DEPAUL UNIVERSITY
DIVISION OF STUDENT AFFAIRS

Annual Assessment Report Template
Academic Year: 2014-2015

Date of Report Submission:
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Please submit reports on this template and not in a separate document. Reports should follow this format in a narrative form, with responses written below each of the prompts. Attach all supporting materials as appendices. The report should be written as though for an external audience. While your annual assessment project may have assessed multiple learning outcomes, this report should focus on just one program learning outcome. The suggested length of the assessment reports is between 5 and 15 pages (You may produce a larger report for other constituents, but for the purposes of this report we ask you keep to the suggested length).

Please refer to the Student Affairs "[Assessment Report Guide](#)" and the Office for Teaching, Learning, and Assessment's "[Assessment Report Checklist](#)" for additional help.

I.   **Abstract**
       The purpose of this study was to assess the effectiveness of the development tools used with Resident Advisors (RAs) in the Residential Education department. The two development tools that were evaluated are PILLAR and StrengthsQuest and since their inception, neither have been formally evaluated at the department level. The methodology consisted of document analysis, focus groups, and a survey. Findings indicated PILLAR was too difficult, viewed as "busy work," and overall was ineffective for RAs to utilize in a workbook format. In terms of StrengthsQuest, findings indicated it was seen as valuable, increased self-awareness, and helped RAs learn how to interact with their fellow staff members. Implications of research findings include recommendations for adjustments to the PILLAR model to make it more conversational and less formal, while continuing to utilize StrengthsQuest, but finding ways to infuse the tool throughout continued RA development rather than only during RA training.

II.   **Learning Outcome Assessed**
       The learning outcome assessed was the following:

       Students who participate in Resident Advisor trainings will articulate the concepts and behaviors associated with Residential Education's departmental competency model and Socially Responsible Leadership models.

III.   Introduction & Context

Residential Education was interested in the impact of the development tools utilized for RA development. Particularly what are RAs learning from the development tools and how could the tools be improved. More specifically, the department wanted to examine the understanding, application, and use of a departmentally-developed competency model (PILLAR) and StrengthsQuest. We were also interested in the Socially Responsible Leadership tool typically facilitated by the Division of Student Affairs, however with changes in the Division on how SRL is utilized, we thought it best to leave SRL out of the examination for this year. A second learning outcome was also assessed that more directly spoke to the use of PILLAR, "Students who are employed as Resident Advisors will develop skills linked to Residential Education's departmental competencies of professionalism, inclusion & diversity, leadership, learning & development, advising and mentoring, and readiness.

Development Tools

During the 2009-2010 school year, two Organizational Psychology doctoral candidates assisted Residential Education in creating and implementing the PILLAR development tool. This competency-based model was created to aid in linking the roles and responsibilities of the position to the philosophy of the department, by doing so practices and organizational activities were directly linked to the department mission, vision, and goals. PILLAR is comprised of six competencies: Professionalism, Inclusion and Diversity, Leadership, Learning and Development, Advising and Mentoring, and Readiness (See Appendix 1). The PILLAR tool is briefly mentioned during Fall RA training and most often utilized during one-on-one meetings between supervisor (typically a Resident Director) and RA. PILLAR competencies are also used during RA selection to guide group and individual interview evaluations.

In addition to PILLAR, StrengthsQuest, has often been utilized as a developmental tool for the Resident Advisors (RA). StrengthsQuest is a Divisionally used program that helps students leverage their strengths for success in areas of academics, career and life. Through the Division-led Common Experience retreat, specific Fall RA training sessions, and one-on-one meetings between supervisor and Resident Advisor (RA), StrengthsQuest is utilized to guide individual and staff understanding of areas of strength and how to leverage strengths in the RA position.

Context

Although both PILLAR and StrengthsQuest have been used for at least a few years as developmental tools for the RAs, the impact of the tools has not been assessed. During the initial implementation phase, extensive review within the department took place regarding the use of PILLAR. However, little has been done recently to assess, in a way, the reliability of the development tool and what the RAs learn from the professional development experience. Information gained from this project will inform the future direction of the use of development tools with the RAs. There have been many anecdotes from RAs and professional staff that PILLAR is not helpful to development, and is tedious and confusing, among other comments. Whereas the RAs have said that StrengthsQuest is not utilized beyond training and they wish that it was talked about more. Due to the extensive investment that the department has made to

PILLAR and StrengthsQuest, before changes were made the department felt that an assessment of the tools would help guide any changes.

Connections to Division and University Goals

As the project focuses on strengthening development tools used with the RAs, and the RAs are a form of student engagement for the department, the project directly relates to the division's Goal 2: "Broaden, diversify and strengthen our points of student engagement." Through the project, we hope to strengthen our development tools used with the RAs by understanding what the RAs learn through the current development processes. In addition, the project addresses Vision 2018 Goal 5: "Ensure a Business Model that Builds the University's Continued Strength and Educational Excellence," specifically Objective 5b: "Invest in our staff." By having these development processes in place, exploring their effectiveness, and making changes, the department is investing in the development of our student staff in and outside of the position.

Background Research and Literature Support

Due to examining StrengthsQuest and PILLAR, a department created development tool, much of the background research and literature support for this assessment project is more related to StrengthsQuest and the numerous studies conducted on the creation and implementation of StrengthsQuest. However, additional literature support for a development tool can be found in Kneflekamp & Widick's (1984) Developmental Instruction Model (DIM).

Hodges and Harter (2005) wrote of the background and research based on StrengthsQuest. They highlighted that StrengthsQuest in its own right is a student leader development tool. StrengthsQuest is based in positive psychology, founded on attitude and student-teacher relationship studies. Based on multiple studies, StrengthsQuest has been found to positively influence productivity, life choices, self-confidence, goal-directed thinking, interpersonal relations, and academic success. (Hodges & Harter, 2005). All of which are important to student leader development.

Owen (2011) speaks of the importance of intentional leadership learning communities. As such DIM can be very important to creating a community conducive to leadership learning. DIM encompasses four major elements: *structure*, framework and direction; *diversity*, exposure to a variety of perspectives on student learning; *experimental learning*, such as activities, simulations, role plays, and case study reflection; and *personalism*, providing safety and recognition along with encouragement to take risks. These elements are flexible based on a specific student needs. Although PILLAR is not a DIM, the four major elements are present in the current implementation process of the development tool.

Hodges, T. D., & Harter, J. K. (2005). A review of the theory and research underlying the StrengthsQuest program for students. The quest for strengths. *Educational HORIZONS*, 83, 190-201.

Kneflekamp, L., & Widick, C. (1984). *Developmental Instruction model.* Unpublished paper.

Owen, J. E. (2011). Considerations of student learning in leadership. In S. R. Komives, J. P. Dungan, J. E. Owen, W. Wagner, & Associates (Eds.), *The Handbook for Student Leadership Development* (2nd ed.). San Francisco, CA: Wiley.

IV.   Data Collection & Methodology

The methodology for this project included a mixed methods approach that involved focus groups, document analysis, and a survey. The student population assessed were Resident Advisors (RAs). There are a total number of 57 RAs in the department of Residential Education. All 57 RAs were surveyed with a goal of at least a 50 percent response rate. In addition, 28 RAs were randomly selected to participate in the focus groups.

Document analysis enabled a more applied review of the specific documents used for PILLAR in Residential Education. This provided a more direct assessment of these tools. RAs consented to the document analysis by opting to turn in their PILLAR tool workbook. This data was analyzed by all members of the Residential Education Assessment Committee (Jo Gruenewald, Stacey Jaksa, Samantha Schenk, and Travis Whisler). See Appendix 2 for the PILLAR Tool Document Analysis Survey.

Focus groups allowed for RAs to qualitatively share perceptions and attitudes toward the departmental tools. Having an understanding of the approach RAs take with their use of StrengthsQuest and PILLAR will impact training and facilitation intentions when reviewing these development tools. Written informed consent was collected before the focus groups. Identifying information was not collected during the focus groups. Stacey Jaksa is the only individual who had access to the focus group audio files and the Assessment Committee were the only individuals who had access to the results data. Stacey facilitated the focus groups and took both written and recorded notes during each focus group. This information was then given to Samantha Schenk and Travis Whisler to theme and analyze before bringing back to the larger Assessment Committee for review. See Appendix 3 for the Focus Group Facilitation Guide, Appendix 4 for Focus Group Scoring Guide, and Appendix 5 for Focus Group Informed Consent Form.

The survey asked RAs to reflect on their own use of the development tools, such as the goals they have set up using the tools, whether or not they achieved the goals, and the ways in which the development tools have been used in their experience as RAs. The survey also allowed the Assessment Committee to measure whether or not the RAs were able to recall and make connections with the development tools to their experiences in training and other professional development opportunities. Electronic informed consent was obtained prior to the RAs taking the survey. Identifying information was not collected in the survey tool and the Assessment Committee were the only individuals who had access to the electronic data. The survey responses were compiled by Jo Gruenewald. Jo themed the short answer responses from the survey results as well. Stacey Jaksa analyzed the development tool description responses. The results were then reviewed by the entire Assessment Committee. See Appendix 6 for Development Tool Survey.

V.   Data & Results

The analysis consisted of three parts, including a document analysis, three focus groups, and a survey (see Table 1.1 of Appendix 7). The data and results are presented individually below.

Document Analysis

PILLAR Workbooks were collected from 46 of 57 total RAs. The analysis was split into three parts, including a review of the Behavioral Justification/Improvement Opportunities sections of the Workbook, the Summary sections, and the Overview/Next Steps section. The Behavioral Justification and Summary sections are repeated for each of the six PILLAR competencies, and the Overview/Next Steps section is the final page of the Workbook. For the purposes of the analysis, any section that had writing in it was considered "utilized", and any sections left blank were considered not "utilized."

Overall utilization of the Workbooks was low. The Behavioral Justification sections were the most utilized of the three, with 9 of 46 RAs writing on the pages for the first competency (Professionalism), and just 1 writing on them for the last (Readiness) (see Table 1.2 of Appendix 7). The Summary sections were similar in that 6 of 46 RAs wrote on the pages for the first competency, and just 2 wrote on them for the last (see Table 1.3 of Appendix 7). No RAs wrote in the Overview/Next Steps section of the Workbook (see Table 1.4 of Appendix 7).

Focus Groups

Focus groups were conducted with three random samples of RAs; out of 28 total invited, 26 participated. A summary of responses is detailed here.

StrengthsQuest

When asked what comes to mind when they think about StrengthsQuest, many RAs described the framework as both an organized system and a resource that facilitates individual development. More specifically, they discussed its role in promoting self-understanding, other-understanding, and understanding of overall team dynamics within their hall staffs. RAs described using StrengthsQuest in a variety of contexts, including during individual supervision meetings, for the purposes of program planning with fellow RAs, in responding to conflicts and crises, and as a tool for personal self-reflection.

In discussing positive experiences and challenges with StrengthsQuest, RAs talked about appreciating the relatability of StrengthsQuest themes to the RA position and its use as a tool for self-understanding but wanting more guided application activities. They described both opportunities and difficulties in working with others whose themes differed from their own. They expressed clear frustration with the fact that StrengthsQuest could and had been used to identify perceived weaknesses, as well as justification for refusal to assist with various tasks (for example, RAs whose StrengthsQuest Theme Report did not include the Ideation theme may have avoided participating in the brainstorming phase of program planning). Other themes about StrengthsQuest that came up in the focus groups included wanting the opportunity to take the assessment multiple times, using it for personal as well as professional development, using it to identify and address areas for improvement, and getting further clarity on how to use it.

PILLAR

When asked what comes to mind when thinking about PILLAR, RAs described not using or talking about it much, particularly after Fall training; feeling like it's "busy work;" having difficulty with the format and layout of the workbook; and being confused by the both redundant and excessive information in it. Some said that delivering the content in a different format would be helpful, such as modeling it after StrengthsQuest or the Socially Responsible Leadership (SRL) framework; they also made reference to PILLAR-themed Pecha Kucha presentations that professional staff gave during Fall training. Despite the initial negative feedback, some RAs described several ways in which PILLAR has contributed to their development in the position, stating that it serves as a useful framework for articulating and organizing the skills and competencies RAs should master. They described it as helpful in the on-boarding process but said it needs to be better explained during training.

In discussing positive experiences and difficulties with PILLAR, RAs acknowledged that it can be a beneficial tool when used as a checklist or goal-setting mechanism. The Workbook, however, they described as intimidating, with a rigid design and too much information. Furthermore, they said it is difficult to keep up with and produces infrequent feedback. Other themes that came up in the focus groups included the need for PILLAR to be implemented in a different way and to be more conversational rather than formal.

Survey

The survey had separate sections for StrengthsQuest and PILLAR, with identical quantitative and qualitative questions related to each. Out of 57 total RAs, 43 completed the survey, although not every respondent answered each question. Of the 43 respondents, 24 were in their first year of the position, 16 were in their second, and 3 were in their third. They represented all residential communities on campus, and they reported having held a variety of other leadership positions on campus. Both qualitative and quantitative data are summarized below, first regarding StrengthsQuest, then PILLAR.

StrengthsQuest

Respondents were first asked to list their top five StrengthsQuest themes, and their answers were checked for accuracy against a list of all possible themes (due to survey anonymity, it was not possible to check responses against individual Theme Reports). Approximately three-quarters of respondents provided accurate themes (see Table 2.1of Appendix 7).

Respondents were then asked a series of Likert-style questions about their experiences with StrengthsQuest. Overall, the vast majority indicated that StregnthsQuest has served as a useful tool for development and self-reflection. Slightly fewer, though still a majority, reported having used StrengthsQuest to discuss performance with their supervisor (see Table 2.2 of Appendix 7). Despite its reported usefulness, less than half of RAs spent time reflecting on their Theme Report more than 3 times in the past year (see Table 2.3 of Appendix7).

Lastly, respondents were prompted with a series of free response reflection questions, for which 31 RAs provided commentary. In response to questions about the extent to which StrengthsQuest has enhanced professional development, goal identification, and goal

accomplishment within the RA position, about half of respondents indicated that it has increased their self-awareness of strengths and has provided role clarity in the job. One respondent stated, "StrengthsQuest has helped me identify and label my strengths, as well as help me see how my strengths can be used to support my fellow staff members."

Another recurring idea was that StrengthsQuest has served as a catalyst for identifying specific work strategies. In the words of an RA, "Knowing that I am an achiever I make task lists for myself each day for me to complete. This keeps me organized and helps me to accomplish everything that I need to get done. Without knowing that I was an achiever I may not have known specifically which techniques that help me thrive."

Other common themes were that it has helped in identifying professional goals, it has helped increase self-confidence and self-acceptance with regards to individual strengths, and to a lesser extent it has increased self-awareness of perceived weaknesses. Overall, the majority of RAs said StrengthsQuest is a valuable tool; a few remarked that it should be used more frequently and/or effectively. About one-fifth said that it has not contributed significantly to their growth, and half of those commented that the tool is not useful in general. As one respondent put it, "I do not believe that I have used this past training. And at training it was only during retreat."

PILLAR

Respondents were first asked to list the 6 competencies of the PILLAR framework, and their answers were checked for accuracy. Less than one-third of respondents were able to accurately name any of the 6 competencies (see Table 3.1 of Appendix 7).

Respondents were then asked a series of Likert-style questions about their experiences with their PILLAR Tools. Overall, up to half of respondents indicated that PILLAR has not aided them in their development and self-reflection. Only about one-third reported having used PILLAR to discuss their performance with their supervisor (see Table 3.2 of Appendix 7). Even fewer respondents reported regular use of their PILLAR tools, with only about one-fifth using it more than three times in the past year (see Table 3.3 of Appendix 7).

Lastly, respondents were prompted with a series of free response reflection questions. In general, responses to questions about PILLAR were less nuanced compared with those about StrengthsQuest. About half of respondents reported that PILLAR has improved their understanding of Residential Education and the RA position by outlining the primary values of the department and the key components of the job. One respondent stated, "PILLAR is a standard that allows RA's to be on the same page. It allows each of us to understand what is expected of each other and what is being expected by our supervisors. It helps because we don't have to assume what Res Ed is looking for, we know it and we look to PILLAR to dialogue about what we do well and what we can improve on."

About the same number, however, said that it is not a useful tool. In the words of one respondent, "I'm not the biggest fan of PILLAR because to me, what is included in PILLAR are just aspects of the job. It is perceived as a separate tool and outline, but literally everything that is incorporated in PILLAR is required by our job as an RA." Another said, "I do not believe it has

enhanced my development as an RA. I feel it's too long to remember what each facet of PILLAR is supposed to incorporate, and thus makes it difficult to use as framework in the first place." Others said they find it confusing, redundant, or are not even sure what it is, and they rarely use or think about it. Overall, approximately half indicated some level of dissatisfaction with the tool, ranging from indifference to blatant disdain, while about one-tenth said it is useful.

Summary of Results

Though this project included 3 distinct methods of analysis, the learning outcome assessed referred specifically to RA articulation of PILLAR competencies, which was measured in the survey described above (see Table 3.1 in the Appendix).

Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Students who participate in the Resident Advisor trainings will **articulate the concepts and behaviors associated with Residential Education's departmental competency model** and the Social Responsible Leadership model.	43	14

VI.   Discussion & Interpretation of Results

Based on results of the three methods of assessment, it is apparent that the learning outcome has not been met. A summary of key findings supporting this conclusion is outlined below.

Key Qualitative Findings:
- Most RAs find StrengthsQuest to be a useful tool for development and self-reflection, but some want more guided application activities during training and throughout the year.
- Some RAs find PILLAR to be a useful tool for understanding their role and departmental expectations during the on-boarding process, but most do not find it valuable beyond that.
- Many RAs do not find PILLAR to be useful and instead find it redundant and confusing.

Key Quantitative Findings:
- About 76% of RAs were able to correctly name 1 of 34 StrengthsQuest themes.
- Nearly 85% of RAs feel that StrengthsQuest has contributed to their development.
- About 41% of RAs spent time reflecting on their StrengthsQuest Theme Report, either individually or with their supervisor, on more than 3 occasions in the past year.
Compared with…

- Only about 31% of RAs were able to correctly name 1 of 6 PILLAR competencies.
- About 44% of RAs feel that PILLAR has contributed to their development.
- About 31% of RAs spent time reflecting on PILLAR, either individually or with their supervisor, on more than 3 occasions in the past year
- Only 8% of PILLAR Workbook pages were utilized in the past year.

Discussion

In comparison to anecdotal evidence over the years since PILLAR was created, the findings of this project are not particularly surprising. RAs, as well as professional staff, have struggled to implement, consistently utilize, and make meaning of the framework. The tool was developed around the same time as the Division of Student Affairs Socially Responsible Leadership model was being developed, and the adoption of both, in addition to the use of StrengthsQuest, proved to overwhelm and confuse RAs rather than clearly guide and facilitate their learning (see Limitations section below for further discussion).

This project is a contribution to the Division of Student Affairs in that it serves as a testament to the importance of designing programs with an end in mind. Beginning with a demonstrated need, stated in the form of one or more learning outcomes, allows for the development of coherent implementation and assessment plans. Similarly, the project serves as evidence of the value of strategic alignment of departmental contributions to divisional learning outcomes. Reducing redundancies in student leadership development models will not only enhance RA learning, it will also increase departmental efficiency by establishing metrics that are directly measurable at the divisional level. With clear indicators of progress toward divisional outcomes, Residential Education will be able to more effectively demonstrate the department's impact with regards to student success.

Limitations

It is first important to note that the extent to which both StrengthsQuest and PILLAR have been utilized by RAs is, to a large degree, a reflection of the extent to which professional staff in the department have been able to train and facilitate them in doing so. Though it was not necessarily captured in the assessment, there have been clear discrepancies in the ways in which and the frequency with which supervisors use the models in supervision and weekly staff meetings with RAs. Particularly for PILLAR, these inconsistencies are due in part to the fact that a clear plan for supervisory implementation was not embedded into the framework. This was quite clear in attempting to collect the PILLAR workbooks for data analysis. None of the University Appartment Community workbooks were collected, mostly as a result of the workbooks not being used by the staff and RAs from this staff unable to locate their workbooks. StrengthsQuest, on the other hand, has associated activities provided by the Gallup company (available at a higher rate than the basic Theme Reports), although there has never been a departmental plan for their use.

A second significant limiting factor is that the PILLAR framework was also not designed with a clear outcome-based assessment plan. The document analysis, focus groups, and survey were all created as part of this project in an attempt to best fit the presumed goals and objectives of the model. Similarly, there has never been an outcome-based departmental plan for assessing

learning related to StrengthsQuest, making it difficult to directly measure the extent to which RAs have benefited from engagement with the model.

A third limitation is any biases that come when any office assesses their own programs. There is a chance that findings from this assessment project are biased as a result of some of the people that utilize the development tools also conducted the assessment project. However, three graduate interns (Marcus Gentzler, Nilza Santana-Castillo, and John Cheney) within the department were included in the analysis and interpretation of the data. It is our hope that by having multiple people, both professional staff and graduate interns, work on data analysis and interpretation that this bias has been minimized.

VII.   Recommendations and Plans for Action

Preliminary findings have already been highlighted to the RAs at the Spring Resident Advisor Education Series on May 22, 2015. Findings and changes made to PILLAR and the development tool implementation process will be presented during Fall 2015 training. Some of the information will also be shared with the Office of Student Employment, to provide a deeper context to the development the department facilitates with student employees. Lastly, findings will also be shared with other offices in the Division of Student Affairs that work with student leaders. It would be helpful to find ways to integrate student leader employee development across the Division. We will explore sharing our findings with other offices that supervise student leaders (e.g., New Student Family Engagement, Health Promotion and Wellness, and Office of Multicultural Student Success).

Implications of this project for other departments are vast. With many offices in the division supervising student employees, our findings and new tool and process would be helpful to those other offices. It could impact how those offices develop their student leaders, as well as how they chose to assess any development tool or process they use. Particularly, if the development processes were combined or similar across departments within the Division, for a more unified approach to student leader development.

Recommendations for plans of action include a summer project being assigned to a staff member in the department. This project would focus on strengthening the development tool and process used across the department to implement the tool. In addition, it is recommended that more support and resources be given to the Resident Directors to use in implementing the tool. This plan of action is expected to take place over the summer. Potential barriers to implementation include changes in the department with key central staff, director and associate director positions, transitioning. These position transitions could impact the implementation process based on input and timing. Furthermore, the department balances both unity and autonomy for each residential community. Any departmental change made to how a staff is supervised needs to both unify the department in its goal and opportunities provided, while also allowing each individual supervisor the autonomy to choose from various activities, resources, and topics that best suit their specific staff. Great consideration will be given to this potential barrier when considering the implementation of the assessment findings.

This year, the Residential Education Assessment Committee has created an assessment timeline for the department. The timeline will help the department, specifically those charged with facilitating the divisional assessment project and other department projects on a yearly basis. To ensure we are consistent in our assessment of our development tools, a RA development tool assessment project will be added to the assessment timeline. This assessment will most likely take place on a Three-year rotation.

VIII.   Appendix 1: Pillar Tool

Overview & Instructions

Purpose & Use

This document is to serve as a coaching tool to facilitate RA development, and it should be used for developmental purposes only.

This document can be used for development in a variety of ways; it can be completed based on observations from supervisor (e.g., RDs), peers (i.e., other RAs), or based on self-reflection by the RAs themselves.

Users should identify ratees' strengths and developmental opportunities for each competency; this should help facilitate conversations on how an RA can improve or change their behavior to meet and exceed expectations for foundational and/or visionary performance.

Behaviors listed within this tool are derived from in-depth data gathering, so they can be used when developing or adjusting other personnel systems (e.g., selection, training, etc...).

Be thorough, but focus your attention on overall behavioral themes and targeted developmental areas.

Definitions

Foundational	Performs as expected, or at the level of 85% of RAs; has some room for improvement.
Visionary	Performs at a level other RAs should aspire to, or at the top 15% of all RAs; demonstrates truly exceptional performance.

Instructions

Each competency has a cluster of behaviors, with specific, data-driven examples of those behaviors included.

Consider each behavior cluster and determine how well those behaviors are enacted. Use the behavioral examples to guide your thinking.

For each behavior cluster, please place a checkmark indicating whether the RA demonstrates *foundational* or *visionary* performance. Then, justify your rating with behavioral examples of why the RA is placed in that group, and detail areas for future improvement in each cluster.

If the RA meets neither foundational or visionary status, then disclose what behaviors were not exhibited in the behavioral justification column, and identify how they can improve within the improvement opportunities column.

A behaviorally-based tool derived from the PILLAR model.

Ratee Name: _____

Rater Name: _____

Date: _____

Best Practices

Coaching Conversation

Focus on being positive in your coaching sessions. This includes providing encouragement and recognition. Also provide actionable advice in terms of offering ideas, tips, and training to help an RA know what they can do to become visionary. Seek to emulate the practices of the best coaches. This includes asking challenging questions, spurring an RA's own thinking and problem solving, listening to learn, and demonstrating your commitment to the RA's success. Also, take a future-focused approach to coaching others as opposed to simply focusing on past mistakes (e.g., "To be even more effective next time, try…"). Make others feel valued and show them how they fit into the bigger picture at ResEd. To aid in providing direct and honest feedback, we recommend using the framework provided below in structuring these conversations:

- o Have all details before the meeting by thoroughly completing this document.
- o Start the meeting in a positive manner and minimize any defensiveness. Be sure to compliment your RAs for their positive skills and contributions.
- o Make sure that work expectations and performance objectives are clear. Discuss ResEd values and policies to help with this.
- o Describe any problematic behavior and its impact on you, the team, and the community. Tell your RAs the benefit of performance improvement.
- o Solicit individuals' thinking and listen actively to their responses.
- o Suggest specific, behavioral next steps, and then check for understanding. Ask them to provide some suggestions about effective behavior as well.
- o Offer your support and guidance to ensure their development.

Action-Planning & Follow-Up

Ensure that you recap and close the loop regarding performance issues, obtain commitment to improvement and explain how you will support your RAs in their own development. Similarly, we encourage you to conduct longer-term development planning; in addition to addressing how they can improve their performance in the short-term, help them to prepare for future challenges and career goals. It is recommended that you:

- o Help your RAs identify 2-3 areas that can be targeted for development.
- o Draft a plan with clear goals to ensure that they focus on targeted ongoing development.
- o In the action plan, use goal-setting, timelines for improvement and follow-up, and consider how improvement can be identified.
- o As best as possible, observe for improvement or lack of it, and provide timely feedback.

Professionalism

Being accountable for work role responsibilities, following through with professional commitments, supporting ResEd initiatives, and striving for continuous personal and organizational improvement. This is necessary to accomplish one's job duties while meeting all standards of ethics and excellence.

Behavior Cluster	Behavioral Examples	Foundational Performs as expected.	Visionary What others should aspire to.	Behavioral Justification	Improvement Opportunities
Visibility and Presence	Introduces self to all residents.				
	Keeps door open when in room.				
	Engage residents in conversation.				
	Makes unsolicitied visits to resident rooms.				
	Publishes schedule for residents.				
	Attends hall programs and functions.				
Commitments and Obligations	Completes appropriate paperwork.				
	Attends meetings.				
	Responds to emails from staff.				
	Performs rounds and other duties as required.				
	Maintains residents' confidentiality.				
	Regularly updates bulletin boards.				
Knowledge and Use of Resources	Reads policy and training manuals.				
	Seeks knowledge of all department and campus services.				
	Applies knowledge of resources to take action.				
	Requests support when unequipped to respond appropriately.				

Behavior Cluster	Behavioral Examples	Foundational	Visionary	Behavioral Justification	Improvement Opportunities
Policy Enforcement	Discusses role and relationship boundaries with residents.				
	Enforces policies and procedures fairly.				
	Communicates policy expectations and consequences to residents.				
	Identifies policy violations.				
	Communicates consequences and next steps for policy violations.				
	Follows-up with residents after incidents.				
Time and Organization	Is on-time to appointments and commitments.				
	Fulfills obligations in a timely manner.				
	Plans programs ahead of time (e.g., 2-4 weeks) to avoid conflicts and notify residents.				
	Uses strategies to prioritize role responsibilities.				
Crisis Response	Acts in a calm manner.				
	Responds to situations swiftly.				
	Alerts appropriate individuals.				

In the area provided below, please summarize performance on the "Professionalism" competency and outline developmental discussion points for RA improvement, coaching, and next steps:

Inclusion & Diversity

Building a community that is enriched with diverse views and people of varied backgrounds, races, cultures, and beliefs. This is necessary to promote respect and appreciation for individuality and diversity.

Behavior Cluster	Behavioral Examples	Foundational Performs as expected.	Visionary What others should aspire to.	Behavioral Justification	Improvement Opportunities
Knowledge of Community	Learns names of all residents on floor.				
	Learns personal information about individual residents.				
	Learns hall layout and resident locations.				
	Gains knowledge of the community early in year to enable better responding.				
Builds Community	Encourages residents to keep their doors open.				
	Encourages resident to get involved in hall and/or campus activities.				
	Introduces residents to each other.				
	Creates programs that serve to encourage socialization among residents.				
	Discourages residents from excluding others.				
	Facilitates conversations among the student population.				
Open and Respectful Environment	Encourages sharing and understanding of alternative perspectives.				
	Facilitates respectful communication about different perspectives.				
	Respects the differents needs and perspectives of residents.				
	Encourages educational dialogues around diversity.				

Welcoming and Supportive Environment	Provides space where residents are comfortable sharing.				
	Stops derogatory and hurtful language.				
	Invites residents to participate in conversations.				
	Explains how language or comments can be offensive or destructive.				
	Enforces quiet hours.				

In the area provided below, please summarize performance on the "Inclusion & Diversity" competency and outline developmental discussion points for RA improvement, coaching, and next steps:

Leadership

Envisioning, planning, effecting change within individuals and groups, and identifying and responding to needs within Residential Education and the community. This is necessary to fulfill Residential Education's mission, vision and departmental goals.

Behavior Cluster	Behavioral Examples	Foundational Performs as expected.	Visionary What others should aspire to.	Behavioral Justification	Improvement Opportunities
Modeling Leadership	Actively participates in campus programs and events.				
	Participates in community service outside of DePaul.				
	Demonstrates age-appropriate behavior regarding alcohol.				
	Models socially responsible leadership.				
	Collaborates with other departments and resources in the university.				
	Role-models healthy and safe decisions for residents.				
Empowering Leadership	Encourages residents to participate in floor and hall events.				
	Encourages residents to participate in DePaul University programs and events.				
	Informs residents ahead of programs and events.				
	Provides service opportunities for residents.				
	Encourages residents' academic excellence.				
	Encourages residents to take ownership and accountability in the community.				

Envisioning Excellence	Asks clarifying questions in staff meetings.				
	Tries new programs, strategies or techniques.				
	Advocates for the needs of residents to appropriate parties.				
	Goes above and beyond role requirements.				
	Challenges practices to improve upon them.				
	Influences changes in rules, policies and/or guidelines to serve resident needs.				

In the area provided below, please summarize performance on the "Leadership" competency and outline developmental discussion points for RA improvement, coaching, and next steps:

Learning & Development

Applying best practices, concepts and principles of the profession and work role, including rigorous assessment of organizational initiatives and goals. This is necessary to encourage the holistic development of students and Residential Education professionals, and guide evidenced-based decision making.

Behavior Cluster	Behavioral Examples	Foundational Performs as expected.	Visionary What others should aspire to.	Behavioral Justification	Improvement Opportunities
Self-Directed Learning	Solicits feedback and guidance from coworkers on how they can improve.				
	Listens to feedback with an open mind.				
	Implements changes based on suggestions and feedback.				
	Admits mistakes, avoids repeating them in the future and learns lessons.				
	Articulates transferable skills developed in the role of RA.				
Community-Directed Learning	Schedules educational programming with a developmental focus.				
	Targets programming to address official ResEd learning goals.				
	Engages residents in group discussions to facilitate learning.				
	Encourages residents to attend campus educational events.				
	Customizes programming and practices based on community needs				
Best Practices and Assessment	Evaluates programming effectiveness.				
	Solicits feedback from residents about programming effectiveness.				
	Tracks attendance at programs.				
	Adheres to the ethical standards espoused by ResEd.				

In the area provided below, please summarize performance on the "Learning & Development" competency and outline developmental discussion points for RA improvement, coaching, and next steps:

Advising & Mentoring

Providing counseling and advising support, direction, feedback, referral, and guidance to individuals and groups. This is necessary to encourage healthy, safe, and community-minded decision making among students.

Behavior Cluster	Behavioral Examples	Foundational Performs as expected.	Visionary What others should aspire to.	Behavioral Justification	Improvement Opportunities
Conversation and Conflict	Asks questions during conversations to provoke independent thought and action.				
	Encourages residents to act, rather than acting on their behalf.				
	Equips residents with tools to help mediate conflict (e.g., scripts, role-playing, etc.).				
	Encourages residents to assume alternative perspectives during conflict.				
	Mediates conflict without relying on personal biases.				
	Leverages roommate agreement contracts as mediation devices.				
Resource Referral	Directs residents to appropriate resources when appropriate.				
	Proactively refers residents to resources based on individuals' needs.				
	Exhibits a helping mindset towards residents and others.				
Encouraging Wellness	Engages residents in conversations about personal wellness issues.				
	Notifies residents of their willingness to discuss wellness-related issues.				
	Informs residents of how to avoid risky and harmful situations or behaviors.				
	Provides health and wellness-related mentoring advice (e.g., sleep, exercise, nutrition, etc.).				

In the area provided below, please summarize performance on the "Advising & Mentoring" competency and outline developmental discussion points for RA improvement, coaching, and next steps:

Readiness

Maintaining personal health and wellness, being self-reflective, passionate for the welfare of others, comfortable with ambiguity, and adaptable. This is necessary to prepare oneself for the demands of the work role, Residential Education, and its constituents.

Behavior Cluster	Behavioral Examples	Foundational Performs as expected.	Visionary What others should aspire to.	Behavioral Justification	Improvement Opportunities
Self-Reflection	Is aware of personal limits for stressful or crisis situations.				
	Knows when to shift from advising to referring.				
	Asks for help when appropriate, even for non-work related issues.				
	Monitors commitments to avoid over-involvement and burnout.				
	Is committed to the Mission and Vision of ResEd.				
Attitude	Maintains an approachable, engaging, friendly and accessible demeanor.				
	Has self-confidence to succeed in work role and beyond.				
	Is able to adapt to changing or ambiguous situations.				
	Displays a passion for residents' welfare and development.				
	Maintains composure during stressful situations.				
Life-Balance	Schedules time to balance work, academic, and personal commitments.				
	Explores personal interests and passions.				
	Takes time to re-engerize (e.g., get away from campus).				
	Plans ahead to minimize work interference with personal life.				

In the area provided below, please summarize performance on the "Readiness" competency and outline developmental discussion points for RA improvement, coaching, and next steps:

Overview and Next Steps

Consider all of the competencies and behaviors reviewed so far. If possible, determine three areas of strength where the RA's behavior serves as a visionary example for other RAs, and that could be used to train RAs to be more effective. Then consider three areas where the ratee displays the most opportunity for improvement, and what behaviors they can change for improvement. Try to be as behavioral as possible. Finally, set up an appointment to revisit and monitor progress; this could be either a follow-up meeting, a date you'd like to see change by, a self-assessment on a certain competency, etc...

Visionary Examples
1.
2.
3.

Improvement Opportunities
1.
2.
3.

Plan for Follow-Up		
Expectations, actions to be revisited, and/ or timeline:		
Ratee Signature:		Scheduled follow-up:

Appendix 2: Pillar Tool Document Analysis Survey

Default Question Block

Please complete a survey for each PILLAR Tool you are reviewing.

RA Name
(ex: Samantha Schenk)

[   ]

Community

[▼]

Number of Years as RA

[▼]

Competency Behavior Clusters Section
A completed line equates to comments in either or both "Behavioral Justification" and "Improvement Opportunities" Coloumns

	Not Utilized	Partially Utilized	Mostly Utilized
Professionalism (Partial: 21 Lines; Mostly: 22 Lines)	○	○	○
Inclusion & Diversity (Partial: 14 Lines; Mostly: 15 Lines)	○	○	○
Learning & Development (Partial: 10 Lines; Mostly: 11 Lines)	○	○	○
Leadership (Partial: 13 Lines; Mostly: 14 Lines)	○	○	○
Advising & Mentoring (Partial: 9 Lines; Mostly: 10 Lines)	○	○	○
Readiness (Partial: 10 Lines; Mostly: 11 Lines)	○	○	○

Competency Summary Section
The presence of writing constitutes "Utilized" regardless of what was written in this section.

	Not Utlized	Utilized

Professionalism	○	○
Inclusion & Diversity	○	○
Learning & Development	○	○
Leadership	○	○
Advising & Mentoring	○	○
Readiness	○	○

PILLAR Overview & Next Steps Section
The presence of writing constitutes "Utilized" regardless of what was written in this section.

○ Not Utilized

○ Utilized

By selecting the button below you will submit this survey.

Appendix 3: Focus Group Packet

RA Development
Focus Group
Facilitation Guide

Assessment Committee
Academic Year: 2014-2015

DePaul
UNIVERSITY
DIVISION OF STUDENT AFFAIRS
Department of Residential Education

<u>Overview of Focus Groups</u>

Dates, Times & Locations

- **Group One**
    - ○ Wednesday, January 14th from 10:30pm-11:30pm
        - ▪ Location: Public Safety Conference Room
        - ▪ Facilitator(s): Stacey Jaksa
- **Group Two**
    - ○ Wednesday, January 21st from 10:30pm-11:30pm
        - ▪ Location: Public Safety Conference Room
        - ▪ Facilitator(s): Stacey Jaksa
- **Group Three**
    - ○ Wednesday, January 28th from 10:30pm-11:30pm
        - ▪ Location: Public Safety Conference Room
        - ▪ Facilitator(s): Stacey Jaksa

Focus Group Participants

Focus Group One	Focus Group Two	Focus Group Three
Dan Weise (CFH)	Charia McDonald (CFH)	Aurora Simms (CFH)
Quinton Foshag (CFH)	Cooper Skillman (CMC)	Robert Urosev (CMC)
Brandon Jordan (CMC)	Jen Himes (MUB)	Crystal Zepeda (CMC)
Olivia Cunningham (MUB)	McKenzie Schwark (MUB)	Jalen Gilbert (MUB)
Mehreen Hussain (MUB)	Molly Hutchcroft (Seton)	Ally Nolden (MUB)
Emma Kolander (Seton)	Jordan Miller (UHall)	Jamie Thimmesh Rachie (Seton)
Jalen Hamilton (UHall)	Kaya Gross (UHall)	Jocelyn Carrera (UHall)
Erik Espeland (UAC)	Marcella Bulger (UAC)	Ymn Ghalyoun (UAC)
Nelly Mueller (UAC)	Nico Coronado (UAC)	Ben Hiromura (UAC)

Note: All RA participants were blindly selected by randomly selecting RAs from each staff. This was done to ensure that there was a balance of perspectives from all six staffs across campus.

Beginning the Focus Group Discussion

Facilitator(s) will read the following to begin the focus group:

"Hello everyone and welcome to our focus group discussion. You each were randomly selected to be a part of this discussion on two RA developmental tools that we use in Residential Education. My name is _____ and assisting me this evening is _____. Tonight we will be focusing our conversation on StrengthsQuest and PILLAR. We will focus on StrengthsQuest first and then move into PILLAR. There are a total of three focus groups that will be going through the same discussion questions.

There are no wrong answers throughout the process, so please be as open and honest as possible when you are discussing. Please feel free to share your point of view even it differs from someone else in the room. Keep in mind that we are interested in all of the comments that you will share, be it positive or constructive.

We will also be recording this discussion. This is being done to ensure that we do not miss any of your comments. People might say very helpful comments in these discussions and we can't write fast enough to get them all down. You may be assured of complete confidentiality throughout this process.

While we all should have a solid understanding of who is in the room, we are still going to go around and introduce ourselves. We will start with _____ (RA to the left of the facilitator) and go around. Please say your name and what area you are an RA in.

RAs go around the room and introduce themselves

Great! Before we begin the prompts, are there any questions before we get started?"

Focus Group Discussion Prompts

Strengths

1. When you think about StrengthsQuest, what is the first thing that comes to mind?
2. What is the role of StrengthsQuest in terms of your development as a Resident Advisor?
3. What, if any, are strategies and/or methods that you and your supervisor use in terms of utilizing StrengthsQuest?
4. What are some positive and challenging experiences you've had with StrengthsQuest?
5. Finally, are there any additional thoughts that you would like to share in terms of StrengthsQuest?

PILLAR

6. When you think about PILLAR, what is the first thing that comes to mind?
7. What is the role of PILLAR in terms of your development as a Resident Advisor?
8. What, if any, are strategies and/or methods that you and your supervisor use in terms of utilizing PILLAR?
9. What are some positive and challenging experiences you've had with PILLAR?
10. Finally, are there any additional thoughts that you would like to share in terms of PILLAR?

Appendix 4: Focus Group Scoring Guide

Focus Group Theme Worksheet

Strengths

1. **When you think about StrengthsQuest, what is the first thing that comes to mind?**

   i. _____
   ii. _____
   iii. _____
   iv. _____
   v. _____

2. **What is the role of StrengthsQuest in terms of your development as a Resident Advisor?**

   i. _____
   ii. _____
   iii. _____
   iv. _____
   v. _____

3. **What, if any, are strategies and/or methods that you and your supervisor use in terms of utilizing StrengthsQuest?**

   i. _____
   ii. _____
   iii. _____
   iv. _____
   v. _____

4. **What are some positive and challenging experiences you've had with StrengthsQuest?**

   i. _____
   ii. _____
   iii. _____
   iv. _____
   v. _____

5. **Finally, are there any additional thoughts that you would like to share in terms of StrengthsQuest?**

   i. _____
   ii. _____
   iii. _____
   iv. _____
   v. _____

Res Ed Assessment Project 2014-15—RA Focus Group Worksheet

PILLAR

6. When you think about PILLAR, what is the first thing that comes to mind?

    i. _____

    ii. _____

    iii. _____

    iv. _____

    v. _____

7. What is the role of PILLAR in terms of your development as a Resident Advisor?

    i. _____

    ii. _____

    iii. _____

    iv. _____

    v. _____

8. What, if any, are strategies and/or methods that you and your supervisor use in terms of utilizing PILLAR?

    i. _____

    ii. _____

    iii. _____

    iv. _____

    v. _____

9. What are some positive and challenging experiences you've had with PILLAR?

    i. _____

    ii. _____

    iii. _____

    iv. _____

    v. _____

10. Finally, are there any additional thoughts that you would like to share in terms of PILLAR?

    i. _____

    ii. _____

    iii. _____

    iv. _____

    v. _____

Res Ed Assessment Project 2014-15—RA Focus Group Worksheet

Appendix 5: Focus Group Informed Consent

<u>**ADULT CONSENT TO PARTICIPATE IN RESEARCH**</u>

Resident Advisor Developmental Coaching Tools

Investigators: Jo Gruenewald, Stacey Jaksa, Samantha Schenk, Travis Whisler

Department: Residential Education

<u>What is the purpose of this project?</u>
The purpose of this project is to investigate the effectiveness of the coaching tools utilized by Resident Education to guide the development of Resident Advisors (RA), specifically the departmental competency model (i.e., PILLAR), and StrengthsQuest.

<u>Why are you being asked to be in the research?</u>
You are being asked to participate in the project due to your position as Resident Advisor.

<u>What is involved in being in the project?</u>
All resident advisors are asked at various levels to participate in this project. Specifically, you have been randomly selected to participate in a focus group of about nine (9) resident advisors. where you will be asked to participate in a discussion regarding your experience with, thoughts on, and involvement with StrengthsQuest and PILLAR. A set of predetermined questions will be asked of the group and a group facilitator will ask these questions while taking note of what is said within the group.

<u>How much time will this take?</u>
The focus group is expected to take about one (1) hour to complete.

<u>Are there any risks involved in participating in this project?</u>
By participating or things said during the focus group will not be held against you or impact your position as a resident advisor. You do not have to answer any question you do not want to. There is the possibility that others may find out what you have said, but we have put protections in place to prevent this from happening.

<u>Are there any benefits to participating in this project?</u>
You will not personally benefit from being in this study. You may indirectly benefit from having a greater awareness of your professional development and that of others with regard to StrengthsQuest and the PILLAR tool.

We hope that what we learn will help us in utilizing these development tools when training and supervising resident advisors.

<u>Is there any kind of payment, reimbursement or credit for being in this project?</u>
There is no payment, reimbursement or credit for participating in this project.

<u>Can you decide not to participate?</u>
Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the project after you begin participating. Your decision whether or not to be in the project will not affect your position as a resident advisor.

<u>Who will see my study information and how will the confidentiality of the information collected for the research be protected?</u>
The facilitator notes and audio records will be kept and stored securely. Your information will be linked to any statements made in the focus groups. We will not include your name or any information that will directly identify you. We will make every effort to prevent anyone who is not on the project team from knowing that you gave us information, or what that information is.

<u>Who should be contacted for more information about the research?</u>
Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the project or you want to get additional information or provide input about this project, you can contact the project coordinator, Samantha Schenk, M.Ed. at 773-325-7207, sschenk1@depaul.edu.

You will be given a copy of this information to keep for your records.

<u>Statement of Consent from the Subject:</u>

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the project.

Signature:_____

Printed name: _____

Date: _____

Appendix 6: Development Tool Survey

I. General

Q1. Including this year, how many years have you been an RA at DePaul?

- ○ 1
- ○ 2
- ○ 3

Q2. In which community do you currently live?

- ○ CFH
- ○ CMC
- ○ MUB
- ○ Seton
- ○ UAC
- ○ U Hall

Q3. In your time as a student at DePaul, have you held any of the following additional student leadership positions? (Select all that apply).

- ☐ Facilities Assistant
- ☐ Desk Receptionist
- ☐ Office Assistant
- ☐ Orientation Leader
- ☐ Chicago Quarter Mentor
- ☐ Winter Leadership Conference Peer Facilitator
- ☐ Other (Please specify)

II. StrengthsQuest

Q4. Without looking them up, and in no particular order, please list your top five (or as many as you can recall) themes from StrengthsQuest.

Click to write Choice 1	
Click to write Choice 2	
Click to write Choice 3	
Click to write Form field 4	
Click to write Form field 5	

Q5. To what extent has StrengthsQuest enhanced your development as an RA? If applicable, please list/describe specific examples of the ways in which StrengthsQuest has contributed to your growth within the position.

[   ]

Q6. To what extent has StrengthsQuest helped you to establish/accomplish goals as an RA? If applicable, please list/describe specific goals you have established for yourself related to StrengthsQuest, as well as any actions you've taken toward accomplishing them.

[   ]

Q7. Please indicate the extent to which you agree with the following statements about your StrengthsQuest Theme Report (your particular combination of StrengthsQuest themes):

	Disagree	Unsure	Agree
My StrengthsQuest Theme Report has contributed to my professional development as an RA.	○	○	○
My StrengthsQuest Theme Report has helped me to identify my professional strengths.	○	○	○
My StrengthsQuest Theme Report has helped me to identify my professional development opportunities.	○	○	○
My StrengthsQuest Theme Report has helped to facilitate conversations with my supervisor about how I can improve and/or change my behavior to meet and/or exceed expectations as an RA.	○	○	○

Q8. Please indicate the frequency with which you utilize your StrengthsQuest Theme Report (your particular combination of StrengthsQuest themes):

	Disagree	Unsure	Agree
I spend time individually reviewing and reflecting upon my StrengthsQuest Theme Report.	○	○	○
My supervisor and I spend time together reviewing and reflecting upon my StrengthsQuest Theme Report.	○	○	○
My staff spends time during our Wednesday night meetings reviewing and reflecting upon our StrengthsQuest Theme Reports.	○	○	○

| I spend time with someone other than my supervisor or fellow RAs reviewing and reflecting upon my StrengthsQuest Theme Report. | ○ | ○ | ○ |

Q9. Please share any additional comments about your experience as an RA with StrengthsQuest.

[ ]

III. PILLAR

Q10. Without looking them up, please list the six (or as many as you can recall) competencies within the PILLAR framework.

Click to write Choice 1	[ ]
Click to write Choice 2	[ ]
Click to write Choice 3	[ ]
Click to write Form field 4	[ ]
Click to write Form field 5	[ ]
Click to write Form field 6	[ ]

Q11. To what extent has the PILLAR framework enhanced your development as an RA? If applicable, please list/describe specific examples of the ways in which PILLAR has contributed to your growth in the position.

[ ]

Q12. To what extent has PILLAR helped you to establish/accomplish goals as an RA? If applicable, please list/describe specific goals you have established for yourself related to PILLAR, as well as any actions you have taken toward accomplishing them.

[ ]

Q13. please indicate the extent to which you agree with the following statements about your PILLAR Tool (your individual PILLAR workbook):

	Disagree	Unsure	Agree

My PILLAR Tool has contributed to my professional development as an RA.	◯	◯	◯
My PILLAR Tool has helped me to identify my professional strengths.	◯	◯	◯
My PILLAR Tool has helped me to identify my professional development opportunities.	◯	◯	◯
My PILLAR Tool has helped to facilitate conversations with my supervisors about how I can improve an/or change my behavior to meet and/or exceed expectations as an RA.	◯	◯	◯

Q14. Please indicate the frequency with which you utilize your PILLAR Tool (your individual PILLAR workbook):

	Disagree	Unsure	Agree
I spend time individually reviewing and reflecting upon my PILLAR Tool.	◯	◯	◯
My supervisor and I spend time together reviewing and reflecting upon my PILLAR Tool.	◯	◯	◯
My staff spends time at our Wednesday night meetings reviewing and reflecting upon our PILLAR Tools.	◯	◯	◯
I spend time with someone other than my supervisor or fellow RAs reviewing and reflecting upon my PILLAR Tool.	◯	◯	◯

Q15. Please share any additional comments about your experience as an RA with the PILLAR framework.

```



```

Appendix 7: Table Results

Table 1.1
Response Rates by Method

Method	Total Invited	Total Participated
Document Analysis	57	46
Focus Groups (3)	28	26
Survey	57	43

Table 1.2
PILLAR Workbook: Summary of Behavioral Justification Utilization

Competency	Not Utilized	Utilized
Professionalism	37	9
Inclusion & Diversity	42	4
Learning & Development	42	4
Learning	41	5
Advising & Mentoring	41	5
Readiness	45	1

n = 46

Table 1.3
PILLAR Workbook: Summary of Summary Utilization

Competency	Not Utilized	Utilized
Professionalism	40	6
Inclusion & Diversity	43	3
Learning & Development	43	3
Learning	44	2
Advising & Mentoring	42	4
Readiness	44	2

n = 46

Table 1.4
PILLAR Workbook: Summary of Overview/Next Steps Utilization

Not Utilized	Utilized
46	0

n = 46

Table 2.1
StrengthsQuest: Themes Quiz

Total Possible Themes	Total Attempted Responses	Total Accurate Responses	Percent Accurate of Total Possible
43 * 5 = 215	168	164	76.3%

n = 43

Table 2.2
StrengthsQuest: Summary of Responses about Usefulness

Statement	Disagree	Neither Agree nor Disagree	Agree
My StrengthsQuest Theme Report has contributed to my professional development as an RA.	2	3	28
My StrengthsQuest Theme Report has helped me to identify my professional strengths.	3	1	29
My StrengthsQuest Theme Report has helped me to identify my professional development opportunities.	6	6	21
My StrengthsQuest Theme Report has helped to facilitate conversations with my supervisor about how I can improve or change my behavior to meet and/or exceed expectations as an RA.	7	3	23

n = 33

Table 2.3
StrengthsQuest: Summary of Responses about Frequency of Use

Statement	Rarely (Fewer than 3 times this year)	N/A or Unsure	Often (More than 3 times this year)
I spend time individually reviewing and reflecting upon my StrengthsQuest Theme Report.	11	8	14
My supervisor and I spend time together reviewing and reflecting upon my StrengthsQuest Theme Report.	13	7	13
My staff spends time at our Wednesday night meetings reviewing and reflecting upon our StrengthsQuest Theme Report.	21	6	3
I spend time with someone other than my supervisor reviewing and reflecting upon my StrengthsQuest Theme Report.	18	6	9

n = 33

Table 3.1
PILLAR: Competencies Quiz

Total Possible Correct Responses	Total Attempted Responses	Total Accurate Responses	Percent Accurate of Total Possible
43 * 6 = 258	129	81	31.4%

n = 43

Table 3.2
PILLAR: Summary of Responses about Usefulness

Statement	Disagree	Neither Agree nor Disagree	Agree
My PILLAR Tool has contributed to my professional development as an RA.	10	8	14
My PILLAR Tool has helped me to identify my professional strengths.	13	9	10
My PILLAR Tool has helped me to identify my professional development opportunities.	15	7	10
My PILLAR Tool has helped to facilitate conversations with my supervisor about how I can improve or change my behavior to meet and/or exceed expectations as an RA.	13	8	11

n = 32

Table 3.3
PILLAR: Summary of Responses about Frequency of Use

Statement	Rarely (Fewer than 3 times this year)	N/A or Unsure	Often (More than 3 times this year)
I spend time individually reviewing and reflecting upon my PILLAR Tool.	21	4	7
My supervisor and I spend time together reviewing and reflecting upon my PILLAR Tool.	14	5	13
My staff spends time at our Wednesday night meetings reviewing and reflecting upon our PILLAR Tools.	22	6	4
I spend time with someone other than my supervisor reviewing and reflecting upon my PILLAR Tool.	22	6	4

n = 32