

RA 101 PROGRAMMING & COMMUNITY DEVELOPMENT

Presented by:

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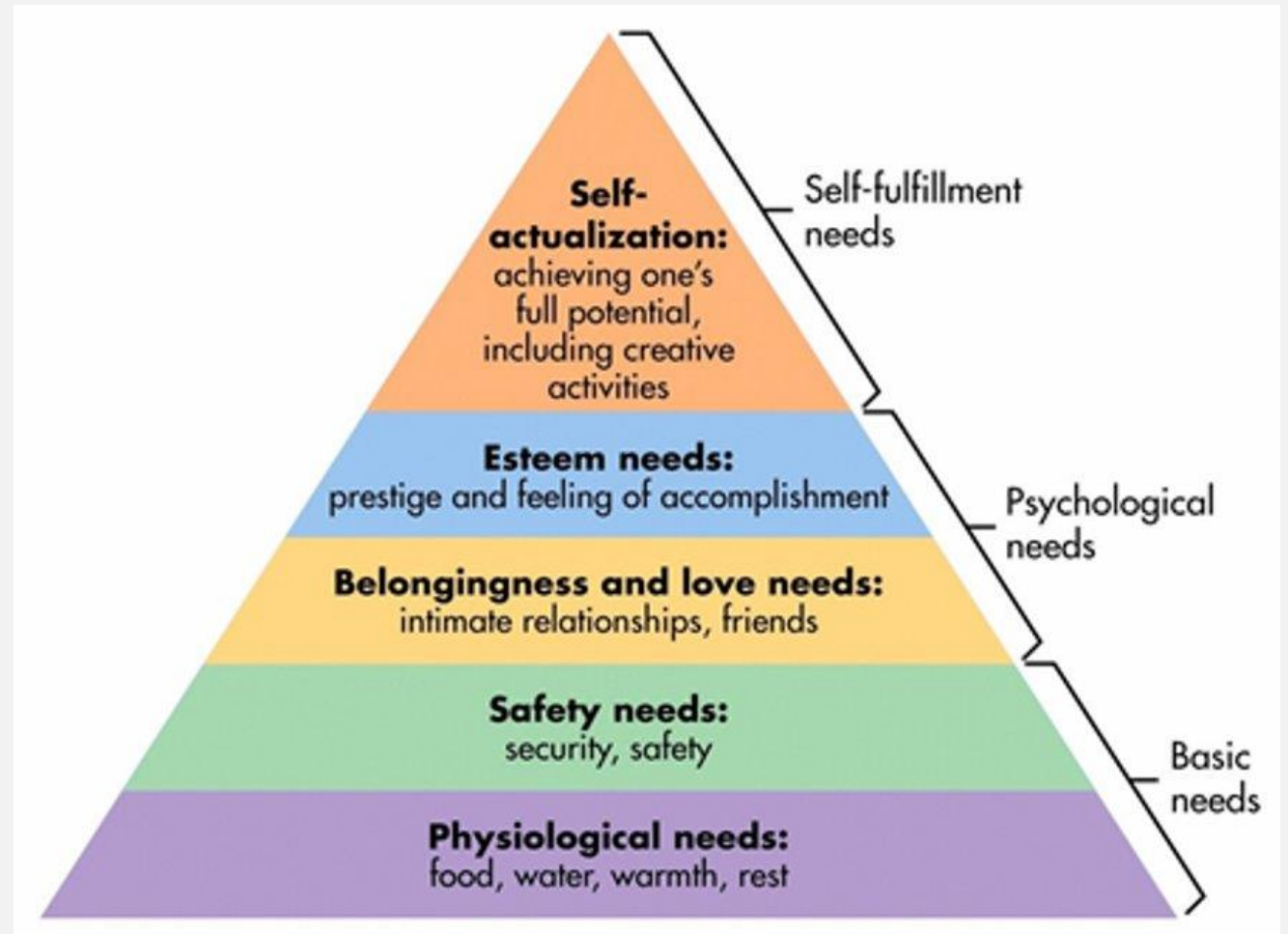
LEARNING OUTCOMES

- RA's will be able to articulate the importance of programming in their role
- RA's will learn the developmental theories that shape the Community Development/Programming Model.
- RA's will gain insight on how all aspects of their role contribute to community development

WHY WE PROGRAM
THEORY
INFORMED PRACTICE

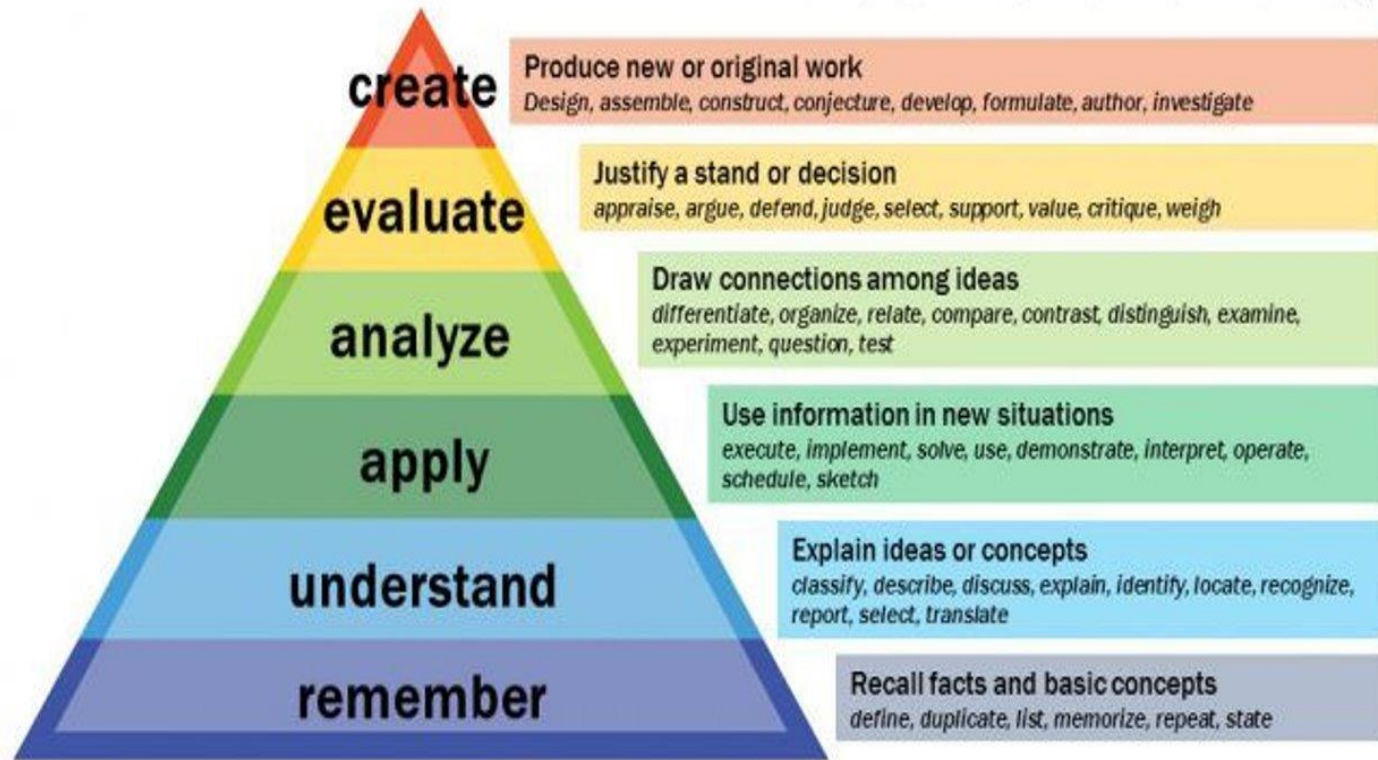
MASLOW

- Is a motivational theory in psychology comprising a five-tier model of human needs. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.
- Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.



BLOOMS TAXONOMY

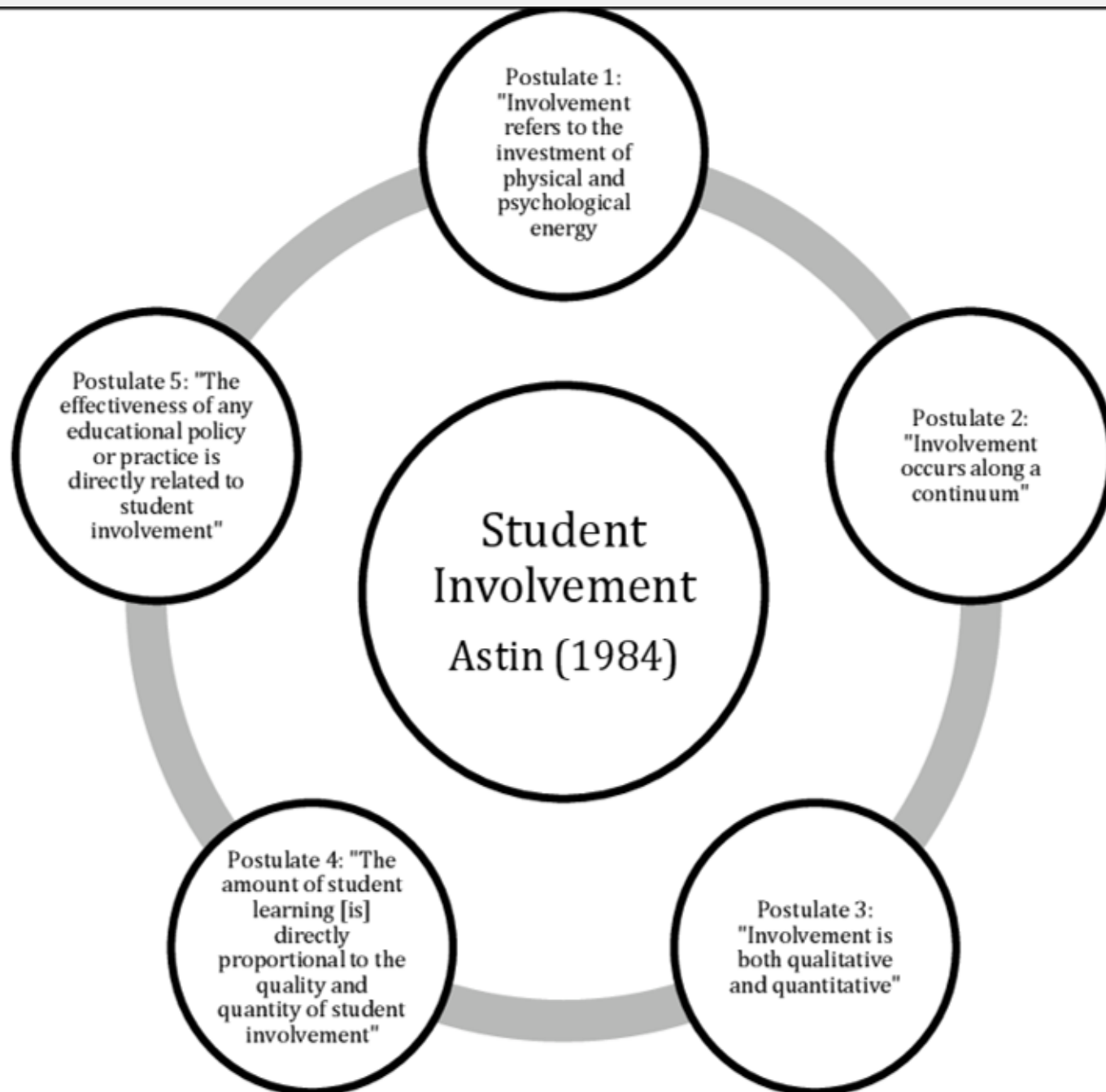
Bloom's Taxonomy



- Bloom's Taxonomy is a hierarchical classification of the different levels of thinking and should be applied when creating course objectives.
- Was elaborated by Bloom and others to consist of six major categories:
 - Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.
- Objectives are brief statements that describe what students will be expected to learn by the end of the course.
- Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them

ASTIN

Alexander Astin's Involvement Theory explains how there is a positive correlation between the level of involvement in curricular activities (e.g., student organizations, leadership positions, activity in campus residence halls) and retention. This student-centered theory serves as the foundation for the residential curriculum, encouraging the engagement of all students with their faculty, staff, peers, campus/local community, and student organizations.



COMMUNITY DEVELOPMENT

is a process where community members are supported by organizations to identify and take collective action on issues which are important to them.

Community development empowers community members and creates stronger and more connected communities.

- these initiatives can achieve long-term outcomes such as stronger and more cohesive communities, evidenced by changes in social capital, civic engagement, social cohesion and improved health

INTENDED
LEARNING
OUTCOMES FOR
COMMUNITY
DEVELOPMENT
MODEL

- Integrate/Connect in-class learning with out-of-class experiences in residential settings
- Exposure to and increased understanding of the MELIORA values related to personal perspectives
- Increased sense of community/feeling of belonging among residential students
- Improved residential satisfaction
- Demonstrating openness to views different than one's own
- Learning about and acknowledging differences in others
- Increased on-campus retention Fall to Spring, Fall to Fall and beyond live-on requirement
- Develop a sense of increased pride and stewardship in facility quality/condition in residential community, resulting in increased personal accountability for facilities
- Decreased initial and repeat student conduct violations

DEVELOPMENT STRATEGIES

Town Halls/ Area Meetings/Floor Meetings

Office Hours

Intentional Conversations

Roommate Agreements

Room Condition Forms

Health & Safety Checks

On-Call & Rounds

Programming

Passive Engagements

Student Support

FLOOR/COMMUNITY MEETINGS

Floor/Community Meetings serve the purpose of giving Residential Life Staff/Residents “face-to-face” interaction with their community. This serves as a developmental opportunity for insightful discussion, community building, community/campus updates, **appropriate meeting participant behavior**, and **etiquette for the open forum- feedback, concerns, etc.** Residents should leave meetings feeling supported, heard, connected, and informed of community news/updates.

OFFICE HOURS

The purpose of the Resident Advisor Office Hours is to have dedicated time each week to focus on connecting with their residents and completing other aspects of the Community Development Model. Resident Advisors are expected to complete two (2) office hours per week, these can be completed via open Zoom hours, in their room with the door open or in a community lounge. These times will be set for the semester and advertised to the community. Other suggested activities for this time includes but is not limited to, CARE check ins, occupancy verification, intentional conversations, health and safety visits, storage hours, program planning/evaluation.

INTENTIONAL CONVERSATIONS

These are one-on-one interactions between Resident Advisors and their residents guided by a suggested set of questions and prompts that are developmentally appropriate and situated within the context of a resident's experience. **Required twice (2X) per semester**; once during the first six (6) weeks of the semester and the second during the remainder of the semester and required for all students. These are more likely to be 1 on 1's however you may have a few people at a time

Themes/Prompts:

Conversation 1

- First Year Students: Acclimating & Assimilating
- Upper-division/returning students: Engaging & Thriving

Conversation 2

- First Year Students: Engaging & Thriving
- Upper-division/returning students: Connected Living & Academic Success

ROOMMATE AGREEMENTS

The purpose of Roommate Agreements is to educate residents about communication as the essential criteria for a positive experience sharing a space together. Residential Life believes that a structured opportunity to get acquainted and set some ground rules for their room will enhance the development of their roommate relationship and thus provide them with a more positive experience while living on campus.

ROOM CONDITION FORMS

This document is completed prior to a student moving in and is used to assess the current condition of a residential space. Upon move-in, students will be provided the opportunity to review the form and make any notes related to the condition of their space. This form will become the basis for an assessment of charges due to damage or loss. Failure to sign and return RCF may waive a student's right to appeal damages.

ON-CALL/ROUNDS

Conversations and interactions with residents that address safety concerns and bring awareness to the community impact of individual choices. These conversations will usually take place during community rounds while serving on duty for your community. Rounds are conducted nightly by the on call person; once at the start of active duty and again after quiet hours with the completion of an On Call Report (available online) after the final round or before dropping the On-Call phone off to the front desk the following morning.

- **Pre-Impact-conversations/interactions with residents before a policy violation occurs**
 - Resident advisors should be proactive in addressing behavior before it becomes a violation and impacts the community.
- **Active Impact-conversations/interactions with residents during a policy violation**
 - Resident advisors should address behavior at the moment, and work to explain the intent vs. impact had on the community.
- **Post-Impact-conversations/interactions with residents after a policy violation**
 - Resident advisors should not avoid interactions with any resident after a policy violation. Instead, when appropriate, emphasize the role of providing community support.

PROGRAMMING

- Resident Advisors are required to conduct two (2) programs per month
 - Resident Advisors may be encouraged a specific programming type to vary the types of programs happening the in the Student Living Center
 - Program Proposals are required to be submitted at least one (1) week in advance to the proposed event
 - Program Evaluations are required to be submitted at most 72 Hours (3 days) after the event has been completed
 - Programs are required to reflect into at least one (1) MELIORA value

TYPES OF PROGRAMS

- In Person/Socially Distant
 - Virtual
 - Passive
 - Collaborative
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- Programs can be 'Global' (SLC wide) or 'Local' (floor/community specific)

PASSIVE
ENGAGEMENTS

Door
Tags/Decs

Bulletin
Boards

BULLETIN BOARDS

Bulletin Board Rubric				
	1 - Not Done	2 - Needs Improvement	3 - Good	4 - Excellent
Meets the Needs/Wants of Observers	This board was not created with observers in mind and does not address a topic that meets their needs.	This board was created with observers in mind, however it does not address a topic that meets their needs.	This board is well received by observers and addresses a topic that meets their needs.	This board is greatly received by observers and/or greatly addresses a topic that is important to them.
Take Away	It is not clear to observers that an effort was made to deliver a takeaway.	An attempt was made to deliver takeaway, however more effort is needed to deliver it.	Observers experience take away from your board.	Observers experience great take away from your board.
Clarity	A large portion of the board is not easily seen or read from 3 feet away. Words are indecipherable and/or pictures are not clear.	Portions of the board are not easily seen or read from 3 feet away. Words are indecipherable and/or pictures are not clear.	The board can be read and understood from 3 feet away. It has clear print/typed font that is an appropriate size.	The board is easy to read from 3 feet away. It has very clear print/ typed font that is an appropriate size.
Visual Appeal	This board does not contain the necessities to make it visually appealing to observers.	An attempt was made to create a visually appealing bulletin board, however more attractive aspects are needed.	This board is visually appealing and draws observers in.	This board is very visually appealing and draws observers in.
Effort	It is not clear to observers that effort/time was put forth in an attempt to create a successful bulletin board.	An attempt was made to create an effective bulletin board, however more effort is needed to make it successful.	Observers can see that effort/time was put into this bulletin board.	It is clear to observers that a lot of effort and time was put into this bulletin board.
The Bear Necessities	Backing & Border Y / N	Proposed/Approved Y / N	Completed by Due Date Y / N	Cited Sources Y / N

STUDENT SUPPORT

- CARE referrals/follow ups
- Academic Success
- Mediation/Conflict Resolution
- Enrichment
- Facility Concerns
- Navigating daily life