortium-Residence-Life-Student-Survey.pdf

**05/05/2011** - Our RA focus group had 10 members ranging from first year to third year RAs, sophomore to senior students and RAs representing each residential area. Students all agreed that working as RAs improved all the rubric skill sets, especially in the area of communication (100%). 8 out of the ten (80%) reported working as RAs improved their ability to excel in future positions, and 6 out of 10 (60%) reported that improving their skills enhanced their ability to develop community.

**05/09/2011** - Based on the results of our focus group with Resident Assistants, we will continue to work with the rubric and incorporate new trainings and ways to show how the skills they learn as Resident Assistants build on their future skill sets and enhance their ability to develop community on their individual halls. We will also continue the format of this year with the individual meetings as well as the focus of the rubric during in-service training, since that was received positively by the students in our focus group.

**05/05/2011** - The NASPA Consortium Survey also provided additional information related to this outcome. In questions 53-70, RAs reported receiving a great deal of positive skills from the position. However, in the comment section, there were some negative statements related to professional staff and decisions. We will work over the summer to better our communication as professionals to the student staff.
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| Liberal Arts - Residential Education's collaborations with Student Affairs departments, faculty, staff, and the outside community will improve the residential student experience. | SA - Residential Education - Connection to the University - Residential students will report a deeper knowledge of the university's resources and a stronger connection to the institution through attending collaborative events throughout the academic year. **Strategy:** Residential Education's programming model will require Residential Assistants to collaborate with faculty, staff and the outside community. Residential Education will provide meaningful opportunities for faculty, staff and the outside community to interact with residential students in an educational format. The skills of collaboration will be discussed in depth during the August and January RA training. The skills of collaboration will be discussed and taught during RA in-service trainings (Tuesday night meetings). | **Assessment Method:** One minute papers | **Assessment Method Category:** Participation Data  
**Criterion:**  
90% of residential students who attend these events will report they have gained a deeper knowledge of the university and its’ many resources.  
90% of residential students who attend these events will report a stronger connection to the university. | **05/05/2011 - After two large scale programs in Fall, and two in Spring, students wrote one minute papers regarding whether or not they believed their attendance at these events assisted in gaining deeper knowledge about the institution as well as helped them feel a stronger connection to UNC Asheville.  
67% reported they gained a deeper knowledge, and 72% reported a greater connection to the institution.**  
**Result Type:**  
Criterion Not Met  
**Action Status:**  
Action In Progress  
**Related Documents:**  
First Year Academic Success Program.docx | **05/05/2011 - We will revise the 2 large scale programs scheduled for fall 2011 to improve the assessment results for this outcome. In addition, we are creating a First Year Academic Success Program, (draft attached), which we believe will assist freshmen in gaining information about how to succeed in college and connect them to resources and personnel that are available to assist them. A separate outcome and assessment of this program will begin in the 2011-13 plan.**  
**Related Documents:**  
Consortium-Residence-Life-Student-Survey.pdf |
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<td>Long Term Sustainability - The Effective Decision Making Course (completed by students with first-time substance violations), will promote more positive choices made by students on substance use</td>
<td>SA - Residential Education - Learning Outcomes from Effective Decision Making Course - Students completing the Effective Decision Making Course will be able to articulate if they have a substance problem, describe concrete methods for making better decisions about substance use and list a variety of resources on campus for assistance.</td>
<td><strong>Assessment Method:</strong> Focus group in Spring 2011. Evaluations following Effective Decision Making Courses. One minute papers after Effective Decision Making Courses. 4. <strong>Assessment Method Category:</strong> Focus Group 5. <strong>Criterion:</strong> 90% of student participants will be able to articulate what phase of use they are in and therefore indicate if they may have a substance problem. 6. <strong>Criterion:</strong> 90% of student participants will be able to describe concrete methods for making better decisions about substance use. 7. <strong>Criterion:</strong> 80% of student participants will be able to list a variety of resources on campus that can assist with future issues with substance use.</td>
<td>05/05/2011 - 10 students participated in a focus group in April. Student participating ranged in the violations that they had participated in for them to attend the EDM course. 85% of students were able to articulate their phase of use. 90% were able to describe concrete methods for making better decisions. 85% were able to list resources on campus to assist them.</td>
<td>05/05/2011 - While the results were close to meeting criteria set, the Effective Decision Making Course will continue to be edited and updated over the summer to be more interactive and hopefully increase student awareness and involvement. This outcome will continue to be assessed.</td>
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**Strategy:**
The Effective Decision Making Course will be updated to be more engaging and educational for the population it is meant to serve and to include items that will directly impact the above outcomes.

The updates will be focused on gaining student participation and engagement in the subject matter.

A variety of facilitators will be used for the course in order to increase the "buy-in" from the Student Affairs division as a whole.

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<td>SA - Residential Education - Reduced conduct violations due to Effective Decision Making Course - Students who complete the Effective Decision Making Course</td>
<td>1. Reports of second time offenders through our conduct database (Maxient).</td>
<td><strong>Assessment Method:</strong> One minute papers after each Effective Decision Making Course, which takes place every two weeks. <strong>Assessment Method Category:</strong> Participation Data 2. <strong>Criterion:</strong> 80% of students will report a better understanding of substance use and how it impacts them both as a student and personally and how they are willing to make positive changes and decisions in the future.</td>
<td>05/05/2011 - 74% of students reported a better understanding of substance use and how it impacts them.</td>
<td>05/05/2011 - While the results were close to meeting criteria set, the Effective Decision Making Course will continue to be edited and updated over the summer to be more interactive and hopefully increase student awareness and involvement. This outcome will continue to be assessed.</td>
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05/05/2011 - The Effective Decision Making Course is only one factor that could possibly contribute to a student not having
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<td>will not receive a second conduct violation during the academic year. <strong>Strategy:</strong> The Effective Decision Making Course will provide information and conversation with students who have been found responsible for substance violations through our Citizenship Education process so as to assist in keeping students from having a second violation during the academic year. This course will include problem solving skills as well as statistics which will provide students with information to assist in changing behavior as it relates to their use of substances.</td>
<td>2. Effective Decision Making Course evaluations. <strong>Assessment Method Category:</strong> Participation Data <strong>Criterion:</strong> 85% of students who complete the Effective Decision Making Course will not receive a second conduct violation during the academic year.</td>
<td>second conduct violation. <strong>Result Type:</strong> Criterion Met <strong>Action Status:</strong> Action In Progress</td>
<td>future Citizenship Education violations. However, the data received this year does indicate that it plays a positive role in the lack of repeated violations. We plan to continue to update our EDM course to make it more educational, interactive and relevant to students next year. We will continue to assess this outcome.</td>
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