RA Programming

Requirements & Assessment

January 2016
HD Jen O’Neill
Eastern’s Core Values

**Academic Excellence**
Rigorous academic standards, intellectual inquiry in all University events

**Engagement**
Develop intellectually, creatively, social through active and reflective learning inside & outside of class

**Inclusion**
Educational access, community that embraces diversity & differences

**Empowerment**
Safe & nurturing environment promoting intellectual curiosity, student achievement & lifelong learning, be independent thinkers

**Social Responsibility**
Service to those in need, be active in community, engage in political processes, protect natural resources, ethical commitment to self & others

**Integrity**
Behave ethically and honorably, learning is intellectual & character development
As easy as 1, 2, 3….

By March 1 but ideally in first 2 weeks

Social
For your floor/section
2

Adopted
CCE program
0

Adopted
Unity Wing program (Women’s Center, Intercultural Center, Pride Room)
0

Educational
Inclusion & Diversity
3

Educational
Curriculum Topic
3

Educational
Topic of your choice
3

One by March 1, Second by April 1, Third by May 1

One by March 1, Other between March 1-April 1*

* Your HD has permission to make as exceptions as needed
Our Programming Philosophy

• Intentionality
• Quality over quantity
• Educate, not impart our value system
• Facilitation over presentation
• Put our money where our mouth is (assessment!)
Brief eLife Tutorial!
<table>
<thead>
<tr>
<th>Request Part 1</th>
<th>Request Part 2</th>
<th>Attendance</th>
<th>Assessment</th>
<th>Program Report Part 1</th>
<th>Program Report Part 2</th>
<th>Notes/Activities</th>
<th>Media</th>
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<tbody>
<tr>
<td>Unity Adopted</td>
<td>Yes No</td>
<td>Curriculum</td>
<td>Core Value</td>
<td>Societal Issue Yes No</td>
<td>Societal Issue Yes No</td>
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<td>Program Goal</td>
<td>Required</td>
<td>Topic</td>
<td>Issue</td>
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<td>Outcomes</td>
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<td>Assessment Method</td>
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<td>Contacts</td>
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Social Programs

- 2 learning outcomes
- “Have fun” is not a learning outcome!

Successful ideas?
Adopted Programs

• Think about them as programs you are sponsoring
• No learning outcomes needed!
• But fill in other parts of eLife form!
• Residents must register themselves for CCE on eWeb

• **Goal:** 4+ residents

**Tips to get people to go?**
Educational programs

• 3 assessable learning outcomes
• Tip: Don’t do a program you wouldn’t want to go to yourself!

What makes a good educational program? Successful ideas?
Genuine conversations!

- How are classes?
  - What is your favorite?
  - What is the hardest?
- How is your roommate?
  - Did you know them before?
  - Are you getting along well?
  - Are people upholding the REF?
- What are you involved in?
- What do you do in your spare time?
- Is there anything I can help you with?

DEADLINES:

- Residents #1-25: March 1
- residents #26-50: April 1
- residents #51+: May 1
**RA/Resident one-on-ones**

- **Log comments into** eLife **when you are on duty next**
  - (Do not mass upload them every couple of weeks!)

- **Comments should be a general summary and any actions that should be taken**
  - No concerns to report
  - Academic concern
  - Adjustment/Engagement concerns
  - Roommate conflicts
  - Other
  - Substance abuse (FYI Required)
  - Mental health concerns (FYI Required)
## Curriculum Programs

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Completed in</th>
<th>Upperclassmen</th>
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<tbody>
<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>Financial Aid (Engagement)</td>
<td>January</td>
<td>Financial Aid (Engagement)</td>
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<td>Selecting a Major (Academic Excellence)</td>
<td>January</td>
<td>Bystander Intervention (Integrity)</td>
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<td>Interpersonal Communication (Integrity)</td>
<td>February</td>
<td>Leadership Development (Empowerment)</td>
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<tr>
<td>Health and Wellness* (Empowerment)</td>
<td>February</td>
<td>Career Building (Engagement)</td>
<td></td>
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<tr>
<td>Housing Selection Process**</td>
<td>March</td>
<td>Housing Selection Process**</td>
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<tr>
<td>Hot Topic/Current Event</td>
<td>Prior to May 1</td>
<td>Hot Topic/Current Event</td>
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Pre-Made Outcomes

• Most curriculum programs have pre-made outcomes for RAs to tailor the program to
  • Hot topics, Health & Wellness – no pre-set outcomes

• Housing Information & Financial Aid programs
  • Housing will send out presentations
1. Students will be aware of financial aid options offered to them at the federal, state and university level.

2. Students will be aware of financial aid deadlines

3. Students will be able to access the SALT financial resources tool
Interpersonal Communication (FY & UC)

1. Identify different types of non-verbal communication and active listening skills.

2. Demonstrate understanding of phone, email, and social media etiquette: Professional voicemail greetings and signatures, inappropriate statuses and pictures.

3. Compare different types of language both positive and negative/word choice and meaning (respectful communication).
Health & Wellness (FY & UC)

• Outcomes can be determined under the direction of the Hall Director and/or outside facilitator of the program

• Possible models can be:
  • Alcohol or Drug Abuse
  • Body Image
  • Healthy Relationships
  • Mental Health Topics
  • Spirituality
  • Stress Management
Hot Topics

• Outcomes can be determined under the direction of the Hall Director and/or outside facilitator of the program
1. Determine what internships, Co-ops, and fieldwork are available.
2. Recognize personal assessment tools (MBTI, Discover) and where they can find them.
3. Create a career development plan and articulate 3 services provided by Career Services.
Interpersonal Communication (FY & UC)

1. Demonstrate effective communication skills
2. Explain what body language is conducive to positive interpersonal communication.
3. Articulate the steps towards resolving a problem with others, such as using “I” statements.
Leadership Development (UC)

1. Identify leadership opportunities on campus
2. Assess current leadership skills they possess
3. Explain how they could acquire new/improve existing leadership skills
Bystander intervention (UC)

1. Describe the bystander effect
2. Summarize ways to be a positive bystander
3. Model ways to be a positive bystander
Selecting a Major (FY)

1. Explain how to find the list of majors available
2. Identify the major change deadline for Fall registration
3. Name at least 1 major they are interested in finding out more about
Housing Selection Process:

1. Residents will be able to identify the elements of the Housing Priority Point System
2. Residents will be able to navigate the room selection software in selecting potential roommates prior to selecting a room
3. Residents will be able to navigate the room selection software in selecting a room
Campus Resources (FY)

1. Identify the location and role of key resources on campus along with their contact information.
2. Summarize how each office on campus can help them be successful in their college career.
3. Process scenarios in order to connect their learning of campus resources.
Roommate Communication (FY)

1. Demonstrate effective roommate communication
2. Be able to understand and utilize the Roommate Expectation Form
3. Articulate the steps towards resolving a problem with their roommate such as using “I” statements.
Study Skills (FY)

1. Employ various study techniques such as effective note taking, effective study groups, organizing notes, etc.

2. Connect successful study skills to being a successful student.

3. State the importance of planning their studying in regards to retention vs. not planning and cramming.
Personal Budgeting (FY & UC)

1. Create a personal budget
2. Identify basic opportunities to save/invest.
3. Describe the advantages and disadvantages of credit card use.
1. Articulate 3 ways to keep their classroom/co-curricular activities organized such as calendar/alarm, use of technology, and to-do lists.

2. Demonstrate an understanding of their syllabi in order to create an effective schedule.

3. Create a class/study/free time schedule.
Personal Goal Setting (UC)

1. Be able to create and differentiate a long and short term goal using the SMART acronym - Specific, Measurable, Attainable, Relevant, Time-bound).

2. Demonstrate how to utilize the SMART method to create long and short term goals.

3. Articulate how to improve organization skills (scheduling and prioritizing).
Voter registration (FY & UC)

1. State the deadline for voter registration
2. Explain how to register as a new voter
3. Discuss the value of registering for a specific political party
Questions??
5 minute break!
How to know if it was worth it....
Why are learning outcomes and their assessment important?
Goals & Outcomes, Oh My!

Overall Program Goal:
General goals about what the program is doing/accomplishing
This session will discuss goals, learning outcomes, and assessment, all of which are essential parts to the programming model.

Learning Outcomes:
What the student gets out of it

1. RAs will be able to compose correct examples of 2 learning outcomes so they can write their own later.
2. RAs will be able to explain the difference between a goal and a learning outcome so they can properly fill out FileMaker forms
3. RAs will be able to recall 3 assessment methods they can use at programs
Program Goal or Learning Outcome?

• By the end of the program, students will be able to explain the steps of scheduling a meeting with their academic advisor.

• This program will help students plan their future after graduate.

• Students will build community in the residence hall.

• Residents will be able to compare and contrast the types of student loans to become more financially literate.
Learning Outcomes

• Focus on the student’s cognitive growth *(what they will know, think, or be able to do as a result of attending)*
  • Completes the phrase “**By the end of the program, students will be able to...**”

• Focused on student’s learning, NOT on the RA’s facilitation

1. **RAs will be able to compose** correct examples of 2 learning outcomes so they can write their own later.

2. **RAs will be able to explain** the difference between a goal and a learning outcome so they can properly fill out FileMaker forms

3. **RAs will be able to recall** 3 assessment methods they can use at programs
Learning Outcomes

• Be **measurable** and **realistic**

• Should contain an **action verb** from Bloom’s Taxonomy that describes an observable behavior

1. RAs will be able to **compose** correct examples of 2 learning outcomes so they can write their own later.

2. RAs will be able to **explain** the difference between a goal and a learning outcome so they can properly fill out FileMaker forms

3. RAs will be able to **recall** 3 assessment methods they can use at programs
<table>
<thead>
<tr>
<th>Complexity</th>
<th>Action Words for Bloom's Taxonomy</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td><strong>Understand</strong></td>
</tr>
<tr>
<td>Remember, but not fully</td>
<td>Paraphrase, summarize, restate in own words</td>
</tr>
<tr>
<td>Identify</td>
<td>Explain, Illustrate</td>
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<tr>
<td>Describe</td>
<td>Describe, Judge</td>
</tr>
<tr>
<td>Label</td>
<td>Interpret, Observe</td>
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<tr>
<td>List</td>
<td>Paraphrase, Order</td>
</tr>
<tr>
<td>Name</td>
<td>Classify, Represent</td>
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<tr>
<td>State</td>
<td>Compare, Research</td>
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<tr>
<td>Match</td>
<td>Differentiate, Review</td>
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<tr>
<td>Recognize</td>
<td>Discuss, Rewrite</td>
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<tr>
<td>Select</td>
<td>Distinguish, Show</td>
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<tr>
<td>Examine</td>
<td>Extend, Trace</td>
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<tr>
<td>Locate</td>
<td>Predict, Transform</td>
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<tr>
<td>Memorize</td>
<td>Associate</td>
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<tr>
<td>Quote</td>
<td>Contrast</td>
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<td>Recall</td>
<td>Convert</td>
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<td>Reproduce</td>
<td>Demonstrate</td>
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<td>Tabulate</td>
<td>Estimate</td>
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<td>Tell</td>
<td>Express</td>
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<td>Copy</td>
<td>Identify</td>
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</table>
You have a problem if...

• Outcomes don’t matter and/or they don’t uphold Department, Division, or University goals
  • Should also align with the program’s overall goal
  • All learning outcomes should have meaning for you, Housing, and the students participating in your programs

• Outcomes include words that are hard or impossible to measure
  • Avoid terms like: show, understand, develop awareness, possess a level of comfort, appreciate, become aware of, become familiar with, know, value, use, and learn because you can’t easily measure those
  • Use Bloom’s Taxonomy to find action verbs

• Outcomes describe the program’s goal, rather than the learning involved
  • A learning outcome should describe a student’s measurable cognitive growth. The program’s goal is simply the purpose of the program.
You also have a problem if...

- **Outcomes include too many skills in one statement**
  - *Shouldn’t be too long or too vast.* You should have only one skill per statement or else it becomes complex and difficult to measure. Divide a complex outcome into separate ones.
  - The word “and” is usually a clue you have too many outcomes in one!

- **Outcomes are written to include every possible thing a student could learn by participating**
  - *Focus only on the key things* the student should learn. It’s okay that they’re also going to learn other things while participating!

- **Outcomes are not specific enough**
  - Explain what you mean by *complex concepts/words* that others might define differently than you or don’t use them at all!
  - For example, what does “effective communication skills” even mean?
Was The Program Effective?

• 22 assessment ideas
• Not every method is appropriate for every program
  • Consider your learning outcomes when picking one!
Question Writing Tips

• Write the question in advance
  • Ask learner-centered questions *What have you learned?*
  • Not RA-centered questions *How did you like my program? Rate my facilitation.*

• Thoughtful, reflection questions are better than simple factual ones

• To get people talking, ask open-ended questions

• Avoid phrases like “*Does that make sense?*”
  (Hint: People usually say yes)

• Consider if you want to know their names or if anonymity would provide different feedback

• Remember *supplies* if necessary!
Think Aloud

Give everyone the opportunity to share what they learned. Set a goal for how many people need to speak before the program ends.

What is something new you learned from this session? 3 people must answer.
Hand Signals

Ask students to hold up the number of fingers (0-5) to rate how well they think they understand the material.

With 5 fingers meaning you think you really get it and 0 meaning you are clueless, hold up your fingers to show your confidence in knowing the following:

• Understand the expectations we have for you during training
• What to do when a student is loses their fob
• How to complete a program request
Focused Listening

Ask the group to answer specific content questions from the program.

On our grid of Bloom’s Taxonomy, do the tasks get more complex going to the right or left?
Directed Paraphrase/Summary

Ask students to paraphrase or summarize (visually, orally, or otherwise) what they heard from the program.

Turn to your neighbor and summarize the process of handing a roommate conflict.
Role Play

Ask students to role play the skills you just taught them in the program

Role play the first few minutes of your first floor meeting.
Process self-analysis

Have students write down all the actual steps they would take if they were carrying out a task in the program.

From the SOPs, write down the main steps for dealing with an alcohol situation.
Have a short quiz at the end, either multiple choice or open ended to check for comprehension

1. How many levels are there in the progressive discipline process?
2. T/F: No matter what you do next, if you haven’t gotten gone through the other steps of the progressive discipline process, you can’t fired right off the bat.
3. List two actions that can get you fired.
Exit Slips

Ask two or three short questions and have students answer on paper. Collect them either before or after they leave, depending on if you want to address/clarify anything.

What is something new you learned today?

What was one new thing you definitely want to try out to improve your RA experience?
Case Studies

Give students an example of a similar problem to solve, either individually or as a group. See if they are able to apply their information learned in the program.
You notice a certain resident, Sam, has been hitting on your attractive co-worker, Ryan, a lot. The resident is always at the desk whenever Ryan is on duty and Ryan seems to enjoy the attention, playing into it and flirting back a bit. Ryan has told you a couple times that nothing is going on and with Sam as a resident, the possibility of a relationship is totally unethical and off the table. You believe Ryan and don’t suspect anything other than the innocent flirty banter.

One day, Sam approaches you and Ryan at the duty desk and Sam makes some really lewd comments about his desires for Ryan’s body. You’re shocked Sam would say such a thing at the desk and to Ryan at that. Sam leaves and Ryan mentions that Sam does that all the time but it’s starting to get more graphic. Over the next week, you hear Ryan sort of joking to friend that he needs to move to a new building, just to avoid Sam, his graphic comments, and how Sam is always showing up at his room. Ryan says he tries to sneak into the building using a side door, just to avoid Sam.

1. Discuss in your group how you would respond to overhearing this. What, if anything, might you say to Ryan? When would you say it?
2. Does this constitute sexual harassment? Why or why not?
Response Cards

Ask students to write answers to questions on a white board, sign, or index card and ask them to hold it up.

In addition to a program request and a calendar event, what form do you need to bring with you to Sonya in order to take out the P-Card?
One Minute Paper

Ask students to write for one minute about the topic, either what they learned or how it relates to them.

Write for 1 minute about yesterday’s kick off ceremony. Mention something you learned and how you’re going to apply it.
QUESTIONS?