

Returning Resident Assistant Evaluation

Staff Evaluator Name			
Resident Assistant Name _____			
Evaluation Date	Fall date	12/11/25	Spring date _____

Communication

- Staff will analyze their own communication efforts from the previous year and identify what worked and what they could improve.
- Staff will demonstrate active listening skills and empathetic responses when engaging with residents and team members.
- Staff will understand the importance of giving and receiving constructive feedback with residents, peers, and supervisors.

Score	Description	Fall	Spring
4 – Exceeds	The RA consistently excels in all aspects of communication and feedback. They demonstrate deep insight into their communication habits, naturally employ superior active listening and empathy, and skillfully navigate giving and receiving constructive feedback, serving as a model for their peers.		
3 – Meets	The RA effectively meets expectations in communication and feedback. They provide a clear analysis of their habits, frequently demonstrate active listening and empathetic responses, and productively engage in the process of giving and receiving constructive feedback.	x	
2 – Needs Improvement	The RA is progressing but requires more consistent guidance in communication and feedback. Their self-analysis is superficial or inconsistent, their use of active listening and empathy is unreliable, and they struggle intermittently with applying or accepting constructive feedback effectively.		
1 – Major Concerns	The RA demonstrates significant challenges across communication and feedback outcomes. They fail to provide meaningful self-analysis, rarely demonstrate active listening or empathy, and often react defensively or unproductively to constructive feedback, requiring substantial intervention.		

Comments: _____ consistently meets expectations in communication. He provides timely and clear updates to residents, responds professionally to questions or concerns, and engages in conversations with a calm and respectful demeanor. He demonstrates active listening with both residents and peers, and he is receptive to constructive feedback, applying it in practical ways throughout the semester.

Teamwork

- Students will identify areas of strength where they can take a leadership role within their team.
- Staff will identify ways to build trust and rapport among team members while maintaining appropriate professional boundaries.

Score	Description	Fall	Spring
4 – Exceeds	The RA consistently excels in all team dynamics. They proactively identify and leverage their strengths to lead and elevate the team, masterfully balance rapport and professional boundaries, and seamlessly adapt their role based on context, serving as a powerful, versatile contributor.		
3 – Meets	The RA effectively meets expectations for teamwork. They clearly articulate strengths and step up when needed, successfully build trust while maintaining boundaries, and reliably shift their role based on identified team needs and situational demands.	x	
2 – Needs Improvement	The RA is progressing but requires regular coaching in team settings. Their self-identified leadership efforts are inconsistent, they may occasionally struggle with boundaries or rapport, and they require direct prompting to successfully adapt their role when team needs change.		
1 – Major Concerns	The RA demonstrates significant challenges across all areas of team performance. They avoid or fail to apply their strengths, consistently demonstrate poor judgment regarding boundaries or trust-building, and are unable or unwilling to change their role despite clear situational necessity.		

Comments: is a dependable and supportive member of the team. He collaborates well with his peers, contributes to group initiatives, and maintains positive working relationships with other RAs. He knows when to take initiative and when to support others, demonstrating a solid understanding of how to function within a team environment. His consistent presence and balanced approach help strengthen staff cohesion.

Crisis & Conflict

- Staff will apply knowledge of conflict management styles to help them respond to and mediate non-threatening disagreements.
- Students will learn to provide appropriate direction and leadership using knowledge of campus and department resources for a team responding to crisis.
- Staff will learn how to recognize when there is conflict within their team and identify an appropriate strategy to respond to the conflict.

Score	Description	Fall	Spring
4 – Exceeds	The RA demonstrates exceptional skill and judgment across all scenarios. They expertly apply theory to mediate conflict, take decisive, resource-informed leadership in a crisis, and proactively resolve team conflict before it escalates, serving as a pillar of stability and competence.		
3 – Meets	The RA effectively meets expectations in managing conflict and crisis. They accurately apply knowledge to mediate non-threatening conflict, provide appropriate direction using key resources in a crisis, and recognize and respond soundly to observable team conflict.	x	
2 – Needs Improvement	The RA is progressing but requires noticeable support in high-stakes situations. They show inconsistency in applying conflict styles, hesitate or		

	lack clarity in resource use during a crisis, and are reactive rather than proactive in recognizing and addressing team conflict.		
1 – Major Concerns	The RA demonstrates significant gaps and poor judgment across conflict and crisis scenarios. They fail to mediate effectively, lack knowledge or initiative during a crisis, or ignore/worsen internal team conflict, requiring immediate and substantial intervention.		

Comment: meets expectations in crisis and conflict management. He remains composed when unexpected issues arise and uses good judgment in determining when to involve professional staff. He understands departmental protocols and applies them appropriately. While he has not experienced many high-intensity situations this semester, the way he has handled the situations presented to him reflects readiness and reliability.

Community Building

- Staff will analyze what went well the previous year with their community building efforts and what they want to improve.
- Staff will explain strategies to address community needs.
- Staff will create opportunities for residents to engage with campus and community resources.

Score	Description	Fall	Spring
4 – Exceeds	The RA demonstrates exceptional foresight and impact. They provide deeply insightful self-analysis, anticipate and address complex community needs with innovative strategies, and consistently generate meaningful opportunities for residents to engage with diverse campus and local resources.		
3 – Meets	The RA effectively meets expectations in building community. They offer a clear analysis of past efforts, explain sound strategies for addressing needs, reliably connect residents to necessary resources, and provide relevant programming based on accurate, timely needs assessments.	x	
2 – Needs Improvement	The RA is progressing but requires noticeable guidance in community development. Their efforts are often basic or reactive, they struggle to articulate diverse strategies, and their programming is sometimes irrelevant or poorly timed, limiting overall resident engagement.		
1 – Major Concerns	The RA demonstrates significant challenges across all community building efforts. They fail to provide meaningful analysis or strategies, rarely connect residents to resources, and programming is often done only for compliance and shows no connection to actual community needs.		

Comments: meets expectations in community building by maintaining regular communication with residents, offering relevant programming, and creating opportunities for connection. He makes a genuine effort to understand the needs of his community and adjusts his approaches accordingly. His programs and conversations demonstrate intentionality and awareness of resident interests.

Administrative Skills

- Staff will mentor others in learning and using the various online systems used to carry out the functions of their job.
- Staff will model how to submit accurate and timely information.

- Staff will teach others how to successfully balance academic, personal, and work responsibilities.

Score	Description	Fall	Spring
4 – Exceeds	The RA demonstrates superior professional mastery. They proactively mentor peers on systems, consistently model flawless accuracy and timeliness, and expertly maintain and teach effective strategies for superior work-life balance and personal wellness.		
3 – Meets	The RA effectively meets expectations for administrative duties. They reliably assist peers with systems, consistently submit accurate information on time, and maintain and articulate a healthy balance between their work, academic, and personal responsibilities.	X	
2 – Needs Improvement	The RA is progressing but requires more oversight in administrative areas. They need prompting to help peers, occasionally submit late or incomplete documents, and their own work-life balance appears strained, requiring coaching to teach effective strategies.		
1 – Major Concerns	The RA demonstrates significant challenges with administrative functions. They fail to submit timely or accurate information, avoid system support, and their poor personal management noticeably impacts their ability to execute core job duties.		

Comments: meets expectations in administrative responsibilities. He submits required documentation on time, completes assignments with accuracy, and maintains a healthy balance between academics, personal responsibilities, and his role. When needed, he supports peers in navigating administrative tasks and models professionalism in his daily work.

Action Plan

Fall (to be drafted in the fall):

1. Collaborate more with other RAs to plan and execute programs and events.
2. Speak up more within the team and help more with center wide events.

Spring (to be drafted in the spring):

Overall Comments:

Overall: has displayed consistent and reliable performance across all major components of the role. He meets expectations in communication, teamwork, crisis response, community building, and administrative responsibilities. His steady presence, responsible follow-through, and willingness to engage with residents and staff contribute positively to the residential community. With continued commitment and involvement, he has the potential to further strengthen his leadership and presence within USC.

Signature: *Abdul Gaffar Haadi*

Resident Assistant Signature:

Evaluation Date Fall date : 12/11/2025 Spring date _____