

## Residential Life Assessment Plan--2015

**Mission Statement:** Residential Life focuses on the whole student experience as well as fostering learning beyond the classroom setting. Students are provided numerous opportunities to learn about themselves as well as meet, interact, and develop relationships with others on the floor, building community with those who are different from themselves. Our goal is to give students a greater understanding of their responsibility to the local, national, and global communities as citizens of the world.

### Residential Life

**Learning Goal 1: Build and sustain healthy relationships in their residence hall communities.**

**Outcomes 1a:**

1. articulate their identity and how it may affect interactions with others.

**Intentional Learning Experience examples:**

1. Relationship building activities on the floor frequently
2. Study breaks involving social interactions amongst floormates
3. Intentional Conversations between RA and each resident 2 times a semester
4. Roommate Agreements at beginning of academic year and revisited as needed
5. Community Meetings 3-4 times a semester

**Assessment Strategy:**

1. Community Survey, including questions regarding opportunities and support offered to help residents build and sustain meaningful relationships
2. Summary of 1:1 conversations with RAs, identifying how residents are connecting with roommate/s and floormates.
3. Summary of each community meeting to identify the pulse of relationships on the floor

**Action Timeline:**

December of each year

After each round of 1:1 conversations (2 times per semester)

After each round of 1:1 conversations (3 times per semester)

**Outcome 1b:** listen attentively.

**Assessment Strategy:**

1. Summary of 1:1 conversations with RAs

**Action Timeline:**

After each round of 1:1 conversations (2 times per semester)

**Intentional Learning Experience examples:**

<ol style="list-style-type: none"> <li>1. Intentional Conversations between RA and each resident 2 times a semester</li> <li>2. Roommate Agreements at beginning of academic year and revisited as needed</li> </ol>	<ol style="list-style-type: none"> <li>2. Observation of roommate agreement development</li> </ol>	<p>At beginning of each semester</p>
<ul style="list-style-type: none"> <li>• <b>Outcome 1c:</b> empathize with others.</li> </ul> <p><b>Intentional Learning Experience examples:</b></p> <ol style="list-style-type: none"> <li>1. Intentional Conversations between RA and each resident 2 times a semester</li> <li>2. Roommate Agreements at beginning of academic year and revisited as needed</li> <li>3. Community meetings at which roommate relationship tips are introduced</li> </ol>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Summary of 1:1 conversations with RAs</li> <li>2. Observation of roommate agreement development, to see how roommates negotiate their relationships</li> <li>3. Community Survey</li> </ol>	<p><b>Action Timeline:</b></p> <p>After each round of 1:1 conversations (2 times per semester)</p> <p>At beginning of each semester</p> <p>December of each year</p>
<ul style="list-style-type: none"> <li>• <b>Outcome 1d:</b> engage in conflict in a healthy manner.</li> </ul> <p><b>Intentional Learning Experience examples:</b></p> <ol style="list-style-type: none"> <li>1. Intentional Conversations between RA and each resident 2 times a semester</li> <li>2. Roommate Agreements at beginning of academic year and revisited as needed</li> </ol>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Summary of 1:1 conversations with RAs</li> <li>2. Observation of roommate agreement development</li> <li>3. Tracking roommate conflict, as well as tracking types of conflicts</li> </ol>	<p><b>Action Timeline:</b></p> <p>After each round of 1:1 conversations (2 times per semester)</p> <p>At beginning of each semester</p> <p>On-going</p>

<ul style="list-style-type: none"> <li>• <b>Outcome 1e:</b> communicate effectively across difference.</li> </ul> <p><b>Intentional Learning Experience examples:</b></p> <ol style="list-style-type: none"> <li>1. Intentional Conversations between RA and each resident 2 times a semester</li> <li>2. Roommate Agreements at beginning of academic year and revisited as needed</li> <li>3. Community Bulletin Board</li> </ol>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Summary of 1:1 conversations with RAs</li> <li>2. Observation of roommate agreement development</li> <li>3. Community survey on effectiveness of bulletin boards</li> </ol>	<p><b>Action Timeline:</b></p> <p>After each round of 1:1 conversations (2 times per semester)</p> <p>At beginning of each semester</p> <p>December of each year</p>
<p><b>Learning Goal 2: Actively engage their roles and responsibilities in their residence hall communities.</b></p>		
<ol style="list-style-type: none"> <li>1. <b>Outcome 2a:</b> identify with a community in their living environment on the floor.</li> </ol> <p><b>Intentional Learning Experience examples:</b></p> <p>Community Agreements negotiated once a semester and revisited as needed</p> <p>Community Social Calendars monthly posted on the floor including social activities for community members</p> <p>Community Meetings 3 times a semester including community building activities</p>	<p><b>Assessment Strategy:</b></p> <p>Community Survey</p> <p>Summary or observation of community meeting</p>	<p><b>Action Timeline:</b></p> <p>December of each year</p> <p>3 times a semester</p>
<ul style="list-style-type: none"> <li>• <b>Outcome 2b:</b> explore one's roles and responsibilities in a community.</li> </ul>	<p><b>Assessment Strategy:</b></p> <p>Community Survey</p>	<p><b>Action Timeline:</b></p> <p>December of each year</p>

<p><b>Intentional Learning Experience examples:</b></p> <ol style="list-style-type: none"> <li>1. Community Agreements negotiated once a semester and revisited as needed</li> <li>2. Community Social Calendars monthly posted on the floor including social activities for community members</li> <li>3. Community Meetings 3 times a semester including community building activity</li> </ol>	<p>Summary or observation of community meeting</p> <p>Focus Group</p> <p>Conduct trends (by frequency and types of violations)</p>	<p>3 times a semester</p> <p>Once a year or as needed</p> <p>On-going</p>
<p>• <b>Outcome 2c:</b> engage in conflict in a healthy manner.</p> <p><b>Intentional Learning Experience examples:</b> Community Agreements negotiated once a semester and revisited as needed Community Meetings 3 times a semester including community building activities</p>	<p><b>Assessment Strategy:</b> Community Survey with open-ended questions for students to reflect on their learning</p> <p>Summary or observation of community meeting</p> <p>Focus Group</p>	<p><b>Action Timeline:</b> December of each year</p> <p>3 times a semester</p> <p>Once a year or as needed</p>
<p>• <b>Outcome 2d:</b> articulate benefits of positively engaging within a community.</p> <p><b>Intentional Learning Experience examples:</b> Community Agreements negotiated once a semester and revisited as needed Community Calendars monthly posted on the floor including social activities for community members Community Meetings 3 times a semester including community building activities</p>	<p><b>Assessment Strategy:</b> Community Survey: "What are some of the benefits you have experienced as a result of engaging within the community.</p> <p>Summary or observation of community meeting</p> <p>Focus Group</p>	<p><b>Action Timeline:</b> December of each year</p> <p>3 times a semester</p> <p>Once a year or as needed</p>

## Conduct

### Conduct Goal 1: Be a responsible and accountable member of the Macalester community.

**Outcome 1a:** articulate campus/community expectations.

**Intentional Learning Experience examples:**

1. Community Meetings were policies are shared by RA and discussed among the community
2. Community Agreements were further expectations are developed by the community
3. Conduct Hearing

**Assessment Strategy:**

1. Include questions on end of fall semester resident surveys:
2. How aware are you of campus/community policies (alcohol, drugs, noise, etc.)? 5 point Likert scale. 1=unaware, 3=aware, 5 aware and able to articulate them to others
3. How have you learned about campus/community policies? Multi-choice, multiple choice:
  - A. Community Meetings
  - B. Community Agreements
  - C. Conduct Hearings
  - D. Student Handbook
1. How would you put the alcohol/drug/noise policies in your own words?

**Action Timeline:**

End of Fall Semester

**Outcome 1b:** engage in establishing community expectations and holding self and others accountable.

**Intentional Learning Experience examples:**

1. Community Meetings
2. Community Agreements

**Assessment Strategy:**

Include questions on end of fall semester resident surveys:

To what degree have you engaged in establishing community expectations and holding self and others accountable? 5 point Likert scale  
1= have not participated, 3=participate but do not hold others accountable, 5 participates and holds others accountable

**Action Timeline:**

End of Fall Semester

<p><b>Outcome 1c:</b> consider the impact of their decisions on self and others.</p> <p><b>Intentional Learning Experience examples:</b></p> <ol style="list-style-type: none"> <li>1. Community Meetings</li> <li>2. Conduct Hearing</li> <li>3. Educational Sanctions</li> <li>4. Commitments Form</li> <li>5. Follow-up assessment</li> </ol>	<p><b>Assessment Strategy:</b></p> <p>To what degree have community meetings helped you consider the impact of your decision on self and others? 5 point Like scale 1= have not considered, 3= consider the impact on self, 5 consider the impact on self and others</p>	<p><b>Action Timeline:</b></p> <p>End of Fall Semester</p>
<p><b>Outcome 1d:</b> make decision based on ethical standards and considerations.</p> <p><b>Intentional Learning Experience examples:</b></p> <ol style="list-style-type: none"> <li>1. Conduct Hearing</li> <li>2. Ethics Workshop</li> </ol>	<p><b>Assessment Strategy:</b></p> <p>Send follow-up to ethics and other workshop attendees three weeks after. Include question: Since attending the ethics workshop have you thought about what was discussed there since? How so? Why and why not?</p>	<p><b>Action Timeline:</b></p> <p>3 weeks following workshop attendance</p>