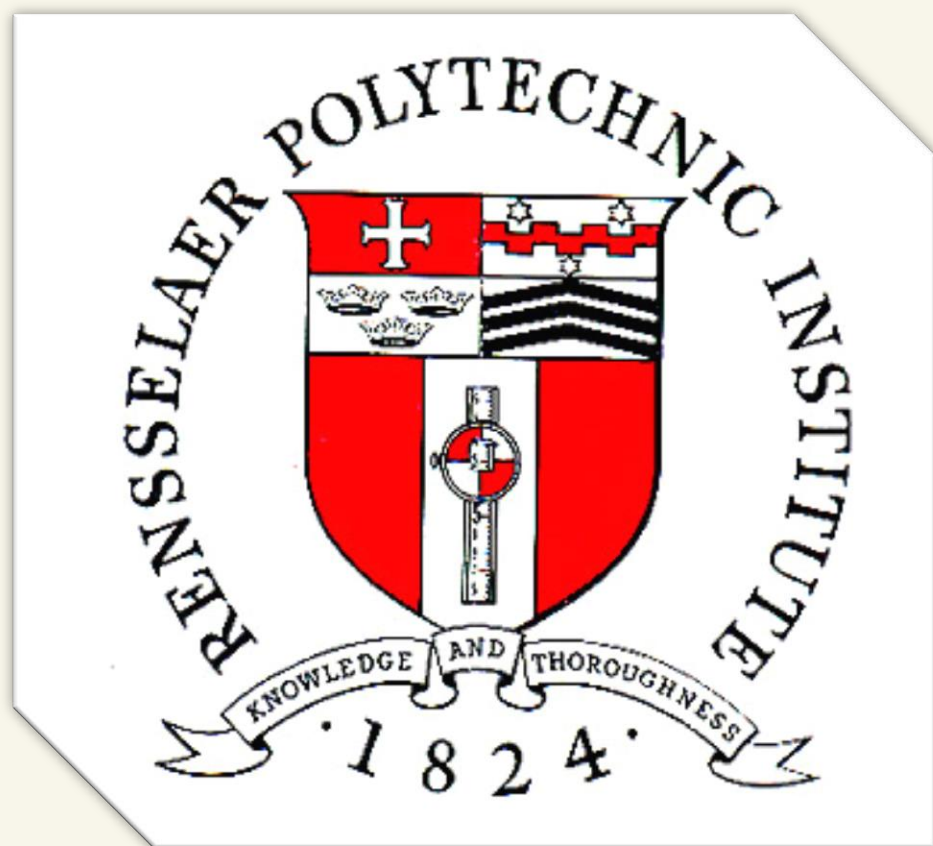


Rensselaer Polytechnic Institute

Student Staff EBI Assessment & Evaluation



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Rensselaer Polytechnic Institute

Evaluation of RPI's Student Staff EBI Assessment

Factor 1. Satisfaction: Student Staff Selection Process



% Resp = 88.0%
N = 66
Mean = 5.40
Std Dev = 1.37

85% of students were highly satisfied with the fairness of the process, the group experiences, quality of staff selected and a high overall level of satisfaction with the entire process. 10% were dissatisfied with the interview process and 5% were slightly dissatisfied with the quality of those selected. EBI Ranking: *Good*

Factor 2. Satisfaction: Job Expectations



% Resp = 89.3%
N = 67
Mean = 5.74
Std Dev = 1.14

90% of staff was moderately to extremely satisfied with receiving adequate expectations on policy enforcement, administrative duties, and personal behavior standards. 6% were slightly dissatisfied with programming responsibilities and the remaining 4% were significantly dissatisfied with the interactions of students. EBI Ranking: *Good*

Factor 3. Satisfaction: Job Demands and Compensation



% Resp = 89.3%
N = 67
Mean = 5.29
Std Dev = 1.20

All areas regarding numbers of hours worked, privacy, room accommodations, constraints on leaving campus, and balancing academics and work were all rated extremely high. 20% rated satisfaction with board (meal plan) as unfavorable. EBI Ranking: *Good*

Factor 4. Satisfaction: Supervisor Supporting Student Staff



% Resp = 89.3%
N = 67
Mean = 5.54
Std Dev = 1.77

Resident leaders rated setting goals, prioritizing responsibilities, respect, fairness and availability all very high. Setting clear expectations for performance was rated moderately low to dissatisfied by roughly 10% of respondents. The remaining 5% rated moderately to moderately low across above questions. EBI Ranking: *Good*

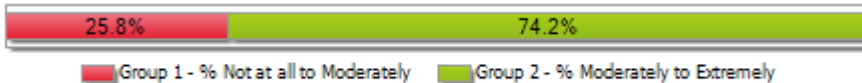
Factor 5. Satisfaction: Management Skills of Supervisor



% Resp = 89.3%
N = 67
Mean = 5.56
Std Dev = 1.65

73.7% of respondents reported that supervisors were excellent with resolving floor/unit issues and conducting staff meetings, in addition to rating all area relatively high. 15% reported neutrally to all options (including providing constructive criticism and enforcing policies) with roughly 12% dissatisfied across the board. EBI Ranking: *Good*

Factor 6. Satisfaction: Types of Training



% Resp = 88.0%
N = 66
Mean = 5.08
Std Dev = 1.35

Students rated pre service training, staff meetings and interactions with experience high by roughly 87.6%. In-service trainings were rated low across the board by those who rated other trainings relatively high by 13.4%. EBI Ranking: *Needs Work*

Factor 7. Satisfaction: Training



% Resp = 89.3%
N = 67
Mean = 5.30
Std Dev = 1.20

Residents reported that training provided them skills to enforce policies, enforce administrative duties, plan activities/programs, and to overall perform their job well by roughly 80% with a high to significantly high rating. Maintaining acceptable personal behavior and interacting with students was rated moderately. EBI Ranking: *Good*

Evaluation of RPI's Student Staff EBI Assessment

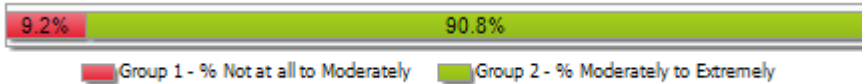
Factor 8. Learning: Empathy



% Resp = 89.3%
N = 67
Mean = 5.75
Std Dev = 1.10

Student staff reported that their work allowed them to develop trust among residents, earn their respect, manage conflicts among residents, listen effectively, be empathetic, and establishing personal relationships high by roughly 90.5% overall. Successfully establishing professional relationships was rates moderately to slightly high across the board. Motivating others was also rated moderately across the board. EBI Ranking: *Good*

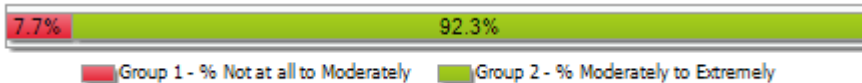
Factor 9. Learning: Collaboration within Staff Team



% Resp = 86.7%
N = 65
Mean = 5.69
Std Dev = 1.13

The following were all rated significantly high by 92.4%: teamwork, respect, agreement and time management for goals/tasks, discussing differing opinions/ideas, and supporting final decisions different than one's own (except listening to the ideas of others and communication, which were rated moderate to moderately low by roughly 8% of staff. EBI Ranking: *Good*

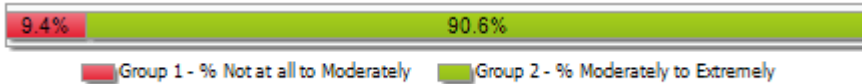
Factor 10. Learning: Residents are Tolerant



% Resp = 86.7%
N = 65
Mean = 5.74
Std Dev = 0.97

Student staff reported the climate and community of their buildings was positive and productive, with respecting study time, sleeping schedules, privacy, and property extremely high. Finally, maintaining cleanliness, establishing trust/respect, and feeling accepted by others was rated moderate to extremely high. Community trust was the lowest rated area, though still significantly high in satisfaction. EBI Ranking: *Good*

Factor 11. Learning: Residents are Respectful



% Resp = 85.3%
N = 64
Mean = 5.86
Std Dev = 1.09

Residents were reported to be respectful in all of the following areas by 85% (with a 15% moderately high rating rounding up the percentage in spread roughly even across each subdivision) race/ethnicities, genders, sexual orientation, religious beliefs, and political views. Gender was rated the lowest, even though it still achieved a relatively high satisfaction rating. EBI Ranking: *Good*

Factor 12. Learning: Self-Knowledge and Skills



% Resp = 89.3%
N = 67
Mean = 5.56
Std Dev = 1.37

Communication, critical thinking, and problem solving were all rated moderately high. Self-confidence and knowledge of talents/limitations were rated lower, (moderate to high), with textual entries elaborating that these were high prior to Res life work, simply that the work did not have an impact on these competencies. EBI Ranking: *Good*

Factor 13. Learning: Personal Competence



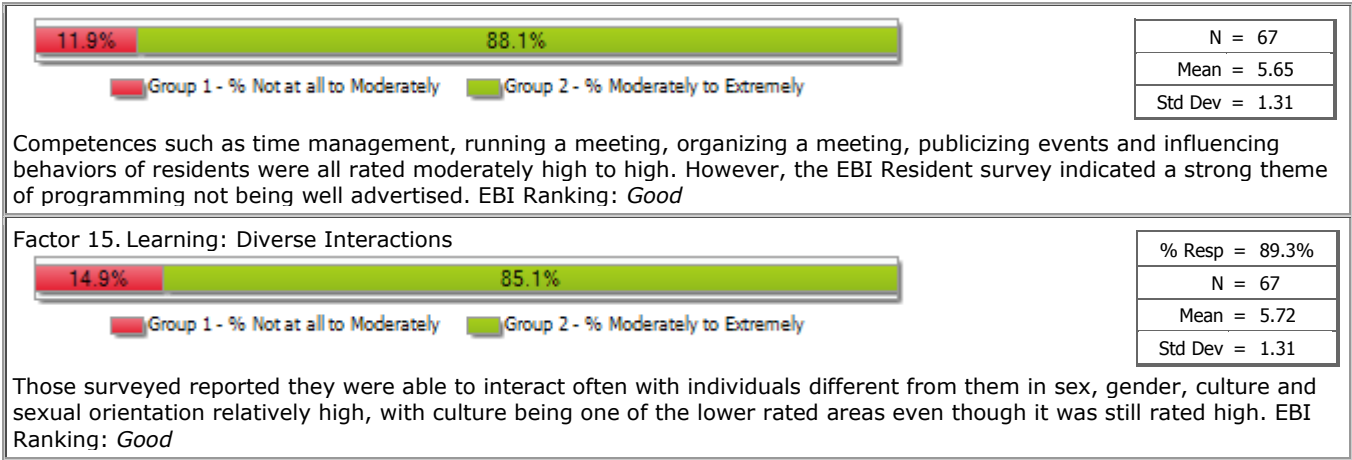
% Resp = 89.3%
N = 67
Mean = 5.63
Std Dev = 1.25

Sharing knowledge with others, confidence to assume greater responsibilities in the future, and a sense of ownership of department's mission were rated high across the board, with contributing to organization the lowest rated factor by 10% among populace surveyed, though still relatively high overall. EBI Ranking: *Good*

Factor 14. Learning: Practical Competence

% Resp = 89.3%

Evaluation of RPI's Student Staff EBI Assessment



Overall Satisfaction:

The overall satisfaction for Resident Assistants, (RAs) Resident Directors (RDs) and Learning Assistants (LAs), hereby referred to as *Student Staff* (SS) unless otherwise noted, at Rensselaer Polytechnic Institute (RPI) was reported extremely high by both EBI standards and a qualitative analysis of textual data. The Student Staff reported they received excellent training and this was evident in the open-ended responses. Three broad categories equate to the relatively high SS rating.

The first is *Environment*. SS reported that their environment was a reason for such high productivity by 88.9% via EBI's average and 70.5% calculating textual data inferences. The physical environment of residence halls, professional staff offices, and collaborating departments mattered to SS while working for/with residents. SS also reported their mental environment was stable, with cognitive complexity, critical thinking, emotional intelligence, and processing cognitive dissonance all areas SS easily excelled in. However, it is not clear if SS possessed these strong mental environment traits before employed by RPI or developed through training and Residence Life experiences. It is inferred to be a combination of both given the developmental responses. The second are *Interactions*. SS reported their interactions with residents, supervisors, classmates, mentors, professional faculty, and residence life staff provided them with advice, constructive criticism, and causal dialogue, which raised staff moral, encouragement and motivational vigor to persist through different types of work responsibilities. Finally, *Expectations* were reported to be clearly articulated in regard to work responsibilities, roles involving residents, reporting incidents, programming logistics, and presumably other duties as assigned. SS reported little to no dissatisfaction with unexpected expectations.

RAs: Rated satisfaction-themed EBI factors moderately high to high, especially Factor 10.

RDs: Rated satisfaction-themed EBI factors moderately high to high, especially Factor 9.

LDs: Rated satisfaction-themed EBI factors relatively high, especially Factor 12.

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EBI Ranking: 9/10

Overall Learning:

Overall learning (equating to Factor 12/14 responses) was reported by SS to be adequate for their work functions. Administrative duties, mediation facilitation, conflict management, programming logistics, and critical thinking skills were all mentioned throughout the EBI survey and textual analysis. Almost a quarter (23.2%) of SS reported self learning through trial-and-error, with the majority of the SS reporting learning through professional development, and clarifying certain subjects.

The learning skills SS acquired were reported to be usable in two ways. The first are *Internally Usable Skills*, which can only be applied to a residence life (or similar) setting. SS reported such skills included duty, lock/key requirements, programming (possibly due to the STEM focus of future professions) and other RPI-specific policies. *Externally Usable Skills*, competencies SS reported could be used for future professional work included supervision, conflict management, project development, communication, and collaboration.

RAs: Rated learning-themed EBI factors moderately high to high, especially Factors 12 & 14.

RDs: Rated learning-themed EBI factors moderately high to high, especially Factor 12 & 14.

LDs: Rated learning-themed EBI factors relatively high, especially Factor 12 & 14.

EBI Ranking: 10/10

Top Strengths:

Resiliency – SS reported exceedingly well on their training, skills, competences, and preparedness for the unknown. SS reported overall that they were well equipped to handle a multitude of situations, even those they may not have been trained for.

Competencies – SS reported numerous times of their abilities to pick up new skills and abilities while sharpening their existing skills. RPI residence Life does excellent work with selecting RAs/RDs while both training them in specific areas and improving existing skills.

Collaboration – Overall, SS know when to collaborate and when to develop their own system of accomplishing a task (programming, services, etc.) SS also reported working well with one another; specifically because staff members know/understand one another's skills set and can provide compensation for one another in lacking areas.

Top Dissatisfactions:

Lack of Manual/Guide – While SS seemed to appreciate training and becoming informed of their work responsibilities, it was mentioned many times that a RA resource book would have been helpful in both referencing specific policies/regulations and clarifying questions without the need to consult with ADs. ***Recommendation*** – Develop a resource for RA/RD/LA staff (printed handbook, website containing relevant information, etc. (Many RAs at other universities also have a binder that is carried while on duty that has relevant information).

Programming Logistics – One of the lowest scoring areas on the resident EBI survey was programming. The textual data indicates some SS view programming more as a “check the box” & “get the points” requirement rather than as an opportunity to develop meaningful programs due to becoming desensitized from the programming process and simply coasting through it. The resident EBI survey constructed a theme that many programs were non-innovative and uninteresting. ***Recommendation*** – As mentioned in the resident EBI survey, assessing the residents on their wants while balancing them with AD requirement could improve this greatly.

Favoritism – Favoritism was a trend in both EBI surveys. Residents commonly mentioned certain RAs/RDs had favorite residents, and would treat them differently than other residents. Likewise, a few number of SS reported that ADs have favorite RAs/RDs and that some RDs had favorite RAs. ***Recommendation*** – Aim to not show favoritism to the point where other staff members feel excluded, as it lowers inclusivity among staff circles and overall consistency.

*Board It was also mentioned a significant number of times how board (a meal plan) should be included in the remuneration provided by residence life.

Closing Statement

The RPI Residence Life Student Staff survey yielded extremely positive results, in both satisfaction and learning outcomes. Prior to their hiring, Student Staff (SS) seem to possess immense skills and competencies prior to working. The training, adequate flow of communication and level of experiences further sharpen these skills to style highly competent SS who are well equipped to handle a variety of situations, rather they are adequately prepared for it (such as a highly randomized situation not covered in training) or not. Maximizing the before mentioned strengths while minimizing indicated dissatisfactions will create a strong, satisfied residence life system able to handle a multitude of situations