

Rodney Complex Curriculum Executive Summary 2007-2008

The college years serve as a period of intense personal and identity development. For most students this is the first opportunity to explore their personal value systems, life experiences, and begin the journey into adulthood (Miller & Prince, 1976). According to Sanford, the development that occurs during the college years fosters the complex ability to integrate and act on different influences and experiences (1976). As part of an institution of higher education, we have an obligation to assure that students are prepared to lead lives of civic and moral responsibility and maturity (Colby, Ehrlich, Beaumont, & Stephens, 2003).

Rodney Complex staff members, in keeping with the UD Office of Residence Life educational priority of citizenship education, will help students begin the journey towards becoming civically engaged and active community members. The 2007-2008 curriculum is designed to challenge students' preconceived notions about the purpose of a college education and their freshman year experience. Most students eagerly anticipate their college experience and make an attempt to maximize these experiences. However many students often engage in college opportunities and experiences as if they were practice runs of their lives post-baccalaureate. There is a sense that their "real" lives will start once they have walked off the Harold "Tubby" Raymond field at the end of commencement. Students fail to recognize that all of their decisions, actions and behaviors have tremendous impact on their immediate communities as well as the larger society. The Rodney Complex curriculum, through an exploration of the tenets of sustainability, will seek to help students reflect on these connections and begin to develop the skills to be active citizens.

Students and staff members in the Rodney Complex will learn from one another, engaging and challenging one another in year long conversations around issues of sustainability. Sustainability is defined as "creating new ways to live and prosper while ensuring an equitable, healthy future for all people and the planet" (Natural Step website, <http://www.naturalstep.org/com/What%5Fis%5Fsustainability/>, ¶1). Sustainability involves the simultaneous pursuit of economic prosperity, environmental quality and social equity famously known as the *triple bottom line*. " The three elements of sustainability are rich in opportunities to mobilize students to act, move, and make a difference in the world around them.

Second Nature, a network committed to promoting sustainability in higher education put forwards this vision of a sustainable future:

"If you were to imagine a sustainable society it would be such that all present and future generations of humans:

- are healthy and can meet their basic needs
- have fair and equitable access to the Earth's resources
- have a decent quality of life
- celebrate cultural diversity

- are realizing their highest aspirations
- and restore and preserve the biologically diverse ecosystems on which we all depend” (Second Nature webpage, www.secondnature.org, ¶ 1).

Sustainability provides a mechanism to take a comprehensive look at the interconnections that exist between ecological, economic and equity issues such as global warming, pollution, health and poverty and work towards lasting solutions (Edwards, 2005). While students will not be prepared to, nor are they expected to tackle these complex topics during their freshman year, it is imperative that they begin to develop a value system that considers how their actions contribute to the further augmentation of these issues. As such, sustainability provides a viable conduit for citizenship education and the development of a particular values system.

The final reason why an exploration of sustainability is beneficial to students and the larger society is due to a purely practical and pragmatic one that reflects the shift that is occurring in the business sector. Ninety percent of Fortune 500 CEOs agreed that "sustainable development is important to their company's future," however only 30 percent say they have the "skills, information, and personnel to meet the challenge" (Campaign for Environmental Literacy website, [http://www.demaction.org/dia/organizations/cel/content.jsp?content_KEY=658&t=higher ed](http://www.demaction.org/dia/organizations/cel/content.jsp?content_KEY=658&t=higher+ed), ¶ 3). As we prepare the professionals of tomorrow, we would be remiss if we did not prepare them with the skills that the market is demanding.

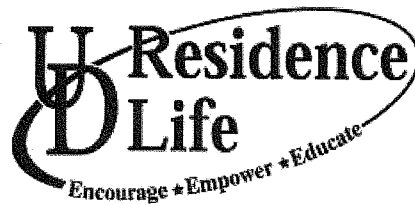
The Rodney Complex curriculum is constructed to help students understand that everything they do matters. Each student will face at least once, the key question, "*How did my actions today help or harm my community?*". This would be impossible to achieve without a level of peer to peer engagement. The development of personal connections, for the purpose of reflection, is a vital ingredient in creating communities of practice, where residents are challenged to examine their values and beliefs in the context of the world around them. These communities allow knowledge to be shared, developed, and reflected upon, resulting in a higher sense of obligation to each member of the community. It is essential to create these communities of practice where residents learn the knowledge, skills and values necessary to serve as citizens that actively engage in local, national, and global issues. By providing an environment where active, experiential and collaborative learning and problem-solving takes place, residents will learn and practice how to be socially responsible and active citizens in a global society.

References

- Anderson, C.W. (1993). Prescribing the life of the mind. An essay on the purpose of the university, the aims of liberal education, the competence of citizens, and the cultivation of practical reason. Madison, WI: University of Wisconsin Press

**University of Delaware
Office of Residence Life**

**Rodney Complex Curriculum
A Sustainable Community
2007-2008**



Developed by Sendy E. Guerrier
Rodney Complex Coordinator

Adjusted by Licinia B. Kaliher
Rodney Complex Coordinator

July 2007

Table of Contents

Office of Residence Life Educational Priority	3
Rationale	3
Rodney Complex Focus.....	10
Complex Learning Outcomes & Goals.....	11
Sequence of Learning	14
Sequence of Delivery Strategies	17
Staff Training and Development.....	34
Assessment Plan	37
Appendixes	46

Office of Residence Life Educational Priority

The Office of Residence Life (ORL) is committed to providing residence hall students with an intentional living and learning environment that supports the academic mission of the University of Delaware. The Faculty Senate of the University of Delaware has expressed ten goals of undergraduate education to prepare students for successful and meaningful lives in the dynamic and evolving global society (University of Delaware Office of Undergraduate Studies, General Education Initiative, 2007). The ten goals are intended to serve as a guide for educators within the University community in their work with undergraduate students. General education goals and requirements are intended to articulate those foundational knowledge, abilities and skills that are the hallmarks of a college educated individual. The Association of American Colleges & Universities (AAC&U) defines general education as the part of an undergraduate education that all students share and “forms the foundation for crucial intellectual and civic capacities” (Leskes & Wright, 2005, p.1). Charles Anderson asserts that “the university should be neither a trade school nor a repository of tradition, but rather an institution with the responsibility for the preparation of citizens, the training of professionals, and the communication of a cultural inheritance” (1993, p. 2). Our interactions with students in the residence halls are filled with opportunities to prompt reflection and contribute to this learning. As educators who make significant contributions to the educational accomplishments of our students, we are dedicated to developing the whole person in order to prepare them to be engaged citizens. The Rodney Complex curriculum embraces the overarching learning priority of the Office of Residence Life while focusing on freshmen and their educational needs. The department’s educational priority is:

Citizenship

Become an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to a sustainable society at a local, national, and global level.

The Office of Residence Life has identified twelve competencies associated with this priority. Competencies are defined as the knowledge, skills and behaviors that students should achieve as a result of living within the residence halls. These twelve competencies serve as building blocks throughout a student’s years within the residence hall environment leading towards the attainment of the educational priority of citizenship. The Rodney Complex will focus on the seven freshman competencies which serve as the learning outcomes for the complex.

Rationale

The Rodney Complex serves as home to 850 first year students. Residence Life staff members provide students with the skills and resources they need to transition from high school to college. The college years serve as a period of intense personal and identity development. For most students this is the first opportunity to explore their personal value systems, life experiences, and begin the journey into adulthood (Miller & Prince, 1976). According to Sanford the development that occurs during the college years fosters the complex ability to integrate and act on different influences and experiences (1967). As part of an institution of higher education we have an obligation to assure that students are prepared to lead lives of civic and moral responsibility and maturity (Colby, Ehrlich, Beaumont, & Stephens, 2003). We would be remiss in our duties as educators if we did not consider the learning enterprise within the context of the student populations’ characteristics, their current knowledge, and their current values and behavior patterns (ACPA & NASPA [American College Personnel Association & National Association of Student Personnel Administrators], 2004). In order to develop a successful educational experience for freshmen living in the Rodney Complex, four key questions were asked:

1. What does national research about millennial students and college freshmen tell us?
2. What are the characteristics of University of Delaware students
3. What are the characteristics of Rodney students?
4. How do we engage these students in the learning enterprise?

By answering these questions we will have a better sense of the means and ways to truly engage students in transformative learning that will focus on the development of citizens.

What do national trends and research about millennial students and college freshmen tell us?

The American college student presents interesting challenges and opportunities to educators. Research about students in this generation, the Millennial Generation or Generation Y, provides insights that can guide our work with them. Demographics for millennial students are increasingly more diverse than ever before, coming from a wide range of backgrounds and experiences. These students are team orientated and focused on achievement (Coomes & DeBard, 2004). There are a number of different characteristics and trends associated with this generation but there are three primary characteristics that will guide our work in the Rodney Complex.

- *Millennial students are sheltered:* Millennial students have been sheltered by parents and authority figures in their lives. Even as they enter the college community they continue to be nurtured, protected, and disciplined to keep them from harm. Parents often intercede on their behalf. This can make it difficult for these students to develop the skills necessary to solve problems on their own. Students expect that the “rules” will be clearly communicated to them and that they will be provided with direction. According to Howe and Strauss (2000) millennials have come to trust and count on authority. Researchers suggest that millennial students may lead ambitious but “directionless” lives in the relatively liberated environment of college (Schneider & Stevenson, 1999).
- *Millennial students are confident:* These students have been encouraged to believe in themselves and the positive prospect of the future. They have been met with positive outcomes and feedback by the authority figures in their lives on a number of different fronts. They have been awarded and rewarded as they grew up and generally believe that all will be well in the end. They are less committed to social activism but committed to service. Service is seen as the primary means to make positive changes in their communities (Sandfort & Haworth, 2007). 83% of 2005’s incoming college freshman report doing service during their senior year of high school (Higher Education Research Institute, 2006), however many admit that they do the service to build up their resumes. Millennial students have had very little trouble meeting the expectations of their parents and other authority figures as long “their own expectations of beneficial outcomes are met” (Coomes & DeBard, 2004, p. 36).
- *Millennial students are conventional:* Millennial students have come to accept the social rules that have been placed upon them (Coomes & DeBard, 2004). They have come to accept common codes of conduct as second nature. They have been taught to value diversity (Raines, 2002). Millennials try to be inclusive of others. 70 % of college freshman report socializing with someone of another ethnic group in the last year (Higher Education Research Institute, 2001). According to data collected by the Cooperative Institutional Research Program, students in this generation are moving away from liberal labels and more toward “middle of the road” or conservative political identifications (2003). Increasingly students in this generation have stopped questioning authority on either side and have a more “go along” attitude.

These characteristics and values offer insight as we craft educational strategies to impact the lives and minds of these students. While this information is useful and provides some insights, we are aware of the limitations of a generational approach. This theory may not account for subcultures that exist on campus and/or students who are members of marginalized groups (Coomes & DeBard, 2004). Mega theories such as those associated with millennial students can lead to stereotyping and overgeneralization. As we use the information outlined above, we place it within the more specific context of University of Delaware students and their needs.

What are the characteristics of University of Delaware students?

During our examinations we evaluated the skills and experiences that freshman students bring to the University of Delaware community. Our research, data collected from the Office of Undergraduate

Admission, Office of Institutional Research & Planning, Housing Assignment Services, observations by professional and student staff members, and direct access to over seven hundred freshmen in Rodney provided us with the following characteristic generalizations about the of the University of Delaware student body:

- The University of Delaware student population represents limited racial diversity- 83.1% are Caucasian and 16.9% are minority.
- A majority of students are encouraged to get involved in community for credit, not for self-satisfaction.
- A majority of students have a “What’s in it for me?” attitude.
- The majority of students are traditional-aged undergraduates: 4% of undergraduate students are 25 or older and the average age of all full-time students is 20. Therefore it can be assumed that the majority of freshmen are traditional-aged students with an average age of 18 years old.
- 60% of students come from out-of-state.
- A majority of students belong to upper-middle socio-economic class families.

This information influences the manner in which we will seek to engage this student population in the learning enterprise. There are so many differences among the student population but one characteristic with the potential to connect to all students, regardless of unique attributes is socio-economic status.

In recent years, the gap between the rich and the poor has widened significantly (Adams, Bell, & Griffin, 1997). This is particularly true in the United States. College students as a whole are coming from wealthier families than their non-collegiate counterparts (Coomes & DeBard, 2004). According to a recent Higher Education Research Institute survey of college freshman, 45.2 percent had parental income above \$75,000 per year, compared to 25.1 percent in 1998, with more than twice as many making over \$100,000 (Sax, Lindholm, Astin & Mahoney, 2002). However the wealth disparity that exists in the larger national society exists in our college campuses. The same report indicates that about 14.1 percent of students in 2002 come from families that make \$25,000 or less. While we do not have direct information about the actual financial records of University of Delaware students, we can make some inferences based on the financial information to which we do have access.

The following tables were found on the University of Delaware’s Institutional Research website (University of Delaware Office of Institutional Research & Planning, 2007c)

Table 1: University of Delaware, Newark Campus
Enrollment by Residence Status

	N	%
Undergraduate	15211	100
Resident	6044	40
Nonresidents	9167	60

Table 2: Student charges at the University of Delaware
2006-2007

	Resident	Non-Resident
Tuition & Fees	\$7,740	\$18,450
Room & Board	\$7,366	\$7,366
Total	\$15,106	\$25,876

Table 3: Number of Enrolled Students Awarded Aid
2006-2007

	First-time Full-time Freshman
A. Number of degree-seeking undergraduates students	3509
B. Number of students in line A who applied for need-based financial aid	2513
C. Number of students in line B who were determined to have financial aid	1285
D. Number of students in line C who were awarded financial aid	1255
E. Number of students in line D who were awarded any need based financial aid scholarship or grant aid	929
F. Number of students in line D who were awarded any need-based self-help aid	1026
G. Number of students in line D who were awarded any non-need-based scholarship or grant aid	705
H. Number of students in line D whose need was fully met (except PLUS loans, unsubsidized loans and private alternative loans)	704
I. On average the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)	79%
J. The average financial aid package of those in line D. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)	\$9,706
K. Average need based scholarship or grant award of those in line E	\$5,197
L. Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loan) of those in line F	\$5,083
M. Average need based loan (excluding PLUS loans, unsubsidized loans and private alternative loan) of those in line F who were awarded need-based loan	\$4,513

(University of Delaware Office of Institutional Research & Planning, 2007a)

About 60% of all UD students are not residents of the state of Delaware. These individuals have significant financial obligation in comparison to their Delawarean counterparts. The majority of first time freshmen file an application for financial aid (FAFSA), however slightly less than half of them are determined to actually have need, based on University and federal government determinants. This leaves a significant number of students with the responsibility of finding alternative sources to fund their education. The average award package of those who are awarded aid is \$9,706. This is \$5,400 less than the cost for in-state students. All in all, it is expensive to attend the University of Delaware and the majority of students are finding some means to finance it. Regardless of the source of funding for University related costs (parental contributions, outside loans or money earned by the student) the culture and environment of this particular University impact students' view of money and what they see as the purpose of it. There are certain sets of

cultural beliefs about economic power that exist on the University of Delaware campus. These beliefs are part of the subconscious and are rarely discussed. These beliefs constitute the “basic stratum, that which lies deepest in the architecture of our life. By them we live and by the same token we rarely think of them” (Ortega Y Gasset, 1941). These beliefs are typically not open to regular questioning.

When considering our student population it would seem an exploration of issues of socio-economic status and class provide an opportunity to challenge students preconceived notions and start to develop identity and values system that are conducive to the educational priority of citizenship. According to statistics from the graduating class of 2005, 77.2% of students graduating from the University of Delaware will have a full time employment at the end of their undergraduate career (University of Delaware Office of Institutional Research & Planning, 2007b). Students graduating from this University will likely have economic freedom and education at their disposal to contribute to their community and society.

What are characteristics of Rodney students?

The Rodney Complex is located on the West side of the University of Delaware campus and houses 850 first-year students. The Rodney Complex is composed of 6 buildings, divided into three residential units of 275 beds each. Approximately half of the total freshman class is housed on West Campus in the Rodney and Dickinson Complexes, resulting in similar student population cultures. However, there are some unique characteristics of Rodney complex, mainly the separation of the L-shape wings floor design, single-occupancy versus double-occupancy space, and separation of gender by floor.

The design of the Rodney complex facilities provides challenges in developing coherence among residents and a sense of community. Research indicates that a sense (or lack) of community belonging has the potential to greatly influence the college experience. Howard Gardner (1995) notes, “every individual’s sense of identity is rooted largely in his or her place within various groups” (p. 53). In addition, Lokitz and Sprandel (1976)’s study of first-year students revealed that “students feel stripped of their social identities by the move to college, having lost the social identity and moorings afforded by parent’s place in the community and by their own place in their high schools and among peers” (p. 174). The L-shape wings, single rooms, and single sex floors greatly influence the Rodney identity, challenging the residence life staff to employ various strategies aimed at engaging students in the creation of inclusive communities of learners.

Rodney floors, shaped in an L-layout (consisting of two hallways separated by one central bathroom facility and one lounge), houses approximately 40 residents living in 23 single and 7 double rooms. The resident assistant (RA) is placed in the beginning of one hallway. Due to the configuration of the floor, it is often difficult to connect the two hallways as one community. The community often becomes fragmented into two distinct hallway subgroups. The presence of single rooms, as well as double rooms converted to triples, leads to additional challenges for Rodney staff members in developing a feeling of community. Researchers have found that having a roommate increased students’ social skill development and engagement in campus community and activities; it also expanded their understanding of others through exposure to diverse backgrounds and cultures (Kaya & Weber, 2003; Hall & Willerman, 1963; Braxton & McClendon, 2001; Arboleda, Wang, Shelley, & Whalen, 2003). Richard Vernon, in his book, *Friends, Citizens, and Strangers* (2005), asserts that people prioritize and make decisions within society depending upon the strength of attachment to individuals. The impact of the wing floor design, single-occupancy rooms, and triples results in a lack of connection between residents, minimal engagement by students in the community, and residents’ feeling isolated and disappointed in their first year experience. If the Rodney Curriculum is to be achieved, special attention must be paid to the development of strategies that enhance personal connections, support individuals’ belonging needs, and promote the creation of a community identity.

Gender segregation by floor also influences residents’ level of engagement. This segregation has a significant impact on the dynamics of each hall community, causing an enormous disparity in the types of communities developed. Over ten years of professional observations have led me to identify several differences characteristic of single-gender housing assignments. These differences are in the areas of community identity development, resident-to-resident engagement, social norming practices, behavior expectations, support resources, and leadership development. Hays’ & Oxley’s (1986) research on social

network development during the first-year supports my observations of gender differences through their analysis of gender differences: “Gender differences emerged primarily with regard to network functioning. Females were found to interact more frequently with their network members and to exchange more informational and emotional support than were males. Male network members were found to provide significantly less emotional support to both male and female focal individuals” (p. 305). Professional observations of male floors have revealed a higher amount of behavior issues, a lower degree of community engagement, and a higher degree of resistance to educational efforts when compared to the female floors. The fall 1:1 strategy assessment conducted in spring 2006 and fall 2006 indicated that males (when compared to females) were less likely to be specific in goal setting (academic and personal), had lower community expectations, and were less likely to participate in any organization or activity (see [Appendix A: Student Success Contract Assessment](#)). These findings may help to explain the current disparity among the genders in UD gender graduation rates (54.7% of male students graduate from school in 4 years compared to 71.4% of women) (University of Delaware, Institutional Research and Planning website, <http://www.udel.edu/IR/fnf/grad/index.html>). An assessment regarding specific gender educational approaches that can be utilized to improve the present culture of the male floors was conducted (see [Appendix B: Male Report](#)). It was found that the most effective way to address the gender differences in community development was to hire a strong male resident assistant (RA) who challenges pre-conceived notions of engagement and combats male residents’ concepts of traditional male identity. Male RAs must possess personal traits that would allow for peer acceptance, yet have strength of character to forgo that acceptance to take on a strong leadership role in the floor. Additionally, modifications to strategies must take into consideration its audience. Male residents have a lower tolerance for any strategy that appears to be a silly game, whereas female residents are more likely to play along to get to the conclusion. Creative modification must be present in order to gain initial activity acceptance on the male floors. Intentional hiring and placement of strong male RAs in male floors, discussion around the concepts of male identity and group norms, adjustment to curriculum strategies specific to male floors, and active vigilance by the complex leadership team will ensure the delivery of the curriculum at the same level as in the female floors.

How do we engage the Rodney students in the learning enterprise?

An on-going paradigm shift within student affairs has led to an intense exploration of how we induce learning in the environments we oversee. In *Learning Reconsidered* (2004), learning is defined as the “comprehensive, holistic, transformative activity that integrates academic learning and student development” (ACPA & NASPA, p. 4). Essential to this transformative learning are the metacognition processes, such as mulling, reflecting, expressing, and revisiting (Johnston, 1996). The primary focus is on developing reflective skills with the ability to be critical. These skills and behaviors are necessary to exhibit as students move forward on their journey to becoming active and engaged citizens. As students formulate a stronger sense of identity and demonstrate growth we want them to develop an understanding of who they are in the world (i.e. what are they about?, what is important to them?) and finally help them find or create opportunities to affect positive change in the community around them.

The residence halls serve as the optimal environment to develop communities of practice where students are fully engaged in these processes. The development of a supportive, yet challenging environment is an essential element for effective implementation of the Rodney curriculum. In his book, *Community of practice: Learning, meaning and identity*, Wenger (1998) developed a framework for a social theory of learning that consisted of four elements:

- *Meaning*: our ability to experience the world as meaningful
- *Practice*: shared historical and social resources, frameworks, and perspectives that sustain mutual engagement in action
- *Community*: social configurations in which our enterprise is defined and our participation is recognizable as competence
- *Identity*: how learning changes who we are (p. 5)

By understanding how social learning occurs, we are able to design and implement opportunities for engagement to occur, and for students to practice and advance their cognitive processes. It is essential to

engage in cognitive dissonance (within a supportive environment) in the development of these processes, as illustrated by Watson and Stage in their book, *Enhancing Student Learning* (1999):

The ideal environment would hold a predominance of individuals with many congruent characteristics but also present opportunities for change and personal growth. However, challenge without support to learn and develop can result in dissatisfaction...and withdrawal (p.16).

The educational focus in Rodney is impossible without a level of peer to peer engagement. The Office of Residence Life learning outcomes require significant individual reflection, and the quality of this reflection depends greatly upon the exploration and interpretation of meaning in the larger floor social unit. Topics of social justice, sustainability, individual power within a community, and so forth cannot be examined with any degree of educational success if residents remain individually isolated from their freshmen peers. This is particularly essential in the Rodney Complex, where the facilities (i.e. single rooms, single-sex floors, L-shape floor wings) easily isolate residents from each other. The development of personal connections is a vital ingredient in creating inclusive communities, where residents are challenged to examine their values and beliefs in the context of the world around them. Personal connections begins with the recognition of membership in a floor community, and progresses towards every student finding at least one peer whom they trust and one peer to whom they are invested in. These personal connections ensure a supportive, safe, and flexible environment in which residents can learn from each other and achieve the learning goals.

Secondly, personal connections allow knowledge to be shared, developed, and reflected upon, resulting in a higher sense of obligation to each member of the community. Students should be able to connect the learning they encounter in the residence halls to the personal, professional and/or academic spheres of their lives. It is vitally important that the environment is one which does not allow students to passively miss what is occurring. Students should be confronted with this information at every turn and understand the interconnectedness of everything that is presented to them. This is one of the benefits inherent in working in the residence hall environment, the numerous points of contact. The environment is rich with opportunities to let students know what we consider important and leave a mental footprint on their consciousness.

Lastly, residents learn “more effectively in contexts where they can use the resources of their peers and where they believe their efforts matter to the welfare of the group” (Darling-Hammond & Bransford, 2005, p. 33). It is essential to create this community of practice where residents learn the knowledge, skills and values necessary to serve as citizens that actively engage in local, national, and global issues. By providing an environment where active, experiential and collaborative learning and problem-solving takes place, residents will learn and practice how to be socially responsible and active citizens in a global economy.

Residence life staff members must construct environments that are vibrant and actively engage students in cognitive and emotional development. The primary objective of staff members is engaging students in community conversations so that community members can learn from one another. Intentional messages regarding expectations of students to engage in and connect with their community begin from move-in day in August and continue throughout the year.

Rodney Complex Focus

Sustainability education provides the opportunity to be both relatable and personal. It provides a viable starting point for engaging students on issues and topics that are very relatable, personal and have a direct impact on students' very existence. The three elements of sustainability are rich in opportunities to mobilize students to act, move and make a difference in the world around them. Sustainability involves the simultaneous pursuit of economic prosperity, environmental quality and social equity famously known as the *triple bottom line*. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission On Environment and Development [Brundtland Commission], 1987). Second Nature (2005), a network committed to promoting sustainability in higher education put forwards this vision of a sustainable future:

"If you were to imagine a sustainable society it would be such that all present and future generations of humans:

- are healthy and can meet their basic needs
- have fair and equitable access to the Earth's resources
- have a decent quality of life
- celebrate cultural diversity
- are realizing their highest aspirations
- and restore and preserve the biologically diverse ecosystems on which we all depend."

Higher Education plays a profound and pivotal, but often overlooked, role in making this vision of a sustainable future a reality. It prepares most of the professionals who develop, lead, manage, teach, work in and influence society's institutions" (Second Nature: Education for Sustainability, 2005). Andres Edwards (2005) describes sustainability as a buzzword in the last decade, whose full meaning is complex and emerges from a range of different sectors. In practice, it has become the springboard for millions of individuals throughout the world who are forging the fastest and most profound social transformation of our time-the sustainability revolution. Edwards goes on to emphasize that sustainability provides a mechanism to take a comprehensive look at the interconnections that exist between ecological, economic and equity issues such as global warming, pollution, health and poverty and work towards lasting solutions (2005).

Universities have always existed to nurture healthy communities and economies through education. But today, more than ever before, universities are realizing that they also need to set positive social, environmental, and economic examples for their societies to follow (The University of British Columbia Sustainability Office, 2006). Sustainability reflects a new social ethos that relies on the web of relationships that exist in our society. The triple bottom line of environment, economy and equity play out in all levels of governmental, societal and business transactions. The triple bottom line is supported by a fourth element: education. Sustainability education provides the mechanism to help individuals understand the dynamic nature of the interrelationship of the triple bottom line (Edwards, 2005). David Orr, a leading sustainability scholar, makes note that "knowledge carries the responsibility that it is well used in the world" (2004). The sustainability revolution has led to developments in a number of fields such as communications, finance, transportation, architecture/construction and medicine.

Major corporations such as Hewlett-Packard, Nike, Bank of America, F.C. Johnson, Collins Pine Company, Fetzer Vineyards and the U.S. Army are adopting the concepts of sustainability. These companies have come to believe that as large scale business and industries they have significant impact as employers, users of resources, and designers and suppliers of products. They are in a unique position to influence more effective use of the world's resources (Quinn & Norton, 2004). These companies and many others like them have adopted a business ethic that looks more to long term implications on the environment and societies to which they belong rather than short term motive of profit maximization. In a recent Arthur D. Little study, 90 percent of Fortune 500 CEOs agreed that "sustainable development is important to their company's future," however only 30 percent say they have the "skills, information, and personnel to meet the challenge" (Campaign for Environmental Literacy, 2005).

As we translate the knowledge about what is happening in the corporate and governmental sector to our students, it has the ability to have direct impact on their learning. True, real, meaningful learning must have two components: the content knowledge that one can get in the classroom, through the media and other sources and the personal experiences that one can relate back to the content knowledge. When these two interactions come together, life long, transformational learning can take place. The tenets of sustainability provide a framework to bring these two together.

One of the key tenets of sustainability that is especially relevant to University of Delaware students revolves around the excessive consumerism and consumption that is at epidemic proportions in American society. A recent *Newsweek* article made the following commentary about American spending:

“Americans are spending with plastic at a staggering rate. Consumer credit-card debt has almost tripled over the last two decades—from \$238 billion in 1989 to \$800 billion in 2005, according to an analysis of Federal Reserve Board data by Demos, a national research and consumer advocacy group. The average American family now owes more than \$9,000 in credit debt, according to Gail Cunningham of the Consumer Credit Counseling Service (CCCS) of Greater Dallas, a nonprofit financial-management group. And with credit companies mailing out a record 6 billion credit-card offers last year (according to Mail Monitor, a market research group), American families are averaging about seven cards. "It's a picture of America on the edge," says Cunningham” (Bennet, 2006, ¶3).

It has been reported that the average American spends \$738.11 during the holiday season alone (Wisdom Financial Inc., 2005). The majority of UD students are privileged in their purchasing power. They have the ability to buy, use, and seek out what they want, when they want it with very little effort exhibited on their part. This desire to possess brings up a number of different issues that our students should explore: What causes them to buy? Advertising? Peer pressures? How does what they buy impact those around them, in terms of establishing a local campus culture or to a greater extent what manufacturers and suppliers will sell? This issue will be examined from a social justice and wealth disparity and inequities position in terms of assessing what is spent on meaningless, temporary things, while there are individuals who do not have basic necessities. This will also be explored in terms of impact on environment. Additionally the Rodney Complex will focus on what things students choose to use and how they use it—i.e. energy sources, water, paper, etc. There are a number of different avenues which will be explored and will provide students with an opportunity to develop those skills which I have listed above.

Sustainability education provides the opportunity to help students move beyond an ego-centric and “what’s in for me” attitude. This type of education fosters an ethic of care for the community versus thinking solely of personal benefits and gains. We propose that it is in fact in students’ best of interest to consider the community in their decision making process. The Rodney curriculum intends to help students adopt a worldview focused on the interconnectedness of networks and systems. We will seek to broaden their perspective and help them understand their ability to change the world around them through their decisions and action. The Rodney Complex curriculum will ask students to reflect on influences and decision making process in their lives. Students will be asked to consider adopting a more sustainable ethic in their patterns of consumption and conservation towards a sustainable community.

Complex Learning Outcomes & Goals

The professional staff of the Office of Residence Life designated twelve competencies that serve as the building blocks for students as they work towards the educational priority of citizenship. The competencies also serve as the learning outcomes. The learning outcomes and goals for 2007-2008 are found on the following chart:

Table 4: 2007-2008 Learning Outcomes –Final Draft, 2/20/07

Competency	1st	2nd	3rd	4th
1. Understand how your social identities affect how you view others. A. Each student will understand their social identities which are salient in their day-to-day life. B. Each student will be able to express an understanding of how their social identities influence their views of others.	X X			
2. Understand how differences in equity impact our society. A. Each student will learn about the forms of oppression that are linked with social identity groups. B. Each student will recognize that systemic oppression exists in our society C. Each student will recognize the benefits of dismantling systems of oppression.	X	X X		
3. Understand your congruence with citizenship values: -Human suffering matters. -My actions have a global impact. -What I do and don't do civically and politically matters. -Social problems are everyone's responsibility.	X	X X	X	
4. Understand how others influence you.	X			
5. Understand the impact of your decisions.	X			
6. Understand the power of an individual in a community. A. Each student will know how to critically examine their individual contributions to groups to which they claim membership. B. Each student will learn how to contribute to the creation and actualization of community expectations.	X X			
7. Understand the knowledge necessary for the development of a sustainable society. A. Each student will be able to define sustainability. B. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability. C. Each student will be able to explain how systems are interrelated.	X	X X		
8. Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society. A. Each student will know the resources and the skills needed to pursue their vocational interests.		X		
9. Learn how to develop and sustain interdependent relationships. A. Each student will learn how to develop a peer group that is supportive of their personal and academic success. B. Each student will recognize the benefits of relationships with people of other social identities.		X X		
10. Learn to contribute to the creation and maintenance of a sustainable community. A. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.			X	
11. Learn the skills necessary to be a change agent.			X	
12. Demonstrate civic engagement toward the development of a sustainable society.				X

Each of the learning outcomes listed below are presented as a skill, knowledge, or behavior that a student will/should attain. The learning goals listed underneath, are written in “each student will” language. Some of the learning goals are those specified by the Office of Residence Life and can be distinctly seen in the earlier competency chart. The Rodney curriculum, taking direction from the competency chart, also

articulates a set of learning goals to be achieved specifically by Rodney students. Below are the competencies and learning goals restated with complex-specific additions:

1. Understand how your social identities affect how you view others.

- A. Each student will understand the social identities which are salient in his/her day-to-day life.
- B. Each student will be able to express an understanding of how their social identities influence their views of others.

2. Understand how differences in equity impact our society.

- A. Each student will recognize his/her personal tendencies towards ego-centrism.
- B. Each student will learn the benefits of moving beyond an ego-centric mind set.
- C. Each student will learn about the forms of oppression that are linked with social identity groups.
- D. Each student will learn the historical context of social inequalities.

3. Understand your congruence with citizenship values: Human suffering matters.

- A. Each student will recognize that human suffering exists at a local and national level
- B. Each student will understand the history of human suffering within the United States for individuals and families of various socio-economic statuses.
- C. Each student will understand that human suffering impacts all members of the society, including his/herself.

4. Understand how others influence you.

- A. Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them.
- B. Each student will be able to distinguish between internal and external sources of influences.

5. Understand the impact of your decisions.

- A. Each student will understand their decision-making processes and reflect upon the consequences of decisions for themselves and others.
- B. Each student will reflect upon the consequences of decisions for themselves and the community.
- C. Each student will evaluate his/her decision-making process through the lens of sustainability.

6. Understand the power of an individual in a community.

- A. Each student will know how to critically examine their individual contributions to groups to which they claim membership.
- B. Each student will learn how to contribute to the creation and actualization of community expectations.
- C. Each student will recognize that an individual can change the community's perspective on societal issues.

7. Understand the knowledge necessary for the development of a sustainable society.

- A. Each student will be able to define sustainability
- B. Each student will understand that a connection exists between sustainable decision making and active citizenship.
- C. Each student will recognize the impact of their conservation efforts.

The primary objective is for students to achieve these learning outcomes by the end of their first year. These learning outcomes serve as the building blocks for learning beyond the first year, as students continue to live in the residence halls.

Sequence of Learning

The learning outcomes and goals are designed to work together to achieve the competencies for first year students. This is accomplished through the sequence of delivery strategies. In order to facilitate true learning there needs to be an integration of content knowledge and reflection that leads to action steps. Rodney Complex staff members will employ a number of different strategies throughout the year. Staff members will use these strategies as opportunities to prompt reflection among the student population and help them connect their experiences within the framework of sustainability. The narrative that follows is a description of those strategies that are intended to reach “each student.”

- The students will begin the learning process on opening day in August with strong messages about the definitions of sustainability and the curricular focus through floor and building visuals, building meeting and community meetings. During these meetings students will be made aware of expectations of them as members of the community of learners focused on the development of a sustainable society. There will be a strong emphasis on establishing appropriate community standards and an introduction to the plan for the year. Students will also get an introduction to the diversity awareness priority of the University of Delaware, through the Whole New World exercises during Opening Weekend. Lastly, this meeting serves as the introduction to the Student Code of Conduct and residence hall procedures necessary for student success in our residence halls.
- The Building Meetings will be facilitated by the Hall Directors of the respective buildings will provide an opportunity for the Hall Director to interact with their building community and introduce students to the roles and responsibilities of them as members of a sustainable community. The key characteristics of a sustainable community are: active, inclusive, safe, participatory, well served, and environmentally sensitive. Based on these characteristics of a sustainable community, the HD will provide students with residence hall living expectations. The focus and tone of this meeting will be different than that of the Floor Meetings, very administrative and policy and procedure focused.
- The first community meetings will take place the first night that the students are on campus. They will begin to assess their social identity by seeing that others have different backgrounds and different perspectives of the world. This meeting will serve as the foundation for learning about others who are different from themselves. And educate them on different cultural traditions and experiences. This meeting will also provide the Resident Assistant a venue to introduce themselves as an educator to their residents.
- The first “1:1” (in a general sense) will take place in the month of September. This meeting will be facilitated by the Resident Assistant who will host Traditional, Tipped, and Hub Roommate groups. The RA will guide the roommates through the process of creating a Roommate Vision Statement. Through this process students will reflect and share information regarding their individual interests and values. They will also define their differences and how it will impact their roommate. Students will learn about confrontation approaches in order to be successful as roommates. Students will learn about their individual community rights and responsibilities as roommates.
- Stakeholder Meeting Series will take place during the month of September in two phases. The two stakeholder meetings will serve as a replacement for the traditional community agreement meetings. These meetings will help students to develop an authentic sustainable commitment by first understanding that their individual actions make an impact on a local, national and/or global community. For each of the communities to which students belong, they need to feel that they are a stakeholder. By approaching this meeting from this perspective, it provides students with investment and ownership of the subsequent plan and all future activities that occur in their community. This two part learning sequence will teach residents to work with their fellow stakeholders to create a safe, inclusive, and collaborative environment in which they incorporate sustainability principles and practices to enhance their first year experience.

- The initial stakeholder meeting is a gathering of the floor community in order to understand the responsibility of being a member of a sustainable community. This meeting will provide tangible examples of human and global interconnectedness and serve as the platform for deeper exploration in the second meeting.
 - The second stakeholder meeting will actively engage each student to express their expectations and visions for the community. This meeting will educate students on how they cause environmental, societal, and economic impact through their actions. The community will come together to create a Stakeholder Action Agreement which will formally state ways they will develop into a sustainable community.
- The fourth community meeting will be facilitated by the building Hall Director (HD). In this meeting students will be exploring the people, material items, goals that they value. Students will be asked to critically analyze their process of deciding what they value. Through this process students will begin to understand how their social identity lens affects what they place value on.
 - The last one on one for the semester will focus on the activity that took place in the fourth community meeting. This one on one meeting will focus on helping students explore who they are in the world by evaluating the sources of influences on their values and their decision making process. Students will continue to explore how their social identities, particularly their socio-economic status influence these elements. Additionally, the holiday season serves as an appropriate backdrop to discuss issues of consumerism and gain a better understanding on influences, decision making processes and the impact of purchases on a local, national, and global community.
 - The fifth community meeting will be a discussion about how one's salient social identities impact their day to day lives and how oppression plays a role in our society. This meeting provides a unique opportunity for students to engage their community in meaningful conversations about difference.
 - The spring semester is less fully planned but will begin with a community meeting on exploring stereotypes, paying particular attention on how stereotypes associated with different socio-economic statuses. This provides an opportunity for students to continue evaluating how their social identities impact how they view the world and the oppression that exists in our society.
 - The semester will also start with a one on one meeting in which each student will be asked to measure their ecological footprint and discuss strategies to reduce it. Each student would be asked to make a commitment to reduce their footprint by at least 20% before the next one on one meeting.
 - During the months of March & April the Hall Director will once again visit each of their floor communities to engage the students in a discussion around concepts of environmental oppression in the local area. This community meeting will help students understand how differences in equity impact our society and provide them with strategies to be empowered in their community as individuals and a collective unit.
 - During the months of March, April and May RAs will check in periodically with their residents in a mini-one on one to track their progress in reducing their ecological footprint and check in on other issues that may exist with community members.
 - The month of April will end with a community meeting in which students will be asked to critically examine the privilege that they have based on their social identities. During the same meeting students will have a discussion about what they intend to take action in light of the high level of benefits they have at their disposal based on all they have learned throughout the year. This will result in a project that has impact on the Wilmington/Newark community.

- The last community meeting of the year (held in May) will tie the entire year together requiring residents to reflect on their learning and set goals for the following year.
-

Sequence of Delivery Strategies

The Rodney curriculum complex learning plan is designed to be layered in terms of strategy type, time of delivery, and content. As indicated previously there is a great deal of opportunity to impact the social and dynamic culture of Rodney Complex based on how we demonstrate our priorities and the messages we put forward. As such a number of different types of strategies will be utilized. Special consideration will take place regarding the needs of single-sex floors and triples situations. There are strategies that are intended to reach “each student” and those that serve to emphasize our priorities and set the “tone.” Each strategy will also contain a specific lesson plan that clearly articulates step-by-step directions for implementing that activity. Those strategies that are intended to be “each student” are listed first, followed by descriptions of the supporting strategies.

The charts on the following pages are organized by strategy type and chronological sequence within each chart. Therefore, a variety of topics will present themselves within any one chart. Included in every box is a description of the learning outcomes, learning goal connections, description, lesson timing and assessment. The “learning outcomes” are those competencies that are meant to be achieved while employing that specific strategy. The “learning goal connections” are those learning goals (falling under the purview of the stated learning outcomes) that are meant to be focused on while employing that specific strategy. The “description” highlights a very brief description of the activity or intention behind the strategy. Finally, the “assessment” refers to the assessment that will occur to evaluate that strategy’s effectiveness. These strategies will be further articulated through a series of lesson plans that are designed with the specific objectives in mind. Lesson plans will be written for each delivery strategy that contributes to the accomplishment of learning goals. This in turn, contributes to the accomplishment of one of the seven learning outcomes.

Delivery Strategies include the following:

- Community Meetings
- One on One Meetings
- Visual Representations
- Check-In & Check-Out
- Staff Programming
- Responding to Community Standards Violations
- Student Leadership (Rodney Community Council)

Delivery Strategy: Community Meetings

Community meetings provide an opportunity for lesson plans to be facilitated with a smaller segment of the residence hall community. The connection, sense of pride, ownership and comfort that floor communities provide to each student are an advantage when facilitating mid-risk and high-risk activities. Student’s strongest community (which for many freshmen is their floor community) often serves as a mirror to each student from which they observe themselves and others and through that process learn and change. All students are expected to be at community meetings. This ensures that lesson plans are delivered to each and every student. As this is the primary educational delivery strategy, follow up will be expected by the RA/HD for those residents who do not attend a community meeting.

There are two community meeting tracks that complement and work in tandem to one another. The first track focuses primarily on the learning outcomes with a social justice perspective. The second track focuses on those learning outcomes that relate to personal decision making and community responsibility. The learning outcomes and goals are grouped in the section below. Learning Outcome # 7: *Understand the knowledge necessary for the development of a sustainable society* serves as the lens we utilize to explore all of the outcomes above so it does not fall into either of the tracks and is explored in all of the delivery strategies. The learning outcomes and goals are grouped as follows:

Social Justice

1. Understand how your social identities affect how you view others.

- A. Each student will understand the social identities which are salient in his/her day-to-day life.

B. Each student will be able to express an understanding of how their social identities influence their views of others.

2. Understand how differences in equity impact our society.

- A. Each student will recognize his/her personal tendencies towards ego-centrism
- B. Each student will learn the benefits of moving beyond an ego-centric mind set.
- C. Each student will learn about the forms of oppression that are linked with social identity groups.

3. Understand your congruence with citizenship values: Human suffering matters.

- D. Each student will recognize that human suffering exists at a local and national level
- E. Each student will understand the history of human suffering within the United States for individuals and families of various socio-economic statuses.
- F. Each student will understand that human suffering impacts all members of the society, including his/herself.

Personal Decision Making & Community Responsibility

4. Understand how others influence you.

- C. Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them.
- D. Each student will be able to distinguish between internal and external sources of influences.

5. Understand the impact of your decisions.

- D. Each student will explore why they make specific decisions.
- E. Each student will reflect upon the consequences of decisions for themselves and the community.
- F. Each student will evaluate his/her decision-making process through the lens of sustainability.

6. Understand the power of an individual in a community.

- D. Each student will know how to critically examine their individual contributions to groups to which they claim membership.
- E. Each student will learn how to contribute to the creation and actualization of community expectations.
- F. Each student will recognize that an individual can change the community's perspective on societal issues.

The table that follows provides information about the learning outcomes, learning goal connections, lesson timing, facilitator, description, and assessment for the Fall and Spring semester.

Fall Semester Sequence

	PERSONAL DECISION MAKING & COMMUNITY RESPONSIBILITY TRACK	SOCIAL JUSTICE TRACK
Setting up Communities of Practice	<p>Title: Introduction of the Rodney Community</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how others influence you. • Understand the impact of your decisions. • Understand the power of an individual in a community. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others. • Each student will know how to critically examine their individual contributions to groups to which they claim membership. • Each student will learn how to contribute to the creation and actualization of community expectations. <p>Lesson Timing: Conducted on opening day</p> <p>Facilitator: Hall Directors</p> <p>Description:</p> <ul style="list-style-type: none"> • Establish connections and introduction to the concept of community and citizenship towards a sustainable society. • Introduced to the Rodney Complex learning outcomes and understand various involvement opportunities (i.e. community council, floor rep, bulletin board assistance, floor committees). • Introduction to the Student Code of Conduct and residence hall procedures necessary for student success in our residence halls. <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.</p>	<p>Title: First Community Meeting</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how your social identities affect how you view others. • Understand how differences in equity impact our society. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will understand their social identities which are salient in their day-to-day life. • Each student will recognize his/her personal tendencies towards ego-centrism. <p>Lesson Timing: Conducted on Opening Day</p> <p>Facilitator: Individual Floor RAs</p> <p>Description:</p> <ul style="list-style-type: none"> ▪ The goal of this activity is to help students become aware of each other's cultural background and how it is similar and different from theirs. ▪ Students will each then receive the "Cultural Pursuit" worksheet to circulate through the room getting signatures on the sheet. ▪ After the activity is finished, hold a discussion about their findings and point out commonalities and differences within the group. Use post-it paper on the walls (ask for volunteers to write on them) to list out similar and differences with respect to cultural background. Next ask everyone to find someone who has had a different cultural experience and find three things that are similar. <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.</p>

	SOCIAL JUSTICE TRACK	PERSONAL DECISION MAKING & COMMUNITY RESPONSIBILITY TRACK
Phase One Meetings	<p>Title: Roommate Vision Statement 1:1</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how your social identities affect how you view others. • Understand how your social identities affect how you view others. • Understand how differences in equity impact our society. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will recognize his/her personal tendencies towards ego-centrism • Each student will understand their social identities which are salient in their day-to-day life. • Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them. • Each Student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others. • Each student will know how to critically examine their individual contributions to groups to which they claim membership. • Each student will learn how to contribute to the creation and actualization of community expectations <p>Lesson Timing: Sept. 1-Oct. 1st</p> <p>Facilitator: Individual Floor RA to Individual Rooms and Hubs</p> <p>Description: Intended to clarify to students the concept of social identities introduced during fall Delaworld. There is often confusion between personal characteristics and social identities. Students will be asked a number of questions pertaining to social identity groups and which of those are salient in their lives (i.e. race, ethnicity, socio-economic status, gender, sexuality, physical/mental ability). Students will reflect and share information regarding their individual interests and values. And will define their differences and how it will impact their roommate. During the meeting each student will learn about confrontation approaches in order to be successful roommate group. Together as a group, with aid from the RA, they will create a vision for their relationship and their living situation.</p> <p>Assessment: Direct assessment will occur at the conclusion with the reflection of their items. Each student will make a comment regarding their items and what they have learned about themselves. The facilitator will connect the activity to learning about social identities and the importance of that understanding within society. Indirect evaluation of this unit will be done by direct observation by facilitator of student's interactions and students' discussions around the topic. Also there will be a direct analysis of the vision statement created by the roommates.</p>	<p>Title: Stakeholder Meeting Series</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how others influence you. • Understand the impact of your decisions. • Understand your congruence with citizenship values: Human suffering matters. • Understand the power of an individual in a community. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will recognize his/her personal tendencies towards ego-centrism • Each student will learn the benefits of moving beyond an ego-centric mind set. • Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others. • Each student will know how to critically examine their individual contributions to groups to which they claim membership. • Each student will learn how to contribute to the creation and actualization of sustainable community expectations. <p>Lesson Timing: completed by September 31st</p> <p>Facilitator: Individual Floor RA to floor community</p> <p>Description: This two part learning sequence will teach residents to work with their fellow stakeholders to create a safe, inclusive, and collaborative environment in which they incorporate sustainability principles and practices to enhance their first year experience. This meeting will not just be a regurgitation of policy but will be strategy to gain investment from each student in the success of the community.</p> <ol style="list-style-type: none"> I. The initial stakeholder meeting is a gathering of the floor community in order to understand the responsibility of being a member of a sustainable community. This meeting will provide tangible examples of human and global interconnectedness and serve as the platform for deeper exploration in the second meeting. II. The second stakeholder meeting will actively engage each student to express their expectations and visions for the community. This meeting will educate students on how they cause environmental, societal, and economic impact through their actions. The community will come together to create a Stakeholder Action Agreement which will formally state ways they will develop into a sustainable community. <p>Assessment: Measurement of this specific strategy's effectiveness will be measured by observation by RA, and analyzing the Stakeholder Action Agreement. The supposed knowledge, skills, and behavior resulting from this strategy will also be assessed through surveys, focus groups, and student interviews.</p>

	PERSONAL DECISION MAKING & COMMUNITY RESPONSIBILITY	SOCIAL JUSTICE TRACK
Phase 1 wo Meetings	<p>Title: Valuesize</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the impact of your decisions. • Understand how others influence you. • Understand how your social identities affect how you view others. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will explore why they make specific decisions. • Each student will be able to express an understanding of how their social identities influence their views of others. • Each student will be able to distinguish between internal and external sources of influences. <p>Lesson Timing: October 15- November 15</p> <p>Facilitator: Hall Director will facilitate to individual floor communities</p> <p>Description: In this meeting students will be exploring the people, material items, goals that they value. Students will be asked to critically analyze their process of deciding what they value. They will be asked to list 6 of each type of value: people, places, memories, goals, and material items. They will be guided through a process by which they must narrow their values down to their most important. Through this process students will begin to understand how their social identity lens affects what they place value on.</p> <p>Assessment: Indirect assessment will be done by direct observation by facilitator of student's interactions on the floor, and students' discussions around the lesson plan. A survey will also be administered.</p>	<p>Title: Value Matters: Valuesize Follow-Up 1:1</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how others influence you. • Understand how differences in equity impact our society. • Understand the impact of your decisions. • Understand how differences in equity impact our society. • Understand the power of an individual in a community. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them. • Each student will be able to distinguish between internal and external sources of influences. • Each student will recognize his/her personal tendencies towards ego-centrism • Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others. • Each student will know how to critically examine their individual contributions to groups to which they claim membership. <p>Lesson Timing: November 1- December 5th</p> <p>Facilitator: RA to individual floor communities</p> <p>Description: This lesson plan will assist students in understanding how important understanding their values are in understanding and committing to sustainability. This private 1:1 will provide an honest and open discussion on what is truly important to them. Students will complete a worksheet that has them list the two people, material items, and goals that are most important to them. From this list they will draw connections to the larger society from their personal lens. Also students will explore what their consumer impact will be over the winter holiday season.</p> <p>Assessment: Assessment will be taken by RA's observing reactions and discussion throughout the meeting. Participants' worksheet will be used as an assessment measure.</p>

Phase one and two Conclusion	<p>Title: Choose a Side</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how your social identities affect how you view others. • Understand how differences in equity impact our society. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will understand their social identities which are salient in their day-to-day life. • Each student will recognize his/her personal tendencies towards ego-centrism • Each student will learn the benefits of moving beyond an ego-centric mind set. • Each student will learn about the forms of oppression that are linked with social identity groups. <p>Lesson Timing: November 1 – December 5th</p> <p>Facilitator: RAs will facilitate the first half and then the Hall Director will facilitate the Hula Hoop Saliency Lens activity</p> <p>Description: Students will gain an understanding of how social identities impact how they view the world and concurrently impact how the world views them. Terms, such as homophobia/ableism/sexism, will be introduced and defined, and residents will identify how the use of oppressive language (such as, “that’s so gay”, “that’s so retarded”) is use in conversations without any consideration of how it affects individuals from this community. Various statements will be read by the RA and residents will move to a sign placed on the wall containing the words: Always, Sometimes, Never. After each statement read by the RA, residents will be asked to respond with the words, “always, sometimes or never,” and explain why they answered that way. Through the use of personal stories and funds of knowledge, residents will realize the personal impact that language and stereotypes have on individuals. The Hall Directors will facilitate the “Hula Hoop Saliency Lens” to further this examination, as well as advertise and talk about the Multicultural Leadership Retreat.</p> <p>Assessment: Direct assessment will occur at its end of the lesson plan when the RA will ask the floor to identify strategies to eliminate bias language. These strategies will be typed up and sent to the HD. Indirect evaluation of this unit will be done by direct observation by facilitator of student’s interactions on the floor, and students’ discussions around the topic</p>
------------------------------	--

Spring Semester Sequence:

	SOCIAL JUSTICE TRACK	PERSONAL DECISION MAKING & COMMUNITY RESPONSIBILITY TRACK
Phase Three Community Meetings	<p>Title: Fear Factor</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how your social identities affect how you view others. • Understand how differences in equity impact our society. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will understand their social identities which are salient in their day-to-day life. • Each student will recognize his/her personal tendencies towards ego-centrism • Each student will learn the benefits of moving beyond an ego-centric mind set. • Each student will learn about the forms of oppression that are linked with social identity groups. <p>Lesson Timing: February 15- March 1</p> <p>Facilitator: RA to individual floor communities</p> <p>Description: This activity will help students reflect on what social identities they have inner stereotypes of and how the fear of that identity affects how they identify with different people. Students will be able to see what each other's fears are of different identities and reflect on how to change or lessen that fear. Various social identities will be posted on the wall and students will identify the ones they identify with, as well as those they fear. Students will engage in conversations and challenge each other on the reasoning behind their choices.</p> <p>Assessment: Direct assessment will occur at the conclusion with the reflection of their items. Each student will make a comment regarding what they have learned about themselves. The facilitator will connect the activity to learning about social identities and the importance of that understanding within society. Indirect evaluation of this unit will be done by direct observation by facilitator of student's interactions on the floor, and students' discussions around the topic.</p>	<p>Title: Community Agreement: PBL exploration of SES 101</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how others influence you. • Understand the impact of your decisions. • Understand the power of an individual in a community. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others. • Each student will know how to critically examine their individual contributions to groups to which they claim membership. <p>Lesson Timing: First day of spring classes</p> <p>Facilitator: RA to individual floor communities</p> <p>Description: Reconnect residents to the Rodney curriculum and introduce new members of the community. Students will re-establish their role within the community, identify their contributions to the floor community, and be re-introduced to the Rodney Complex learning outcomes. Examination of SES through simulation and discussion will occur.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.</p>

	SOCIAL JUSTICE TRACK	PERSONAL DECISION MAKING & COMMUNITY RESPONSIBILITY TRACK
Phase Four community Meetings	<p>Title: Living the American Dream</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how your social identities affect how you view others. • Understand how differences in equity impact our society. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will understand their social identities which are salient in their day-to-day life. • Each student will recognize his/her personal tendencies towards ego-centrism • Each student will learn the benefits of moving beyond an ego-centric mind set. • Each student will learn about the forms of oppression that are linked with social identity groups. <p>Lesson Timing: March 1-26</p> <p>Facilitator: RA to individual floor communities</p> <p>Description: This activity will examine the reality of the American Dream. Through simulation, residents</p> <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.</p>	<p>Title: Community Impact</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how others influence you. • Understand the impact of your decisions. • Understand the power of an individual in a community. <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> • Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others. • Each student will know how to critically examine their individual contributions to groups to which they claim membership. <p>Lesson Timing: April 1-30</p> <p>Facilitator: HD to floor communities</p> <p>Description:</p> <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.</p>

Phase three and four conclusion	<p>Title: Spring closing meeting</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Understand the impact of your decisions. • Understand the power of an individual in a community. <p>Learning goal connection:</p> <ul style="list-style-type: none"> • Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others. • Each student will learn how to contribute to the creation and actualization of community expectations. <p>Lesson timing: May</p> <p>Facilitator: RA/complex coordinator to floor</p> <p>Purpose: The last community meeting of the year will focus on residents reflecting on their year experience through the utilization of the Interwrite PRS clicker system. In the first half, RAs will provide closing information to residents, information that will be provided to them through ORL and HAS. The main section of the meeting will be conducted by the CC administering a clicker survey. The use of clickers will provide assessment regarding the accomplishment of the Rodney learning outcomes, as well as engage students in reflection regarding their development so far in the year. The CC will engage in discussion with residents regarding their observations of their development.</p> <p>Assessment: Use of the clicker system will be anecdotal observed by the cc which will provide insight in the effectiveness of particular questions and the Interwrite IRS clicker system.</p>
---------------------------------	---

Delivery Strategy: One on One Student Meetings

Spring Semester One-on-One Sequence

Title: Academic Connection Meeting (for students whose fall GPAs were below 2.0)

Learning Outcomes:

- Understand how others influence you.
- Understand the impact of your decisions.
- Understand the power of an individual in a community.

Learning Goal Connection:

- Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them.
- Each student will be able to distinguish between internal and external sources of influences.
- Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others.
- Each student will know how to critically examine their individual contributions to groups to which they claim membership.

Lesson Timing: completed before March 1st

Facilitator: HD to students

Purpose: Each student who falls into this category will have a meeting with his/her HD to evaluate decision making process or influences in the fall that contributed to their poor academic performance. The HD will also provide an extensive list of campus resources available to the student.

Assessment: Information will be gathered regarding the cause of academic struggles, and a report will be issued to the CC providing detailed analysis of these meetings.

Title: One on One #3: Ecological Footprint

Learning Outcomes:

- Understand the impact of your decisions.
- Understand the power of an individual in a community.
- Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others.
- Each student will learn how to contribute to the creation and actualization of community expectations

Learning Goal Connection:

- Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others.
- Each student will know how to critically examine their individual contributions to groups to which they claim membership.

Lesson Timing: February 15-March 15

Purpose: This sustainability activity will identify the components of an Ecological footprint by creating a web diagram of all the resources used by students in their daily lives. This lesson plan, modified from the *Facing the Future* organization, will “emphasize the interconnectedness of lifestyle, population, and environmental impacts, and focuses on solutions to reduce the ecological footprint” (Watch your Step Overview paragraph, <http://www.facingthefuturedata.org/download.htm>). In addition, students will examine their own consumption patterns from the fall, and develop new strategies utilizing their this information to decrease their consumption, as well as the communities.

Assessment: Measurement of this specific strategy’s effectiveness will be assessed based on a rubric designed to assess the quality of the forms. Additionally, the effectiveness of this 1:1 will be assessed based on the quality of the reflection notes that each RA will submit. Lastly, the knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: One on One #4: So what? Tying it together Update

Learning Outcomes:

- Each student will recognize that human suffering exists at a local and national level
- Each student will understand the history of human suffering within the United States for individuals and families of various socio-economic statuses.

-
- Each student will understand that human suffering impacts all members of the society, including his/herself.

Learning Goal Connection:

- Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others.

Each student will know how

Lesson Timing: March/April

Purpose: The last 1:1 meeting will have residents reflect on their first-year experience, reflecting on how they have contributed to the creation of a sustainable community within their floor. They will also reflect on any preconceived notions regarding social identities and develop goals to be achieved in their next year of college.

Assessment: Measurement of this specific strategy's effectiveness will be assessed based on a rubric designed to assess the quality of the forms. Additionally, the effectiveness of this 1:1 will be assessed based on the quality of the reflection notes that each RA will submit. Lastly, the knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Delivery Strategy: Visual Representations

Visual representations are valuable delivery strategies that serve to reinforce curricular priorities. The aim is to have students continually consider new information and evaluate their stance on it. There are a number of different types and purposes for visuals. There are two types of visuals- complex-wide & floor specific. Visuals will be sequenced in the following way:

Complex-Wide Visuals:

Title: Reflective Interludes

Learning Outcomes: All – in a general sense

Learning Goal Connection: All – in a general sense

Lesson Timing: August & February

Description: This will be a series of small quotes and messages that will be placed all over the complex that deal directly with the freshman learning outcomes. Examples include sayings like, "If you think the world is only about you, You are in the Wrong Place," "Have you considered your daily impact?," etc. The small sayings will send a message about the values and expectations of individual living within the complex. The Complex Coordinator will provide to staff members. **Assessment:** Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: Sustainability Door Decs

Learning Outcomes: Understand the knowledge necessary for the development of a sustainable society.

Learning Goal Connection: Each student will be able to define sustainability.

Lesson Timing: August

Description: Each room door in the complex will have a door decoration that has a representation of the interlocking circles of the triple bottom line. These door decs will be distributed by the complex coordinator at the beginning of the year. To minimize waste, these door decs will be designed in such a way that they can serve as book marks for students.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: Rodney Syllabus

Learning Outcomes: All – in a general sense

Learning Goal Connection: All – in a general sense

Lesson Timing: August

Description: The learning outcome and goals, in a shortened and bulleted format will be posted on every

floor for students to explore. The Complex Coordinator will distribute to staff members.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: Complex Initiatives Showcases

Learning Outcome: All – in a general sense

Learning Goal Connection: All – in a general sense

Description: Each RA for Complex Initiatives will develop a display case bulletin board series focused on their area of expertise. This will be presented in each building. It will be changed once a month.

Lesson Timing: Every Month, changed by the 5th day of every month

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Floor Specific Visuals:

Title: gReAt Expectations

Learning Outcome: All – in a general sense

Learning Goal Connection: All – in a general sense

Lesson Timing: August, with possible revisions in February

Description: Each RA will post his/her educational expectations for the floor. This should include both the individual RA's personal goals for the floor community and its connection to the freshman year competencies.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: Floor Decorations

Learning Outcome: Any

Learning Goal Connection: Any

Lesson Timing: August and February

Description: This strategy allows the RA freedom in creation. He/she should use one of the competencies, learning goals, or Rodney theme to design floor decorations (lounge & door decorations) for floor community.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed.

Title: Floor Bulletin Boards

Learning Objectives: all- in a general sense

Learning Goal Connection: all- in a general sense

Lesson Timing: Every Month, changed by the 1st Monday of every month

Description: This strategy allows the RA freedom in creation as they can interpret these bulletin board topics in the manner that best represents their talents and creativity. Each bulletin board **must** include two components- 1) the current state of affairs and 2) what students can do to impact change in this area. Each hall staff is expected to evenly distribute these topic areas among the members of the staff. All bulletin boards within a building must be designed using these specified topics, unless prior permission is granted. Bulletin board topics will be sequenced in the following way:

<u>August/September:</u> Introduction of the tenets of Sustainability Introduction of concepts of oppression & privilege Hispanic Heritage Month & Language Introduction to Climate Change	<u>October:</u> The Truth about Classism LGBT Awareness & Heterosexism National Coming Out Day National Collegiate Alcohol Awareness Week
<u>November/December:</u> Native American Heritage Month True History of Thanksgiving AIDS Awareness & Education- on local and/or national level Alternative Spring Break Consumerism & Winter Holidays	<u>January/February</u> Black History Month & Racism Sweatshops Inequitable Business Practices Debt Management
<u>March</u> Media Influences Women's History Month & Sexism Introduction to Conservation	<u>April</u> World Earth Day Sexual Assault Awareness Month National Youth Service Day Holocaust Awareness Week & religious oppression
<u>May</u> Asian & Pacific Islander Heritage Month & Racism Working for Sustainability- tips for summer jobs Disability Awareness Week Introduction to Presidential Nomination System & Electoral Process	

	Delivery Strategy: Check-In & Check-Out The Check-In & Check-out periods are traditional residence hall occurrences. The strategies that are outlined below are intended to capitalize on those moments and emphasize certain messages to students.
Fall Opening - August	<ul style="list-style-type: none"> • Building Meeting- facilitated by Hall Director on Opening Day • 1st Community Meeting- facilitated by floor RA • Baseline Study • Opening Visuals
Winter Break Closing -Dec.	<ul style="list-style-type: none"> • Things to think about Over Break Series- display at each check out location with sustainability related content that we wish students and parents to take note of as they leave for break.
Spring Opening: February	<ul style="list-style-type: none"> • Opening Visuals • Spring Semester Goals & Expectations: display at each check out location where the residence hall staff lays out goals and expectations for the semester. • Resident Assistant Recruitment
Academic Year Closing- May	<ul style="list-style-type: none"> • Closing Quiz- End of Year Assessment • Things to think about Over Break Series: display at each check out location with sustainability related content that we wish students and parents to take note of as they leave for break.

Delivery Strategy: Staff Programming

The Rodney Complex has 25 student staff members with various talents and passions. Staff programming provides opportunities for staff members to utilize their individual passions, strengths, and abilities to educate students around particular issues connected to the complex learning outcomes and goals. Staff programs are intended to reinforce complex objectives and provide additional opportunities for students to explore these issues. Staff programs are broken into 5 different categories, based on the individual(s) who will be responsible for organizing and facilitating. The categories of staff programs are:

- Individual Staff Member Responsibility: all RAs, except CIs, are responsible for facilitating building level programming
- Hall Staff Responsibility: each of the three Rodney staffs will work as a team to implement and facilitate complex level programming.
- RA for Complex Initiatives (CI) Responsibility: There are 3-4 CI positions that will serve to reinforce the educational priorities of the complex. Each building will have one veteran RA responsible for complex wide initiatives. The CI position is intended to provide additional leadership opportunities to returning staff members who wish to focus on a particular area of the curriculum. The three positions are as follows:
 - CI for Special Partnerships
 - CI for Social Justice Education
 - CI for Student Leadership & Transitions
 - CI for Assessment

The following chart outlines the responsibilities of these respective entities:

Delivery Strategy: Staff Programming	
Individual RA Responsibilities	<p><u>One</u> community development focused around a current event issue per semester. Hall Directors are responsible for designating the sequence and intervals at which point these community development activities will be completed in their building. These activities are to also serve as alternative programming strategy to provide late- night and weekend events. In addition, several on-going floor initiatives will be maintain by RAs. These are, but are not limited to:</p> <ul style="list-style-type: none"> • Wall of As • Sustainability Resource Center (in nook area on floor) • Stall Stories • ROCK tickets
Hall Staff Responsibilities	<p>Each staff team, led by their Hall Director, will be responsible for TWO initiatives each semester, focusing on an element of sustainability. One of the two will be their Unity Project Initiative, selecting from pre-conceived lesson plans to administrate (I've lost my marbles, The Game of Life, Star Power). The following are some examples of initiatives:</p> <p><i>Fall Semester: Unity Project, World AIDS Week, International Education Week</i> <i>Spring Semester: Around the World in 80 minutes, Recyclemania, Water Consumption Campaign, Relay for Life</i></p>

<p style="text-align: center;">CI for Special Partnerships</p>	<p>This position will be responsible for:</p> <ul style="list-style-type: none"> • Develop monthly display showcase series to be presented in each building. • Provide resources information for Sustainability Resource Center on floors • Work in collaboration with the leadership team in the promotion of complex-wide initiatives by specifically organizing a centralized marketing campaign for the following events: National Alcohol Awareness Week, National Eating Disorder Week, and Sexual Assault Awareness Week. • Oversee <i>Consider Your Daily Impact</i> Series that focuses on consummation of water, energy, and food waste. <ul style="list-style-type: none"> ○ i.e. Stop the Waste in the Dining Hall • Oversee the <i>Think Before You Act</i> Series and work with various organizations for implementing the series: <ul style="list-style-type: none"> ○ Responsible Computing (Chat about IT) <ul style="list-style-type: none"> ▪ Information Technology ○ Financial Management <ul style="list-style-type: none"> ▪ Career Services ○ Safety Campaigns <ul style="list-style-type: none"> ▪ Public Safety/C.P.O.
<p style="text-align: center;">CI for Social Justice Education</p>	<p>This position will be responsible for:</p> <ul style="list-style-type: none"> • Develop monthly display showcase series to be presented in each building. • Develop on-going training of RA staff in social justice lesson plan implementation, provide monthly developments regarding social justice to staff members • Oversees monthly movie and “Stall Stories” series that examines hidden messages, both positive and negative, while also provoking thought and reflection on their own and others’ social identities. The series will concentrate on one specific social justice issue, such as age discrimination, disability awareness, gender, immigration, race and ethnicity, religion, sexual orientation, and socio-economic bias, and address special acknowledgements of the following events: Multicultural Leadership Retreat, Hispanic Heritage Month, National Coming Out Day, and Black Heritage Month. It will also examine phraseology presence in everyday live. • Serve as spring Around the World Coordinator • Serve on the Office of Residence Life diversity committee • Liaison with the SAFE team to strategize responses to any hate crime and/or acts of intolerance that may occur within the complex.
<p style="text-align: center;">CI for Assessment</p>	<p>This position will be responsible for:</p> <ul style="list-style-type: none"> • Assist in assessment efforts in collaboration with CC and HD of Assessment. • Assist in the development of assessment tools, participate in assessment tool implementation, and assist in the development of any assessment reports. • Oversee the evaluation of all lesson plans and propose recommendations for adjustments to lesson plans throughout the semester.

CI for Student Leadership & Transitions	<p>This position will be responsible for:</p> <ul style="list-style-type: none"> • ROCCC Advisor <ul style="list-style-type: none"> ○ directly advise 2-3 executive board members ○ Organize and manage the fall recruitment and elections, as well as plan and implement the fall and spring leadership retreats. ○ Attend weekly executive board meetings, general assembly meetings, and C3 events. ○ Liaison with other C3 advisors and RSA and attend any C3 advisement training/meetings • Serve as Spirit Week Coordinator (a week-long event that introduces residents to UD and West Campus pride) • Oversee Resident of the Month (a monthly student recognition program for community involvement and leadership) • ROCK tickets and auction(a year-long incentive program) • Organize end of year leadership recognition reception (for outstanding Rodney and C3 leaders)
---	--

Delivery Strategy: Roommate Agreements

The roommate agreement process educates roommates on how to communicate and set expectations that will lead to success in their living arrangement. The roommate agreement is not meant to eliminate conflict, but is rather a tool through which residents will learn how to assert and advocate for their needs. Conflicts are wonderful opportunities to educate individual residents regarding the concepts of personal responsibility and acceptance of others. The roommate agreement will introduce residents to two personal responsibility learning outcomes: (1) Understand how others influence you; and (2) understand the impact of your decisions.

Each double/triple room is required to have a roommate agreement completed and reviewed by the RA and checked periodically. Through their roommate agreements, double/triple residents will learn about their individual rights and responsibilities as roommates, define their differences, identify how these differences will impact their roommate(s), and create a method of communicating with their roommate(s) about problems between them. Information regarding the Triples Assistance Program (TAP), sponsored by Housing Assignment Services and the Office of Residence Life, will be provided to those doubles converted to triples and extra attention will be given to extended housing rooms. Roommate agreements will be completed by the end of the second week and will be re-visited in mid-October to make adjustments if necessary. The roommate agreement will be utilized throughout the semester for any conflict mediations or room discussions regarding respect and responsibility. In the spring, the roommate agreement will be re-assessed and established within the first two weeks of the semester.

Delivery Strategy: Responding to Violations of Community Standards

From time to time there will be language, behaviors and acts that will occur within the complex that will violate the Rodney community standards. When such instances occur it is expected that the following considerations be kept in mind:

- Staff members will respond promptly and effectively to address the concern to the community or the individuals involved.
 - When addressing violations that occur in the community staff members are expected to ask community members why they did not do anything to stop the violation from occurring and stress to them the importance of holding their peers accountable.
 - When students have a violation or charge that results in a monetary expense—staff members will let them know of some other ways that money could be spent. For instance, \$100 for a alcohol violation could go to buying half a cow to send to a developing country or be donated to assist in local flood disaster relief
 - Staff members will stress to students the interconnectedness of their actions on the community
-

members

- Staff members will ask students to consider alternate scenarios (what happens if they did NOT engage in a particular behavior) and evaluate the decision making process
-

Delivery Strategy: Student Engagement Activities

An element to creating communities of practice is providing avenues for students to engage in their learning. It is essential for the success of the Rodney curriculum to engage students in partnership regarding their learning. Though most of the curriculum is administrated by the Residence Life staff, students are as much part of the curriculum direction as the staff. Opportunities such as floor committees, the Wall of As (an on-going academic recognition program), and community council allow residents to be the initiators of components of the Rodney curriculum, focusing on the #6 Competency: Understand the power of an individual in a community. A major strategy in student engagement in the Rodney curriculum is the *Resident Lead* initiative. This strategy allows residents to contribute something to their community through some type of activity as it relates to sustainability. The activity presented by each resident should display an interest/passion/skill they have and would like to share with their community. Residents will sign up to present on a specific week, during which they will organize and present an activity. Residents are also provided the opportunity to present an activity together. For example, if residents would like to host a weekly TV night in the lounge, different residents may be responsible each week for providing the equipment, publicizing and recruiting residents, and engaging residents in discussion on what they watched. The RA will assist residents in developing their Resident Lead activity and planning for the event.

Delivery Strategy: Student Leadership Rodney Community Council

The Rodney Complex Community Council (ROCCC) provides a very important avenue with which to deliver our learning goals, specifically the personal decision-making and community responsibility learning outcome and goals, to students. It also provides opportunities for student leaders to explore team dynamics and project development. Participants of ROCCC will learn the following skills:

- Project management skills
- Collaboration skills
- Critical thinking skills
- Responsible fiscal management skills
- Elements of community development
- Effective team-orientation skills
- Time management
- Organization and Marketing/publicity

ROCCC will be responsible for the traditional, social activities that occur in Rodney. Their primary objectives are to build a sense of interconnection between the residents of Rodney, the University of Delaware community, and the City of Newark. ROCCC should help in developing a Rodney “family” oriented community. Members of ROCCC, will from time to time be asked to assist the residence life staff in “test running” delivery strategies or provide direct feedback about how certain strategies are being implemented on the floor level.

All residents living in the Rodney Complex are members of the ROCCC. The residents who attend ROCCC meetings are considered the voice of Rodney Complex and have voting privileges. These voting privileges include making decisions about activities, allocations of funds, and community issues. In light of the complex focus and priorities, it is important that there is an exploration of how funds are allocated and money spent. It is top priority that this group follows sustainable practices in all of its functions.

Elections for positions occur during the first three weeks of the fall semester. Through weekly advising meetings and facilitation of ROCCC meetings, Rodney residents actively engage by contributing, exchanging, and creating ideas that benefit the community. At the beginning of each year ROCCC

members are asked to revise and re-ratify the constitution.

There are several leadership opportunities for residents to get involved. These are: President, Treasurer, Secretary, Public Relations Coordinator, RSA Executive Officer, one Vice president from each Rodney residence hall (A/B, C/D, and E/F), one floor Representative from each floor, and 10 RSA Representatives.

The executive board will meet each week to discuss ideas and plans for Rodney. The advisors will provide activities that will explore the concept of leadership based on the book, The Leadership Challenge: Five Practices of Exemplary Leadership written by Kouzes & Posner (2003) and will concentrate on the following aspects:

1. Demonstrate passion/enthusiasm for role/position
2. Develop dependability and follow-through responsibilities
3. Facilitate and lead discussions (sense of presence, making decisions, initiate discussions)

The leadership development outline is as follows:

September: Leadership Retreat
October: Who are you as a leader – the Color of Leadership
November/December: Assertiveness and communication
February: Team Dynamics – what makes or breaks a group
March: Being a consistent leader
April/May: Giving others the reins – transforming power as leaders

The success of this student group reflects the success of the entire staff, not just the Advisors (HD Collateral Assignment & CI- Student Leadership & Transitions). To help ensure the success of this group, the following guidelines will be adhered to:

- o The Hall Director with the collateral assignment of ROCCC Advisor will conduct monthly meetings with the President to help develop strategies and brainstorm ideas and solutions and foster that individual's professional development.
- o CI for Student Leadership & Transitions will focus primarily on this group. This position will meet bi-weekly with the members of the executive board as a group and individually.
- o Each HD will meet with their building VP once a semester and maintain regular contact with them.
- o Each building is required to co-sponsor at least one program with ROCCC during the semester. This is a financial and work co-sponsorship.
- o Each staff will be required to have a staff representative at each ROCCC meeting.
- o Each RA will work with their floor senator to mentor them and provide opportunities to take leadership on the floor level.

Even though we have a new student population in Rodney every year, there are established traditions for our ROCCC. Every year there are some traditional events to plan and organize. Some examples of these events are demonstrated in the following table.

Sept. 15- Oct. 15	Oct. 15-Nov. 15	Nov. 15- Dec. 15
ROCCC Recruitment, Campaigning, Elections, and Training	Spook Week	Toys for Tots "Penny Wars" Poker for a Purpose
Feb. 15-March 15	March 15- April 15	April 15- May 15
Dodgeball Recylemania	West Side Social Earth Day	ROCCCfest

Staff Training and Development

RA Training

A majority of the educational experiences being facilitated by staff members will be new and thus never experienced by the RAs. A major focus of Fall and on-going training will be providing staff members with the educational experience that we want them to engage in with their residents. Training and supervision efforts will emphasize providing these experiential learning opportunities one month prior to the residential initiatives. Special attention will be placed on conducting individual student meetings; facilitating problem based learning (PBL) community agreements, and the community meeting sequence. Pre-opening training, weekly staff meetings, monthly complex meetings, staff retreats, and HD/RA one-on-ones will be pre-planned in order to both examine current efforts and to prepare for each upcoming month.

The seven freshman learning outcomes and attached goals will be used as the main topic of discussion, staff development activities, and agendas topics. Use of weekly reflection guides will foster self-reflection from the RAs by prompting RAs to comment on the progress of the curriculum with each of their residents as well as reflect upon their distinct contributions to the RA staff. Secondly, the reflection guides serve as a tool to help the Hall Directors in Rodney assess the performance of the RAs on a weekly basis. It keeps the Hall Directors abreast of situations on floors and on staff.

As part of the Rodney experience, student staff members engage in curriculum committees that begin in the month of January, as part of the Rodney Complex in-service retreat. The objectives of the committees are to: engage RAs in a hands-on approach to explore the elements of the Rodney curriculum, provide an avenue for reflection and debate regarding the essence of the Rodney curriculum, begin the process of adjustment regarding the Spring Rodney curriculum as well as modification of the upcoming year's curriculum plans, challenge and engage RAs in a different environment outside their own hall staff teams, and connect RAs to other RAs with whom they might not otherwise develop relationships.

A basic sketch of training follows:

May	<ul style="list-style-type: none"> ▪ New Complex meeting: Introduce new staff to the Rodney Curriculum & Sustainability ▪ CI training and development of lesson plans ▪ Returner RA meeting
August	<ul style="list-style-type: none"> ▪ General department topics and building administration ▪ Group facilitation and presentation skills ▪ Develop reflective questioning techniques ▪ Training on setting the tone ▪ Emphasis on body language and listening skills, goal setting strategies ▪ Simulation of first community meeting/community agreement/roommate agreement /first individual student meeting ▪ Examination of personal privilege & sustainable practices
September	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: one on one progress, reflective questioning techniques, and establishing community standards, ROCCC recruitment ▪ CC/HD/RA Supervision Meeting Focus: Assess each RA/resident individual progress on 1st individual meeting, complex-wide initiatives development, educational message delivery, assessment of opening messages, extended housing concerns ▪ Begin 1st series of reflective reports, Individual RA/HD Goal Setting ▪ Complex Meeting: final training on 1st Community Meeting (Personal vs. Social Identities) and PBL Approach

October	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: ROCCC Involvement, self awareness exploration of personal influences, individual responsibility, socio-gram exercises ▪ CC/HD/RA Supervision Meeting Focus: Final results gathered from RA/resident one-on-ones with trend analysis, complex-wide initiatives development, extended housing concerns ▪ Personal influences ▪ Complex Meeting: HD (Saliency Lens Community Meeting), RA self awareness, and reflection
November	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: introduction of concepts of purchasing power, evaluating personal consumption and conservations patterns, Closing messages, Unity Project development, 2nd 1:1 preparation and implementation ▪ CC/HD/RA Supervision Meeting Focus: Assess each RA/resident individual progress on 2nd individual meeting, Fall Progress Reports and reflection on individual growth in position, EBI Survey Examination, Complex-wide initiative development, conduct student interviews regarding 1st 1:1 series, ▪ Complex Meeting: Celebration of Staff Successes, stimulation of December lesson plans
January	<ul style="list-style-type: none"> ▪ HD Senior Staff Retreat—Beach House Get Away: Reflection of Fall Semester/Preview of Spring Semester. Finalizing fall progress report, prepare for spring semester ▪ Building Staff Meeting Focus: Prepare for 3rd RA/resident one-to-one, personal consumption inventories training, hall staff retreat preparation ▪ Complex Meeting/Staff Retreat— Social Equity and Personal Civic Responsibility, Committee work ▪ CC/HD/RA Supervision Meeting Focus: RA/HD Goal setting, evaluation meetings
February	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: self awareness and reflection, RA recruitment & selection, socio-gram exercises ▪ CC/HD/RA Supervision Meeting Focus: examine each RA/resident one-on-one results and reflect on student tasking opportunities, assessment, RA recruitment and selection, Complex-wide initiative development ▪ Begin 4th series of reflective reports ▪ Complex Meeting: reflection on fall floor feedback survey result, simulation of March lesson plans
March	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: individual student contributions, introduction of environmental oppression concepts- case study examination ▪ CC/HD/RA Supervision Meeting Focus: Individual goal setting for each returning RAs/HD Promotions/returning HDs and status reports on student tasking-1 on 1 Examination/Reflection, Complex-wide initiative development ▪ Complex Meeting: share EBI result and analyses, prepare for community meeting, simulation of April lesson plans

April	<ul style="list-style-type: none"> • Building Staff Meeting Focus: Reflection activity focused on learning experiences stemming from curriculum learning outcomes, : completion of 4th 1:1s, student recognition nominations ▪ CC/HD/RA Supervision Meeting Focus: Complex-wide initiative development, Appraisals; gather information from final RA/resident one-on-ones and complete trend analysis, end-of-year assessment implemented ▪ Begin final series of reflective reports ▪ Complex Meeting: Emotional closure and assisting freshmen to take action in the community, community meeting simulation
May	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: Celebration and Reflection- ▪ CC/HD/RA Supervision Meeting Focus: Reflection ▪ Complex Meeting: Celebration and Reflection

Hall Director Training

Rodney Hall Directors are an important part of the plan. They have oversight of implementation of this very ambitious curriculum. During Hall Director Training, we will go through the curriculum implementation process in detail and discuss areas that need more training and development before our students arrive.

Each Hall Director will be given one of the following collateral assignments:

ROCCC Advisor

- Share advising responsibilities with the CI-Student Leadership & Transitions
- Coordinate ROCCC election
- Regular attendance at weekly executive board meetings
- Attend bi-monthly general assembly meetings
- Work with C3 leadership in the planning and implementation of ROCCC events.
- Serve as a signature line on C3 budget and checks
- Stay updated on RSA happenings and events
- Conduct regular one on one meetings with ROCCC President
- Conduct weekly meetings with treasurer to take care of financial responsibilities
- Attend monthly departmental Advisor Meetings
- Other duties as assigned

Staff Development & Recognition Coordinator

- Work with CIs to plan RA retreat.
- Provide staff development opportunities and activities to the RA staff during complex meetings
- Coordinate the weekly, monthly and yearly recognition of the RA staff and students
- Coordinate Rodney RA Selection Bid Process
- Coordinate technology related components of Rodney operations and administration.
- Other duties as assigned

Assessment Coordinator

- Assist in the administration of the elements of Rodney assessment plan
- Responsible for coordinating the tabulation and developing recommendations based on research findings
- Design or revise, as necessary, assessment tools utilized by staff
- Serve on Residence Life Assessment Committee
- Other duties as assigned

Assessment Plan

The Office of Residence Life, as part of the educational enterprise within the University of Delaware, is committed to assessing its' initiatives at all levels. Assessment is "any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness" (Upcraft & Schuh, 1996, p.18). Assessment focuses on the learning that has occurred due to an intentional implementation whereas evaluation measures satisfaction and needs. Evaluation does not focus on the cognitive or psychosocial development and provides little or no evidence of the power of the implementation. Assessment gathers information on the learning of students while causing students to reflect on their own learning (Bresciani, Zelna & Anderson, 2004, p.27).

The assessment philosophy of the Office of Residence Life is composed of two categories of assessment techniques. The first categories of techniques are described as "action research." They are intended to inform front line strategies. This type of assessment is implemented on an ongoing basis and provides data about the effectiveness of specific delivery strategies within the complex. It is improvement-oriented and plays a pivotal role in adjusting front line strategies within a very short time frame- often *as* a particular strategy is being implemented. Research questions for this type of assessment will be designed for specific strategies during later stages of curriculum design and implementation.

The second category of assessment techniques are focused on measuring student learning. As discussed earlier the bench marks for student learning are expressed through the achievement of the assigned competencies leading to the educational priority of citizenship. This type of assessment is intended to provide the ability to make conclusive assertions about whether we accomplished what we set out to with a student population within a specific academic year. Assessment of student learning within the Rodney complex will be guided by the following questions:

1. Do students hold a sustainable perspective as a result of going through the Rodney curriculum?
2. Do students experience a shift towards increased community responsibility?

These questions serve as an overarching measure of the accomplishment of the departmental and Rodney-specific learning goals. Additionally, the data that can be gleaned from these questions will provide valuable information to the upper-division areas about competencies achieved by students during their freshman year. We will seek to measure learning that occur as a result of strategies employed by the Rodney complex as students experience them.

Various tools will be utilized to assess the success of the Rodney curriculum. A combination of qualitative and quantitative assessment tools will be utilized. Techniques, such as focus groups, paper/pencil scantron surveys, Interwrite RF PRS clickers, and one-on-one interviews will provide great insight into the achievement of the learning outcomes. The Rodney Assessment Team (CC, HD of Assessment, and CI of Assessment) will be responsible for overseeing all assessment efforts, including collecting and reporting information to the Rodney Complex and Office of Residence Life. Any assessment conducted must have prior approval of the Residence Life Research Team and will follow all proper procedures and guidelines put forth by the team.

Sample assessment tools include the following:

1. **First-Year Baseline**

Subjects: All Rodney students

Frequency: Conducted on first day of move-in

Collection Method: Individual Meeting – Scanton forms

Purpose: This baseline assessment is used primarily to assess first-year residents' awareness of social justice as they enter college and for comparison throughout the year. It is our hypothesis that first-year students possess generalized knowledge regarding social justice (i.e. sexual orientation, ability,

socioeconomic status, gender) but lack the understanding of the relationship between social identities and oppression. The objectives are:

- To assess the level of understanding that students have regarding social justice and personal responsibility.
- To provide a point of comparison for the rest of the year to see how effective our lesson plans are in educating our students regarding social justice and personal responsibility.
- To provide information that will help to determine if adjustments are needed to the strategies employed in the Rodney curriculum.
- To cause residents to reflect on their own involvement and learning processes.

Reporting: Development of the questions on the survey will be consistent with the Residence Life Research Team's assessment standards. Information from this report will be combined with other complexes, and will direct the topics of the fall focus groups.

2. One on One Meetings

Subjects: All Rodney students

Frequency: four times during the year

Collection Method: Individual Meeting

Purpose: Each RA will meet with each student on their floor and include questions related to the learning outcomes. Each 1:1 will have an RA discussion guide and student form that must be completed and turned into the HD, who will process them and utilize them for RA-HD supervision meetings. Copies of these forms will be made available for use in an in-depth review of these forms by the January Assessment Committee. Other assessment devices that will be used in order to determine the success of the 1:1 strategy are written reflections from RAs and HDs, specific questions on the floor feedback survey, and questions during student interviews.

Reporting: Data collected from discussion guides, student interviews, and focus groups will be reported in the Mid-Year Progress Report and guide the development of the following year curriculum.

3. HD/CC Individual Interviews

Subjects: selected students

Frequency: once a month

Collection Method: Individual Meeting

Purpose: Each HD/CC will meet with two students a month to gather information about the effectiveness of strategies on the floor level and progress on the achievement of learning outcomes and goals. Though the main purpose of these interviews is to gather information, it is also an opportunity to activate students' self-reflective skills regarding their development and lessons they have learned so far. The goals are:

- To explore the student's experience in Rodney up to that point in the semester
- To encourage reflection from residents regarding social justice and personal responsibility
- To determine which lesson plans were effective for these particular residents
- To determine where developmentally some students are regarding the achievement of learning outcomes and goals.

Reporting: All students participating must sign a consent form to be recorded and interviews will be typed and given to the CC who will review and analyze the data. This data will be included in the Mid-Year Progress Report.

4. Focus groups

Subjects: Randomly selected students from various floors

Frequency: a minimum of three times during the year

Collection Method: Group Interview

Purpose: Facilitated by HD/CC/CI- Assess whether a specific strategy leads to a specific learning goal, a specific learning goal leads to a specific learning outcome, and whether the learning outcome was achieved by the student. The objectives of this assessment are:

- To follow up on some trends observed from the baseline report.
- To gain first hand information about the strategies that students find most effective in delivering the Rodney curriculum

- To determine if the messages that we intend to send about responsible citizenship have been received successfully
- To gain a clearer understanding of the residents' understanding of social justice so far.

Reporting: The information gathered from the focus groups will aid in the assessment of the learning outcomes as well as any revisions of strategies needed to achieve the Rodney learning outcomes and goals. This data will be reported in the Mid-year Progress Report.

5. Lesson plan evaluation

Subjects: selected students / RAs

Frequency: ongoing – after each lesson plan

Collection Method: Survey, individual student discussion

Purpose: Facilitated and reported by the RA. Evaluate the success of specific delivery strategy in achieving the desired learning outcome and goals. Feedback will be gathered regarding the effectiveness of a lesson plan, and if its objectives were met. The evaluation's purpose is to cause reflection by the resident regarding the learning they have engaged in, rather than assess participants' satisfaction. The objectives are:

- To encourage residents and RAs to reflect on the learning goals of the lesson plan
- To gain information regarding student learning through direct observations
- To determine if the lesson plan was effective in students' learning and achieved the learning goals
- To gain suggestions from RAs for future implementation of the lesson plan

It is important to take note that it would be impossible to tabulate and assess each lesson plan as well as time and cost prohibitive. Some lesson plans will have paper-form evaluations, while others may have specific questions that will be gathered by HDs and CCs during the floor feedback as well as in other student interactions. In staying true to our commitment to sustainability, the leadership staff must be creative and innovative in gathering this type of information. Examination of technology and other resources might assist in achieving the type of feedback needed to ensure learning is occurring.

Reporting: Any data collected from students regarding lesson plans will be analyzed by HDs and reported to the CC through an electronic evaluation form. It is understood that this feedback is also an exercise in self-reflection and will be utilized by HDs in their supervision meetings to assist RAs in their development.

6. Floor feedback survey

Subjects: all Rodney students

Frequency: twice during the year (December & May)

Collection Method: Interwrite RF PRS clicker survey

Purpose: Facilitated by the Complex Coordinator on each floor. Evaluate the effectiveness of the RA in delivering learning strategies and measure achievement of specific learning outcomes. Questions on this survey will be designed to assess the 1:1s and lesson plans implemented up to that point, while also sending messages to residents regarding their role within the community and the RA job entails. The objectives of this assessment are:

- To assess the RA's presence on the floor, their ability to make personal connections, and their ability to educate students.
- To prompt reflection in residents regarding their own development and lessons they have learned so far through the questions asked on the feedback.
- To provide status report on residents' progress toward the achievement of the learning outcomes and goals.

Reporting: Data will be tabulated and reported in the Mid-Year progress report, as well as to students through ROCC and on the Rodney website. The spring semester floor feedback will focus on the success of the strategies to deliver the Rodney curriculum as well as help to determine which lesson plans were the most effective in educating the residents. The CC will compare results from past years to assess trends and each resident's development and prepare a report for the Research Team.

7. Curriculum Transmission Observations

Subjects: Rodney floors

Frequency: once a semester

Collection Method: Survey completed by RA peers, HD-to-HD, and CC-to-CC

Purpose: Utilizing peer to peer feedback to provide insight on how the tenets of the Rodney curriculum is being transmitted on floors. An observation sheet regarding specific points will be given to RAs, HDs, and fellow CCs. RA-to-RA peer feedback will be conducted during an in-complex meeting, in which RAs will observe other RAs' floor messages and meet with that RA to provide new ideas and suggestions to improve the message they are trying to deliver on their floors. HD-to-HD feedback will be conducted during a leadership team meeting, to provide feedback on the messages that are being presented hall-wide. Specific CCs will be invited for a walk-through of the complex, following an observation sheet, and provide feedback to the Rodney CC on (and if) the Rodney curriculum is transparent within the complex and suggestions on improvements.

Reporting: Observation sheets will be returned to CC and data collected will be reported to specific supervisors, and will assist in supervision meetings among the RAs and HD teams.

8. Student GPA Evaluation

Subjects: all students

Frequency: twice during the year (December & June)

Collection Method: Secondary Analysis

Purpose: Assess and evaluate general trends in student's academic performance and progress.

Reporting: Floor cumulative GPAs will be reported to RAs and HDs to guide needed interventions. Students who receive a fall GPA below 2.0 will meet with HDs during the spring semester to develop strategies for their success in the spring semester. Students who earn a GPA of 3.5 or higher will receive a special recognition, organized by the CC.

9. EBI Survey

Subjects: all UD resident students

Frequency: once during the year (November)

Collection Method: electronic survey

Purpose: Administered by the Office of Residence Life. The goal is to measure general satisfaction of the students.

Reporting: EBI on-line report. Specific data will be utilized for further discussion and assessment.

10. ROCCC Leadership success focus group

Subjects: members of ROCCC

Frequency: once each semester

Collection Method: 1:1 interviews

Purpose: Facilitated by the C3 advisors. Solicit information from ROCCC members about their leadership experience throughout the year as it relates to the learning outcomes.

Reporting: Data collected will be analyzed by the C3 advisors to guide further leadership development and will be reported in the Mid-year Progress Report and guide the development of the following year curriculum.

11. RA/HD Weekly Reflective Reports

Subjects: Rodney staff members

Frequency: ongoing

Collection Method: written reports

Purpose: Prompt reflection among staff members about effectiveness of delivery strategies. The goal is to collect qualitative data about the progression of the implementation of the curriculum and the student response to it in order to identify progress in achieving our learning goals and correct deficiencies. The objectives are:

- To assess the progress of the curriculum with each residents
- To reflect upon distinct contributions to the RA staff.
- To serve as a tool to HDs in assessing the performance of the RAs on a weekly basis.

Reporting: HDs will inform CC of any supervision issues and develop strategies to develop RAs further.

12. Closing Curriculum Quiz

Subjects: All Rodney Students

Frequency: once (May)

Collection Method: Survey quiz during check-out processes

Purpose: The goal is to measure student progress in achieving the learning outcomes.

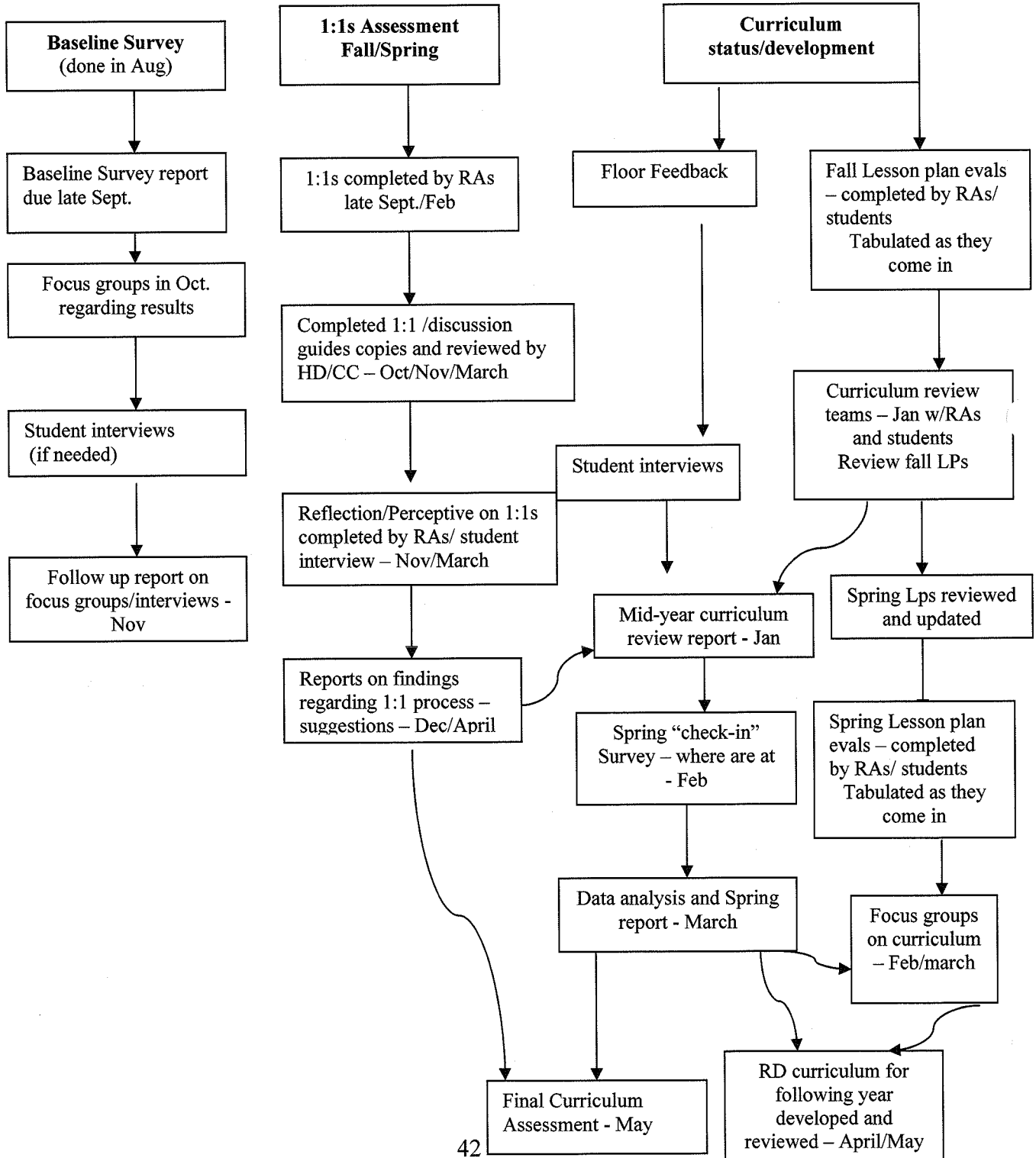
Reporting: Data analyzed from survey will be used in the development of an End-Of-Year assessment report and will guide development of the following year curriculum and strategies.

Rodney Sequence of Assessment Strategies by Month:

August	<ul style="list-style-type: none"> ▪ Training for staff on effective assessment practices, such as utilizing both quantitative and qualitative assessment methods to assess the effectiveness of our curriculum. ▪ Baseline survey preparation. ▪ Baseline assessment distributed and collected during first community meeting on opening day
September	<ul style="list-style-type: none"> ▪ Baseline survey results analyzed and reported. ▪ Focus group training for HDs. ▪ <u>First</u> focus group will be conducted by HD's. Each HD will do a focus group starting in mid-September and continuing to early October. The focus group will focus on information from the baseline survey result. ▪ RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director. ▪ Reflective Report topic: Community meeting sequence- ongoing assessment result reported and analyzed. This will be done starting in September and continue each month.
October	<ul style="list-style-type: none"> ▪ Development of Mid year assessment Feedback tool. ▪ <u>First</u> focus group results analyzed and reported. ▪ Reflective Report topics: Community meeting assessment result reported and analyzed. RA reflection on 1st one on one meeting. HD reflection on 1st one on one.
November	<ul style="list-style-type: none"> ▪ Reflective Report topics: Community meeting assessment result reported and analyzed. RA reflection on 2nd one on one meetings. HD reflection on 2nd one on one meeting.
December	<ul style="list-style-type: none"> ▪ Complex Coordinator will conduct fall floor feedback on each floor. ▪ <u>Second</u> focus group will be conducted by HDs. Two focus groups conducted in late November and early December. These focus groups will reflect on the fall semester community meeting tracks. ▪ EBI distributed and strategies for increasing return rate.
January	<ul style="list-style-type: none"> ▪ Fall floor feedback survey results analyzed and reported. ▪ Community meeting sequence focus group assessment result reported and analyzed. ▪ EBI results analyzed. ▪ Curriculum Mid year Report completed and distributed. ▪ Revision of strategies among the HDs/CC. ▪ Preparation for Spring semester with course corrections in place.
February	<ul style="list-style-type: none"> ▪ Review of strategies for spring semester with staff; what results are telling us. ▪ RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director. ▪ Reflective Report topics: Community meeting assessment result reported and analyzed.
March	<ul style="list-style-type: none"> ▪ Reflective Report topic: Community meeting assessment result reported and analyzed. RA reflection on 3rd one on one meeting. HD reflection on 3rd one on one meeting. RAs report status of consumption inventories.
April	<ul style="list-style-type: none"> ▪ Closing curriculum quiz designed. ▪ <u>Third</u> focus group will be conducted by HDs. Two focus groups conducted

	<p>through the end of April. These focus groups will reflect on the spring semester community meeting tracks RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director</p> <ul style="list-style-type: none"> ▪ Reflective Report topic: Community meeting assessment result reported and analyzed. RAs submit final report on student consumption patterns
May	▪ End of the year assessment result administer, analyzed and reported

Assessment Tracks



References

- ACPA & NASPA [American College Personnel Association & National Association of Student Personnel Administrators]. (2004). In Keeling R. P. (Ed.), *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC:
- Adams, M.; Bell, L. A.; & Griffin, P. (1997). *Classism curriculum design. Teaching for diversity and social justice: A sourcebook* (pp. 231-260). New York, NY: Routledge.
- Anderson, C.W. (1993). *Prescribing the life of the mind. An essay on the purpose of the university, the aims of liberal education, the competence of citizens, and the cultivation of practical reason*. Madison, WI: University of Wisconsin Press
- Arboleda, Wang, Shelley, & Whalen (2003). Predictors of Residence Hall Involvement. *Journal of College Student Development*, 44 (4), 517-531.
- Bennett, J. (2006). Newsweek. Retrieved March 29, 2007. from <http://www.msnbc.msn.com/id/14366431/site/newsweek/>
- Campaign for Environmental Literacy. (2005). The sustainability challenge for business and society. Retrieved April 8, 2007, from http://www.demaction.org/dia/organizations/cel/content.jsp?content_KEY=658&t=highered
- Colby, A., Ehrlich, T.; Beaumont, E.; & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Fransico, CA: Jossey-Bass.
- Coomes, M. D., & DeBard, R. (2004). Serving the millennial generation. *New Direction for Student Services*, 104.
- Echols, C. V.; Hwang, Y. S; & Nobles, C. (Fall 2002). Campus diversity: Implementing the town hall approach for racial and cultural understanding at a predominately white university. *NASPA Journal*, 169-186.
- Edwards, A. R. (2005). *The sustainability revolution: Portrait of a paradigm shift*. British Columbia, Canada: New Society Publishers.
- Hall, R. & Willerman, B. (1963). The Educational Influence of Dormitory Roommates. *Sociometry*, 26 (3), 294-318.
- Hays, R. & Oxley, D. (1986). Social Network Development and functioning during a life transition. *Journal of Personality and social Psychology*, 50 (2), 305-313.
- Howe, N.; & Strauss, W. (2000). *Millennials rising*. New York, NY: Vintage Books
- Howe, N.; & Strauss, W. (2003). *When millennials go to college*. Great Falls, VA.: American Association of Collegiate Registrars and Life Course Associates.
- Higher Education Research Institute. (2006). "The American freshman: National norms for fall 2005." Online: <http://www.gseis.ucla.edu/heri/heri.html>

- Higher Education Research Institute. (2003). "College freshmen spend less time studying and more time surfing the net, UCLA survey reveals." Online: <http://www.gseis.ucla.edu/heri/heri.html>
- Kaya, N. & Weber, M. (2003). Territorial Behavior in Residence Halls: A cross-Cultural Study. *Environment and Behavior*, 35(3), 400-414.
- Kouzes, J. & Posner, B. (2003). *The Leadership Challenge*. San Francisco: Jossey-Bass.
- Leskes, A. & Wright, B. (2005). *The art & science of assessing general education outcomes: A practical guide*. Washington, DC: Association of American Colleges & Universities.
- Miller, T.K., & Prince, J.S. (1976). *The future of student affairs: A guide to student development for tomorrow's higher education*. San Francisco: Jossey-Bass
- Otega y Gasset, J. (1941). *History as a system and other essays toward a philosophy of history*. New York, NY: Norton
- Orr, A. (2004). *Earth in Mind: On education, environment and the human prospect*. Washington, DC: Island Press
- Quinn, L., & Norton, J. (2004). Beyond the bottom line: Practicing leadership for sustainability. *LIA*, 24(1)
- Raines, C. (2002). "Managing millenials." *Connecting generations: The sourcebook*. Online: www.generationsatwork.com/articles/millenials.htm
- Sanford, N. (1967). *Where colleges fail: A study of the student as a person*. San Francisco: Jossey-Bass
- Sandfort, M. H., & Haworth, J. G. (2007). Wassup? A glimpse into the attitudes and beliefs of the millennial generation. Retrieved March 23, 2007, from <http://www.collegevalues.org/articles.cfm?a=1&id=613>
- Sax, L.; Lindholm, J.; Astin, A.; Korn, W; & Mahoney, K.(2002). *The American freshman: National norms for fall 2002*. Los Angeles, CA: Higher Education Research Institute
- Second Nature: Education for Sustainability. (2005). *Envisioning A sustainable future*. Retrieved April 8, 2007, from http://www.secondnature.org/efs/efs_part_one.htm
- The University of British Columbia Sustainability Office. (2006). *Inspirations and aspirations: the sustainability strategy and you*. Retrieved May 31, 2007, from <http://www.sustain.ubc.ca/andyou.html>
- University of Delaware First-Year Experience Program. (n.d.). Retrieved March 5, 2007, from http://www.ugs.udel.edu/gened/FYE_links.htm.
- University of Delaware LIFE Program. (n.d.). Retrieved March 5, 2007, from <http://life.ugs.udel.edu/studentfaqs.html>.
- University of Delaware Office of Institutional Research & Planning. (2007a). Common data sets: Financial aid. Retrieved March 22, 2007, from <http://www.udel.edu/IR/cds/cds0607.pdf>
- University of Delaware Office of Institutional Research & Planning. (2007b). Employment and Educational Status of Baccalaureates by Curriculum Group, Class Of 2005. Retrieved March 29, 2007, from <http://www.udel.edu/IR/fnf/empst/index.html>

University of Delaware Office of Institutional Research & Planning. (2007c). *TUITION, FEES, ROOM AND BOARD CHARGES AND THEIR ANNUAL RATE OF INCREASE 1996-97 through 2006-07*. Retrieved March 22, 2007, from <http://www.udel.edu/IR/fnf/fees/index.html>

Wisdom Financial, Inc. (2003-2005). Negative Savings and Extremely Cheap Gold. Retrieved March 29, 2007 from <http://www.wisdomfinancialinc.com/pages/negative-savings.html>

World Commission on Environment and Development [Brundtland Commission]. (1987). *Our common world*. Oxford, Great Britain: Oxford University Press.

***Student Success Contacts
Assessment 2005-2006***

During the 2005-2006 academic year, Rodney Complex implemented Student Success Contracts – a type of one-on-one meeting between a resident and residence life staff member. RAs met with each student on their floor in the beginning of each semester to assist residents' in establishing academic goals and developing three strategies towards them. The Student Success Contacts objectives are:

- To examine information from the First-Year Success Tool and establish academic goals for semester.
- To activate student reflection on their skills and limitations and to connect them to campus resources.
- To identify at least three strategies that will assist students in achieving their academic goals.

The Student Success Contracts provided students a foundation in understanding what it takes in order to achieve their academic goals. The RA provided resources and support to individual residents towards their academic goals. During the spring semester, another set of student success contracts were made where residents reviewed how they did academically during the fall.

In order to assert that these contracts were successful and to identify what first-year residents are expecting out of college, a review of the fall 2005 and spring 2006 contracts were made with assistance from the summer ACUHO-I intern, Johnika Nixon. 250 fall contracts and 180 spring contracts were used in the analysis. Interesting correlations were made within each semester. Below is a summary of each semester's contracts.

Fall 2005 Student Success Contracts Summary

Males generally stated "do well academically" versus specifically stating an actual GPA, while the females sometimes noted both a GPA and the goal to do well academically.

It was interesting that males noted "being independent" about 60-70 % more than females. Interestingly enough, it was males who stated "floor drama" almost 2-to-1 to the females. They mentioned getting along with the guys on the floor and they specifically stated no drama, no trash, and no breaking stuff. In terms of parties, guys stated, "hanging out with different people, having the option to party and finding parties." Nothing about diversity was strongly noted under this question, except for the adjustment category in which diversity was noted twice but the most interesting transitional issue to me came not from a female but from a latino male, who simply stated, "being openly gay." This was interesting because no one else throughout my entire analysis from both fall and spring said anything like this on their contract. Clearly, this male had a strong identity of himself and wasn't afraid to assertive himself. That was wonderful to hear from a freshman.

Males were more apt to state "do well in classes" versus noting a specific GPA. And again, females often stated a specific GPA and noted "do well in classes." There were high numbers (both male and female) who stated they'd like to meet new people and make new friends, stay out of trouble, cite future goals and the desire to get involved on the floor. The future goals stated by the students on their contracts were specific to the types of things students were looking to branch out and do, such as: have a recital with people playing his music, learn to play 4 instruments, and learn to sail and learn to play tennis.

Females again were more precise in noting they wanted a 3.5 or higher, a 4.0 or the desire to make the Dean's List. They also noted the need for a quiet environment, the need to study more, complete work, not procrastinate and develop relationships with their professors. This is not surprising to see the aforementioned goals when you see how the female students are precise in stated a strong GPA number versus simply saying, "I want to do well academically." One student simple wrote one thing, "I want everything to be perfect."

Males stated lower academic expectations, with statements regarding having a 2.5 or above, along with "do well" and "not fail out." This reveals a different level of development regarding academic goal setting for males compared to females.

Study skills didn't surprise us as much as the different comments made in reference to studying, such as take notes, flash cards, set goals, and apply oneself. The need to set limits, have self control, manage

time, not procrastinate, attend classes and go to bed early or get sleep was interesting to analyze because the numbers differ. Clearly, students know what types of environments they need to create for themselves in order to succeed.

It was interesting to see how females noted needing a quiet space, utilizing resources like tutors, keeping in touch with professors, maintaining organization and staying focused more than males. Males felt that ways to succeed included having time for self and networking within their majors.

Females generally commented on pledging, community service, resident hall community, including bathroom, social and birthday committee, environmental clubs and jobs/internships in huge numbers compared to males. Females were looking to develop friendships and get to know new people at high numbers, which could be seen in the high number interested in joining a sorority and community service.

Spring 2006 contract Summary

The spring contracts revealed that students had not met their academic goals. In the fall, many people wanted to do well and get good GPAs, yet a good number in the spring citing that they wanted to bring their GPA up. At the same, there were higher numbers regarding students desire to be an active member of the community. This provokes questions that need more assessment, such as what is the meaning of active, what level of involvement do students want in the spring that differs from fall, and do residents realize that the more they are active, the better their grades might be.

Again females noted more precise goals for the semester and the community. Females seemed to have done better this semester than males because they noted they wanted to maintain their GPA more than males. In addition to saying they wanted to do well, they also mentioned the Dean's List and a 3.5 or higher GPA more than males. Females seemed to have a mix of friends, either in and out of the building and they were trying to balance those friendships and juggle the different types of people in their lives. Females were also trying to learn about themselves, their likes and interests.

It was not surprising that females commented on being homesick this semester more than males. In addition, majority of females listed different schedules as a major transition, as well as the heavy workload. Two people, a male and female cited adjusting to diversity, and another person cited adjusting to the hall and noise on the floor being an issue. More females than males cited finding themselves as a transitional option or issue. Roommate issues were considered a transitional issue listed more frequent by females than males, but this might be due to extended housing.

Males, on the other hand, were specific regarding less positive or had different motivation regarding their academics such as: get off probation, get above a 2.0, and not to fail. Males noted independence and time management as transitional issues more than females. Independence was high overall in the fall semester but males commented more on it in the spring semester. Homesick was viewed differently, whereas females identified "homesick" as a transitional issues, males noted none or "adjusted/adjusting just fine" on their contract. Males also noted time management as a transitional issue which we could guess would be the reason why fall semester academic goals were not met (not studying, or completing work on time).

Females saw the benefit of tutors and keeping in touch with professors to make sure they understand the material. Females also seemed to be looking for balance overall to meet their desire to eat healthy, practice self control from the internet and the television, and they want to utilize quiet spaces such as their room, library and study lounges in the residence hall more. Females seem to be more active than males this semester, nevertheless the numbers have seemed to change drastically. No males noted a job, being involved enough, youth/church or study groups. This is an area of interest to develop within the male population at Rodney. And only 1 or 2 males noted participation in student professional organizations, honor fraternities, and art clubs.

Discussion Points

The data reviewed from fall and spring student success contracts comparisons demonstrates a strong need for students to identify academic goals and strategies right from the beginning of the year. It was very obvious that males process academic goals differently than females. This might be an area to explore within staff training and resource allocations to males floors (within Rodney). The data also

reviewed a need to improve the questions being asked to residents, the process on how RAs are engaging students in these discussions, and a better spring reflection process using the fall contracts. Lastly, it is essential to utilize these contracts as reflection mechanisms for our residents. This was very obvious with the females (not so much with the males). Better training, supervisory follow-up, and student challenges will need to take place if student success contracts continue to be implemented.

APPENDIX B

What Does It Take To Be A Male at UD? Submitted by Michael Franklin, Completed Summer 2006

During the process of collecting data for this assessment, I had two full length interviews and four casual interviews, in which I asked random questions from my main list of questions and rephrased them to be able to ask them in a day-to-day, conversational tone. Of the two full length interviews, one male was openly homosexual and one was openly heterosexual. One of the males interviewed in the informal setting was of minority status. No background information was collected from the four casual interviews. The age range interviewed for this assessment involved UD males from sophomore year age to fifth year-senior age, specifically one sophomore, two juniors, two seniors, and one fifth-year senior.

I conducted the formal interviews over dinner in a relaxed setting in their homes and asked all of the questions in the main list. Occasionally, a question would be misunderstood, or cause the male interviewee to be taken aback, so I created the informal listing as a response to this confusion, rewording questions for the more casual interviews. I conducted the informal interviews in a number of various settings: during conversations in the hallway or in the bathroom, during check-out, or when someone visited my room. During the informal interviews, I picked and chose questions from the list above. All of the guys took some time to ponder the questions, trying to formulate an answer soundly based on their own opinions. The questions which took the longest in the main list were questions 1, 2, and 5. The questions which took the shortest amount of time to answer were the last 2 questions.

From the various small discussions I have had with males in and out of the residence hall who attend the University of Delaware, the main points that came up about being a male at UD were very contradictory – either people thought that males were perceived as immature, alcoholics, and rapists, or that the male population is very diverse here and everything that it means to be a male on this campus is equivalent to what it would mean on a more worldly sense... to be strong (in the physical and emotional sense), masculine, and a good leader. In both viewpoints, the men thought that these perceptions transgressed the campus boundaries.

Within the more negative view of males of campus, one compared the male and female roles to the intimidator and the intimidated, using the example that if a girl is walking alone at night and passes by a man walking alone, there is no doubt that she will be very afraid of you. Within the more positive view, one believed the male population to be all-inclusive, where guys could find their place with others who play sports, hang out in their rooms, or play video games. Yes, as one enters college as a freshman then they are very immature, but with the college experience one would hopefully achieve that level of maturity and respect which would prepare them for the outside world.

When asked what the male population might need to most assistance with to benefit them in the long run and improve others perceptions of them, people mentioned that they could learn to show more respect to all people (especially women), that masculinity and being a male are terms that do not go hand in hand, sensitivity training, and the dangers of alcohol consumption.

For this assessment to be more valid, many more interviews should be conducted among a broader range of individuals. Also, the inherent atmosphere of campus life should be taken into account when these questions are asked – for example, the view that males are “rapists” may come from the interviewee’s recent RA status and receiving public safety e-mails daily, detailing the consistent crime on campus. A large question which must be asked now is how can we get through to the male population, implementing educational techniques on masculinity, respect, sensitivity training, and alcohol awareness?

