RESIDENCE LIFE SUMMIT INTEGRATION

Fall 2018 Programming and Residential Education Update

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Residential Programming

Engagement Model

In our continuous effort to create and support a positive and inclusive atmosphere on our residential campus, we as a Residence Life team offer a variety of programming with the intent to develop students into thriving members of their community. Based on our programming efforts students will develop a sense of belonging, operate effectively and contribute within a diverse populace, and acquire strategies to engage in the community beyond Agnes Scott College.

The 6 Learning and Development Objectives of the Residential Programming Curriculum have been derived from the **SUMMIT Student Learning Outcomes** and can be divided into three categories; Personal Development, Ethical Engagement, and Development of Life Skills.

Personal Development

1. Identify and assess one's values, interests and abilities
   o Students engage in examination of their assumptions and beliefs, identify values and ethics, understand the value of self-development, act in alignment with their values, and effectively communicate thoughts.

2. Practice continual improvement of one's whole person and seek and utilize feedback
   o Students understand in the value of one's own contributions, understand the value of considering feedback from others, recognize personal responsibility for one's actions and the impact on self and others, effectively articulate their ideas while respecting contrary ones, and identify of personal strengths, weaknesses, and strategies for improvement.

Examples in this category may include programs focused on leadership development, diversity, social justice, civic engagement, etc.

Ethical Engagement

3. Demonstrate honorable and ethical behavior and civic engagement
   o Students seek to understand and appreciate the value of viewpoints of others, engage in discussion around sensitive issues with respect, engage in activities that differ from their cultural upbringing, understand the value of serving one's community, operate effectively and contribute within a diverse community, and engage in positive interactions with people of diverse backgrounds.

4. Demonstrate confidence and motivation to effect change
   o Students appropriately challenge unfair, unjust, or uncivil behavior, use critical thinking skills as a guide to multiple modes of inquiry, challenging conventional wisdom and stereotypes understand the value of taking initiative, contribute to creating an inclusive environment in residence hall, and recognize structures of power and privilege.

Examples in this category may include programs on sustainability, global learning, diversity, social justice, civic engagement, etc.

Development of Life Skills

5. Demonstrate holistic growth and a balanced, healthy lifestyle
   o Students demonstrate an understanding of balance between education, work, and leisure time, identify and utilize appropriate campus and life resources to establish wellness, effectively manage their time and commitments, follow safety procedures and display an understanding of their importance, make safe and responsible decisions and demonstrate sustainable practices in their everyday lives.

6. Acquire knowledge, skills & abilities for active engagement within the Agnes Scott community & beyond
   o Students participate in opportunities that develop leadership skills, effectively manage and deal with conflict set appropriate boundaries in living situations and environments, develop productive relationships with others, participate in the development and maintenance of their communities and develop a sense of belongings in one's residential community.

Examples in this category may include programs on personal balance, health, wellness, learning new skills, community building / social programming , etc.

Fall 2018 Reported Engagement Activities

Resident Assistants are asked to complete a self-evaluation / report after each engagement activity. The following data has been collected for Fall 2018:

Reported Engagement Activities

- Building Programs (Active) — 12%
- Individual Programs (Active) — 8%
- Individual Programs (Passive) — 8%
- Intentional Interactions — 49%
- Bulletin Boards — 9%
- Field Trips — 10%
- Hall Meetings — 4%
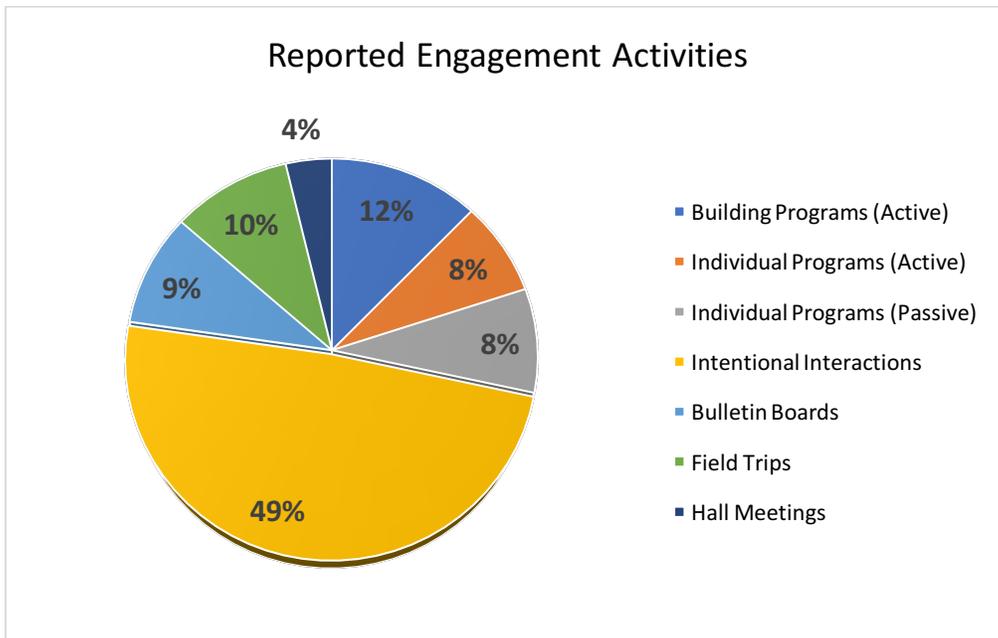
Active Building Programs – 49
- *Development of Life Skills – 21*
- *Ethical Engagement – 7*
- *Personal Development – 18*
- *Miscellaneous - 3*

Individual Programs (Active) – 31
- *Development of Life Skills – 12*
- *Ethical Engagement – 8*
- *Personal Development - 11*

Individual Programs (Passive) – 34
- *Development of Life Skills – 6*
- *Ethical Engagement – 3*
- *Personal Development – 15*
- *Community Building (Write-in) – 10*

Intentional Interactions – 196
Bulletin Boards – 37
Field Trips – 39
Hall Meetings – 15

Learning Outcomes Reported for Active/Passive Programming

- Development of Life Skills — 40%
- Ethical Engagement — 27%
- Personal Development — 21%
- Other — 12%
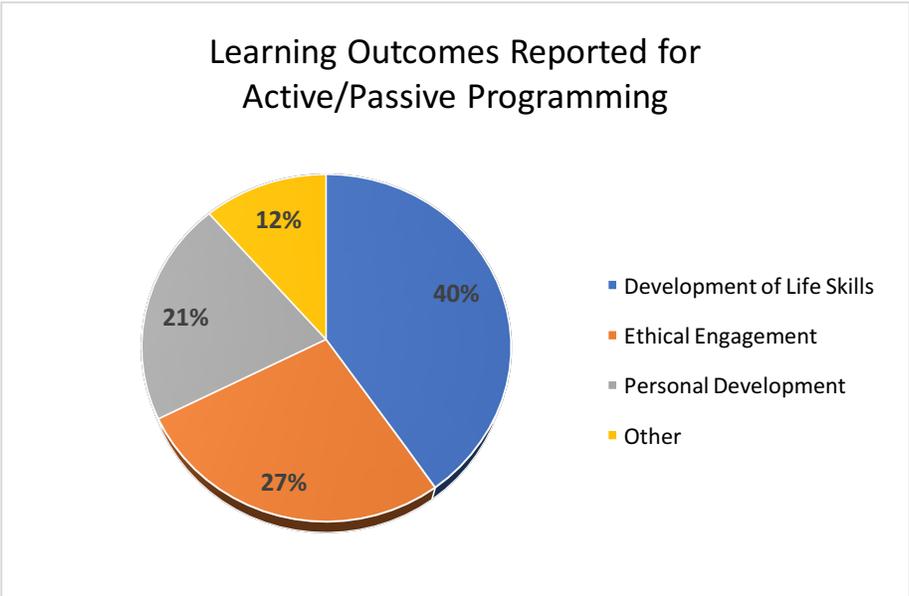
Fall 2018 Student Feedback

After each active program (both building and passive) RAs are asked to provide the participants with a survey link to provide feedback on that individual program. We have collected **219 student responses** this semester. Students are asked to select from a list of 6 simplified learning objectives to describe their experience. As of November 25th, 188 surveys were collected with the following data:

- I learned something at this program that I can apply to my personal life - 99
- I learned something at this program that I can apply to my academics - 36
- I learned something at this program that I can apply to my future career - 28
- During this program I felt welcomed, appreciated or supported as a member of the residence community - 174
- During this program I engaged in positive interactions with people of diverse backgrounds - 162
- This program was enjoyable - 167

Student Feedback

- Program applies to personal Life — 15%
- Program applies to academics — 6%
- Program applies to future career — 4%
- Felt welcomed and appreciated — 26%
- Engaged in positive interactions — 24%
- Program was enjoyable — 25%
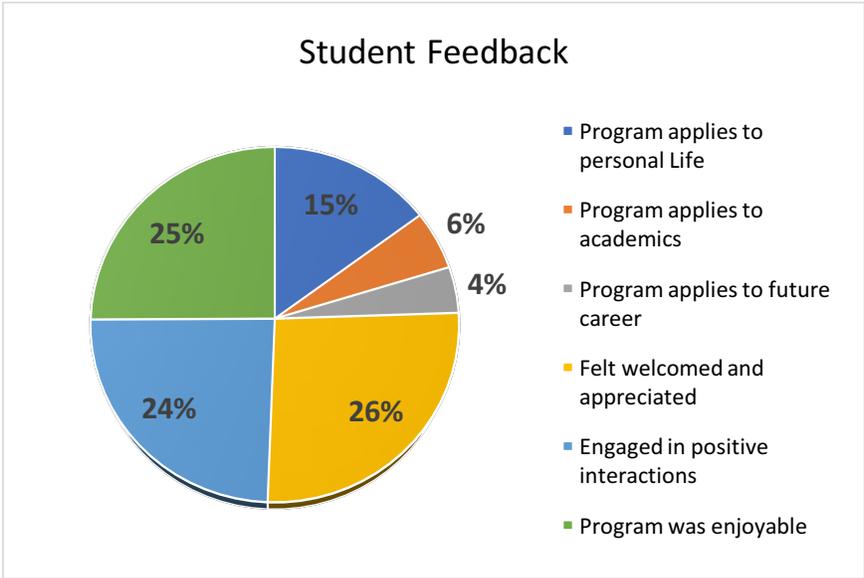
Note: The 31 survey responses between November 25th and December 14th have not been yet analyzed.

<u>**Living and Learning Communities**</u>

The 3 Resident Assistants of the LLCs were asked to provide feedback regarding their completed programming efforts. Information from their reports are summarized below:

Global Learning House Programming Highlights

1. Dinner with Professor Ocasio 9/26 - Residents enjoyed getting to know more about Professor Ocasio, and are eager to have more interactions with him after the dinner as well as future dinners with other Agnes faculty and staff. They appreciated his advice on the importance of global learning: "Let destiny take its course."

2. Global Extravaganza 10/24 - The Global Learning LCC hosted a "Global Extravaganza" program for the Agnes Scott community, where residents led a discussion based activity. Guests were asked to draw their own life map that represented their culture, enhancing their own global learning with the residents. The residents cooked and served dishes that represented their own culture.

3. Dinner with Professor Beilder 10/29

4. Halloween Painting 10/30 - After a typical weekly house meeting, residents of the Global Learning LLC painted mini Halloween sculptures and enjoyed snacks, peach tea, and Halloween candy.

5. Coco Movie Screening - The Global Learning LLC partnered with the Center for Leadership and Service for the CLS program viewing the movie Coco, which focuses on Mexican and the Spanish culture within the movie-specifically The Day of the Dead tradition.

6. Rise Against Hunger – All Global Learning residents attended this campus wide event together as a house. This was the first time for any of these students to attend this annual event and they all enjoyed this experience greatly.

STEM House Programming Highlights

1. AAUW Atlanta Annual Meeting 9/16 - On Sunday, September 16, a total of 14 student volunteers and at least 3 additional student guests attended the AAUW Atlanta annual fall meeting. The theme of the meeting was "STEM and YOU". Atlanta branch members, Betty Slater, created the theme and concept. The Atlanta branch has been interested in promoting women in STEM recently and they want to learn about STEM from Agnes Scott students. We organized 4 workshops, 3 of which were completely facilitated by students. In one room students presented their research projects with short powerpoint presentations. In a second room students led the AAUW members and guests through the extraction of DNA from strawberries. Outside students demonstrated using handmade sparklers to explain how fireworks get their different colors. The fourth and final room had student volunteers assisting a retired high school teacher / AAUW member lead a workshop on mathematical Pi. After the branch meeting we headed over to the Observatory for a student led planetarium demonstration. Out of these students 4 were from the STEM LLC and at least 6 of them are GEMS (including 2 of them from the STEM LLC). At least two students from the leadership LLC attended as guests.

2. Welcoming GEMS on Move in Day - STEM House residents were invited to move in a couple of days early to welcome the first year GEM students when they moved into Inman Hall.

3. Spooky Decorations 10/10

4. House Game Night with Professor Levin 11/29

Leadership Development House Programming

1. DIY with Dayo 9/27 - Students learned how to create Macrame with yarn and dowells to decorate their rooms

2. DIY with Dayo 10/26 - Students painted canvas art and got to know one another deeper as a house.

3. Dinner with Professor Beilder 10/30- Students ate dinner with Professor Beilder while she shared her life journey, experiences and leadership skills

4. Dinner with Dr. Elizabeth Henry 11/13 - Students ate dinner with Dr. Henry and had a lively conversation regarding Dr. Henry's leadership experiences and life in general

5. Holiday Movie Night - Students had a movie night while also decorating the house Christmas and Hanukkah themed.

Each house also has weekly house meetings to build community and engage the residents.

Challenges expressed by the LLC RAs

- Resident participation can sometimes be a challenge. These students are very busy on campus with very different schedules. It can sometimes be difficult to get them all in the same place at the same time without any real incentive to participate in the program. When the students are present, they are amazing and phenomenal.
- Facilities issues. Each of the 3 houses have had reoccurring issues with leaks and reoccurring issues with the heat / air conditioning.

LLC Manual

As part of her performance plan, a goal from ADRE Daisy Bourassa this semester was to create a draft for the LLC Manual. ADRE Bourassa met with each of the 20 individual LLC residents and the 3 LLC RAs to get their feedback and input on the LLC program this semester in order to integrate their suggestions and feedback into the manual.

Original Goal Description: With the help from both LLC RAs and the LLC students, I plan to create a manual for LLCs that includes learning goals and objectives, application logistics, and requirements for students, faculty, and staff roles. This is something I will continuously work on throughout the year as new things occur but I would like a solid draft completed by November 21st, 2018.

Progress for Fall 2018: A draft containing student expectations and requirements was created and shared with the LLC residents on November 25th, 2018. The RAs and I will review this document with each house at the start of the spring semester. This document is shared as an appendix.

Intended Progress for Spring 2019: The "goals" were originally created by the LLC residents themselves during their orientation. I now realize the goals they created are not measurable and some aren't actual goals, rather they are house rules. With a better understanding of the LLCs, I will revisit the goals and revise them to be a measureable goal with learning outcomes. I also would like to add policies to the manual that include the application and selection process, mid-year house vacancies, and possibly a "house leader" position (suggested by LLC RAs who are previous Theme House residents / House Leaders.)

Resident Assistant Training

Bi-Weekly All-Staff Meetings

The ACUHO-I BASIC 2.0 model we use is big on leadership and professional development for the RAs. We started this model after Tom Ellet performed his audit on us in the summer of 2017. During our large staff meetings that occur every other week we incorporate one of the 31 Challenge Cards from the BASIC 2.0 model. According to the supervisor's guide the challenge cards *"engage RA's in weekly leadership development exercises. Each card teaches a principle that is integral to the RA's development as a leader. The weekly challenge requires RAs to apply different leadership concepts to their lives and community."* The supervisors are instructed to *"facilitate weekly conversations among the RAs and provide them an opportunity to see that specific principle's application to the real world, to think critically about the challenge posed, and to begin brainstorming ideas for application of the leadership principle to their RA position."* This semester we covered the challenge cards on Organization, Reflection and Humility.

Leadership Retreat

All of the RAs were required to attend the CLS Leadership Retreat in November. Additionally, I presented at the Leadership Retreat on how to facilitate difficult conversations. My presentation was called: *"Choose your words wisely: providing feedback and facilitating difficult conversations".*

Training with Career Development

Catherine Johansson from the Office of Internship and Career Development joined us one evening for an all-staff meeting to discuss "transferable-skills" with the RAs and help them articulate what they do as student leaders so they can add it to their resume or highlight those skills in interviews. She also went into detail regarding their use of LinkedIn.

Learning Objectives for the Resident Assistant position

During the SUMMIT Integration sub-committee for student affairs, we began to create learning objectives for the RA program itself. We have not previously had learning objectives for the RAs and their development in the role. These learning objectives will help us mold the RA program into a true leadership development experience for the RAs. ADRE Bourassa and RLD Jessica Foxworth will complete the creation of these learning objectives together soon.