

Student Life and Formation Assessment Data
Residential Life-Faith
Fall 2025 - Summer 2026

SLO 1: Students will demonstrate knowledge about Christian faith formation.(Faith)

Outcome Measure:

This survey was to the Resident Assistants for the on-campus housing. A total of 56 student leaders responded. Prompt: *Please choose one spiritual practice that we have learned about this year and describe its value and relevance to Christian faith formation.* Used ChatGPT to code the student response data. Verified all responses with leadership.

Criteria for Success:

80% of the students will be Proficient or above.

Longitudinal Data:

Academic Year	Criteria %	Notes
2024 - 2025	78%	Criteria was not met.
2025-2026	91%	Criteria was met.

Conclusions Drawn from Data:

RA's consistently referenced practices that were reinforced through RD meetings, All-RA trainings, reflections, and books like *The Ruthless Elimination of Hurry*. Many described integrating practices such as Sabbath, solitude, Lectio Divina, gratitude, lament, journaling, prayer, and reflection into their daily lives. Many demonstrated a clear understanding of spiritual practices and their role in faith formation.

Changes to be Made:

We will continue to emphasize the importance of their written responses so that they can better articulate the Faith Formation engagements we know they are experiencing through their role.

Rubrics Used:

- Below Basic - Fails to identify or explain a relevant spiritual practice.
- Basic - Mentions a spiritual practice but with vague or incomplete explanation.
- Proficient - Names a specific spiritual practice and explains it accurately.
- Advanced - Clearly names and explains a specific spiritual practice with strong insight.

Student Life and Formation Assessment Data
Residential Life-Leadership
Fall 2025 - Summer 2026

SLO 2: Students will identify leadership skills gained while leading peers.(Leadership)

Outcome Measure:

This survey was to the Resident Assistants for the on-campus housing. A total of 56 student leaders responded. Prompt: *Through your experience in student leadership this year, what are the skills you learned that helped you lead your peers?* Used ChatGPT to code the student response data. Verified all responses with leadership.

Criteria for Success:

80% of the students will be Proficient or above.

Longitudinal Data:

Academic Year	Criteria %	Notes
2024 - 2025	82%	Criteria was met
2025 - 2026	91%	Criteria was met.

Conclusions Drawn from Data:

The RA responses showed particularly strong growth. Students frequently discussed communication, conflict mediation, adaptability, organization, intentionality, empathy, active listening and relationship-building. Many included detailed examples from roommate mediations, programming, crisis response, and supporting residents, indicating that the RA role provided significant opportunities to practice leadership in real situations.

Changes to be Made:

None at this time.

Rubrics Used:

- Below Basic - Fails to identify relevant leadership skills.
- Basic - Identifies vague or general leadership skills with limited explanation.
- Proficient - Identifies relevant leadership skills with clear explanation.
- Advanced - Identifies multiple, specific leadership skills with detailed examples.

Student Life and Formation Assessment Data
Residential Life-Diversity
Fall 2025 - Summer 2026

SLO 1: Students will articulate the value of diverse perspectives by engaging with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.(Diversity)

Outcome Measure:

This survey was to the Resident Assistants for the on-campus housing. A total of 56 student leaders responded. Prompt: *Describe an experience in student leadership that has broadened your understanding of and commitment to engaging diverse perspectives.* Used ChatGPT to code the student response data. Verified all responses with leadership.

Criteria for Success:

80% of the students will be Proficient or above.

Longitudinal Data:

Academic Year	Criteria %	Notes
2024 - 2025	80%	Criteria was met.
2025 - 2026	79%	Criteria was not met.

Conclusions Drawn from Data:

RA's demonstrated increased awareness of the importance of engaging diverse perspectives through both formal training opportunities and daily interactions with residents. Students described meaningful experiences with individuals from diverse cultural, socioeconomic, political, religious, and ability backgrounds, often highlighting how these relationships strengthened their empathy, listening skills, and commitment to creating welcoming and inclusive communities. Many students reflected on the value of accessibility, cultural awareness, and understanding the unique experiences of others when planning programs and responding to resident needs. While several students expressed a desire for additional guidance on applying diversity concepts in leadership, the overall findings indicate that the RA experience broadened students' understanding of diversity and reinforced the importance of engaging others with compassion, respect, and intentionality.

Changes to be Made:

None at this time.

Rubrics Used:

- Below Basic - Fails to describe a relevant experience.
- Basic - Describes a limited or general experience.
- Proficient - Describes a relevant leadership experience involving diversity.
- Advanced - Provides a detailed and meaningful description of a leadership experience involving diversity.