

Residential Life

Mission Statement

The purpose of Residential Life at PLNU is to collaborate with students, faculty, and staff to develop a Christ centered living, learning experience.

Overview of RA Development

The Office of Residential Life develops a Christ centered living learning experience at PLNU through the collaborative work of ten Resident Directors (RDs) serving as full time university staff, three Assistant Resident Directors (ARDs) serving as part time university staff, and 64 Resident Assistants (RAs) serving as student employees. This team works and lives in ten residence halls, impacting 70% of the PLNU student body. The Res Life staff leverages its resources towards supporting the holistic development of the RAs, grounded in the framework that the RAs' lived experience and leadership will influence and impact the holistic development of their peers.

Within this approach to the work are significant and well used feedback loops. RAs attend a significant training event in August of each year. These sessions and approaches are evaluated annually by the participants in order to test for validity, effectiveness, and to share ideas for improvement. The RA and RD meet at least twice a month in a 1/1 mentoring meeting. The combined RA staff meets weekly with the RD. And the combined all RA group (64 of them) meets together once a month for combined training and support. RAs also fill out a weekly Outlook, which is a written reflection and planning tool.

RAs also have a total of four RA Evaluations throughout the year. These are intentional and structured times with the RD for the purpose of giving feedback to each other on job performance and suggestions for improvement at all levels of the organization. PLNU's Residential Life also annually surveys the residential students regarding the on campus living experience. The organization processes that data internally and shares it with relevant campus constituents like ITS and Campus Facilities.

PLNU Residential Life is a highly collaborative and consultative organization. RAs consult with RDs, RDs consult with each other and with the Dean of Students, who consults regularly with the Vice President for Student Development. All this is done in the interest of the mission driven student experience of living on campus at PLNU.

Intended Learning Outcomes

Practical Program Competence	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence
RA Development	X	X	X	X

Evidence of Learning: RA Development

Cognitive Complexity: Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives, and solutions.

Apartment RA - Senior, Female - RA Evaluation #4(see appendix B)

"I have also learned to work on a small team, which has been really different from the last two years, having an 8-person team. The dynamics are so different, which has been challenging at times, and so wonderful at times. What have I learned about myself in this smaller-team context? Hmmm, probably that it's ok to sit in silence when no one has anything to say. With fewer people in a group, there is naturally times where no one is talking, even just when we're driving places or talking in a meeting."

"Another significant part of my journey over the last 3 years of ra-ing has been separating who I am with what I do. Although this is something that has been emphasized by ResLife all throughout training and hiring and all, it really is something that has been something I have had to reconsider every year of being an RA. I think what makes this piece of the role significant is that everyone around us identifies us largely an RA. With that playing largely into friendships, mentorships, relationships with residents, etc., it has been a journey to figure out how to hold that, hold the role, and interpret what that means for me as (RA's name) practically."

The RA Development program aspires to teach the RA principles of cognitive complexity mainly through through the intentional mentoring with the supervising staff RD. This relationship is based on a constructivist pedagogy and includes conversation and as well as formal and informal training. The main assessment and evidence of learning takes place as the RD observes and interacts with the RA on a regular basis. This takes place in scheduled 1/1 meetings, weekly RA staff meetings for the residence hall, and ongoing job related interactions. The intent is that direct and indirect learning takes place as the RD interacts with the RA and the RA team, and then consults with other RDs, campus colleagues and the Dean of Students. This feedback is then offered back to the RA in the form of informal conversations, written feedback, coaching, and skill building. The RA is therefore offered the chance to confront their own assumptions as well as deficits and challenged to develop alternative perspectives.

In April 2017, all current RAs were surveyed on a number of issues related to being an RA and their learning and development that took place. Related to cognitive complexity, RAs were asked to respond to the following prompt: **My 1-1 meetings with my RD have been effective in helping me to do my job.** 37/63 responded, with combined nearly 90% indicating that they "strongly agreed" or "agreed". RAs were also asked to respond to the following prompt: **My Dorm RA staff meetings have been effective in helping me to do my job.** 37/63 responded, with a combined nearly 100% indicating "strongly agree" or "agree" (see appendix A). The interpretation of these positive results is that the above described feedback loops connecting the student with institutional mentoring are creating a rich learning environment as well as direct and indirect learning regarding the outcome of cognitive complexity.

Knowledge Acquisition, Integration, and Application: Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions.

Freshman RA - Junior, Male - RA Evaluation #4

"I learned that confrontation is more difficult for me than I expected it to be. The hardest parts about this job were confronting my residents about something they did that was disrespectful or against the school's policies. For example, talking with (resident) about the snapchat videos of him drinking felt awkward and uncomfortable for me because I was not used to having conversations like that. I was happy to have this experience, however, so that I know how I can improve with confrontations in the future."

RA Survey April 2017

"I came in like "ugh another conversation about alcohol" but left feeling great about it. I thought it was awesome to hear from older people talking about post-grad life with it."

The RA Development program aspires RAs to seek out and integrate knowledge. As an example, RAs are challenged to make connections between curricular and co-curricular learning in the monthly Monday night meetings that include all of the RAs across campus. These Monday nights are utilized to bring in faculty and staff from in and outside of Residential Life to discuss important issues relevant to college students. RAs are encouraged to engage in these conversations as they pertain to themselves, not just their residents, and their holistic growth and learning both inside and outside the classroom.

One of the Monday night meetings this year was on the topic of alcohol. The session was designed to move students beyond awareness of institutional policy and response and into a place of offering new and applicable knowledge and skills when it comes to decision making with alcohol. Framed in the institutional mission, the night included practical knowledge on alcohol as well as holistic, informed and reflective decision making based on discernment.

Residential Life asserts there is indirect evidence of learning found in Question 11 of the April 2017 All RA Survey (see appendix A) That prompt was: **The All-RA meeting in February focusing on conversations about alcohol was effective and beneficial.** A combined 80% responded with "strongly agree" or "disagree".

Humanitarianism & Civic Engagement: Engages in humanitarian & civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.

Transfer RA - Senior, Female - RA Evaluation #4

"Being an RA has taught me to slow down for the one person in front of me, the person that I see on the fringes in my community."

Freshmen RA - Sophomore, Female - RA Evaluation #4

"I also learned that I can never go wrong with approaching things with a tone of "curiosity." I think being curious can change the tone and vibe of a conversation and allow honesty to come through more."

A significant aspect of the RA Development program is teaching the RAs to be students who engage with a wide variety of abilities, cultures, ethnicities, and socio-economic backgrounds. The expectation of the position is that this is happening on a daily basis. RAs regularly hear that it is crucial to the growth and maintenance of the ethos of PLNU that they be student leaders who engage beyond themselves. As was stated above, the main assessment and evidence of learning takes place as the RD observes and interacts with the RA on a regular basis. This takes place in scheduled 1/1 meetings, weekly RA staff meetings for the residence hall, and ongoing job related interactions. RDs listen for difficult interactions and help the RA to understand why those interactions are problematic. RAs are asked to examine their own bias and privilege, along with their own abilities, cultures, ethnicities, and socio-economic backgrounds.

The intent is that direct and indirect learning takes place as the RD interacts with the RA, the RA team, and then consults with other RDs, campus colleagues and the Dean of Students. This feedback is then offered back to the

RA in the form of informal conversations, written feedback, coaching and skill building. The RA is therefore offered the chance to confront their own assumptions as well as deficits and challenged to develop alternative perspectives

While most of these interactions are granular, taking place in the normalized day-to-day living, Residential Life also responded to a request from the RAs to host an All RA Monday Night Training on Politics and Worldview. Professor Rosco Williamson from the PLNU Political Science Department came in to moderate a session on how to engage with civility in the then upcoming election. The assertion of learning is derived from the post event survey data. The prompt was: **The All-RA meeting in October focusing on engaging in politics was effective and beneficial.** 37/63 RAs responded and close to 90% indicated “agree” or “strongly agree” (see appendix A).

Interpersonal/Intrapersonal: Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self efficacy.

Freshmen RA - Junior, Male - RA Evaluation #4

“I have also learned how important it is for me to be vulnerable with people. When I open up and show my residents who I really am (‘name’, not ‘name’ the RA) I begin to feel a much deeper connection and sense of respect from them. The fact is that I’m not perfect and I do not expect any of my residents to be either, and I think that making this idea known to my guys has created a great hall dynamic of love and respect.”

Upper Cohort RA - Junior, Female -RA Evaluation #4

“I think that more than anything I’ve learned a lot about myself in terms of being more in tune to my mind and body and what I need, because in order to properly care for others, I need to care for myself first. I think that this realization has helped me give myself a lot of grace, and in turn helped me encourage my girls to do the same for themselves.”

Residential Life is committed to the holistic development of our RAs. This means equipping them for the role. It also means being alongside them in the difficult and complex realities of their personal, young adult development. This interaction primarily occurs in the 1/1 mentoring relationship with the RD where at least twice each month the RA is being asked about personal wellness and growth. Regularly RDs and other Residential Life staff tell the RAs that they are students and people before they are RAs.

The evidence of this presents in various ways. Notably, our 63 RAs for the 16/17 year had a combined average GPA of 3.7. Residential Life asserts partial credit, albeit indirect for repeatedly and regularly prioritizing the academic endeavors of our RAs.

RAs fill out a weekly written “Outlook” (see appendix C) that is sent electronically to the RD at the beginning of every week. There is a standing question on that document, asking: **Describe practices in which you were involved to encourage and sustain your holistic growth (physical, emotional, spiritual, mental). What have you been learning through these times?**

Additional evidence is found in the RA Survey April 2017 (see appendix A). Question Four was: **Reslife and my RD values and respects the fact that I am a student.** 37/65 RAs responded and almost 80% indicated “strongly agree”. Question Five was: **ResLife and my RD have demonstrated a commitment to my personal development.** 37/65 RAs responded and over 90% indicated “strongly agree”.

Practical Competence: Engages in practical skill-building experiences in preparation for one’s vocation.

Following quotes pulled from RA Evaluation #4:

Freshmen RA - Senior, Male

“Working as an RA uses and develops a specific set of skills that can be applied to many different life and career settings. However, there are very few positions that resemble the job description of an RA. Knowing that I probably will not have another work experience similar to the Resident Assistant position, I am constantly looking for ways in which I am able to use some of the things that I have learned about myself on the job. This role teaches leadership, grace, courage, and responsibility - among many other things. I have learned that in

whatever life path I take, I must be around people in a way that I can lead, encourage, include, and mentor. On the other hand, I must be somewhere that will allow me the opportunity to be lead, encouraged, included, and mentored. I find that I often push myself to be the best that I can be and allow myself a very limited amount of time to rest and regain my energy. Looking back, I can see how the Resident Assistant role has taught me to be confident, responsible, a good leader, and a good follower. I hope to have many opportunities in the future where I can apply and refine these skills in whatever I do and wherever I go. In doing so, I hope to be confident and rested so that I can best be present in the lives of the people that surround me."

Freshmen RA - Sophomore, Female

"I learned that sometimes I need to plan things out. I can sometimes feel overwhelmed with just this idea of a big task, for example major changes, but making a plan, laying out goals was really helpful in getting things done."

Upper Cohort RA - Senior, Male

"I've learned a lot about what it means to set goals in the first place. I feel like, prior to this year, I had never really set long term or short term goals. I got to see myself move through various stages of those goals as well. I set goals for my RA position, for my club, for my academics, and even for my personal character. There has been so much growth and I've been so thankful for all of it."

Upper Cohort RA - Senior, Male

"A large part of what I learned being an RA is that I am way more capable than I ever thought I was. Capable of what? Capable of doing what I set my mind and heart on. Capable of doing what I originally thought I couldn't do. Capable of doing what I thought I didn't have the abilities, skills, energy, or personality to do."

Residential Life seeks to foster connections between the professional skill building of the RA job and the way in which those experience as our students prepare for their vocation. We regularly hear back from graduated RAs who have gone into family life and careers in many fields, and they refer back to the skills and abilities honed as an RA. Training and preparation at all levels of the organization seek to help RAs see the ties to the bigger picture of institutional efforts as well as the bigger personal picture of vocational preparation.

As a way to ensure that the preparation is practical and connected to the student experience, Residential Life asked the RAs in September of 2016 to list out the potential topics of the All RA Monday Night Trainings as well as suggestions for key people who they would like to hear from. There was a positive and significant response, and what was produced included trainings on Civil Engagement in Politics (October '16), Practical RA Skills (November '16), A Christmas Party (December '16), Mental Health, Anxiety & Depression (January '17), Alcohol Info & Decision Making (February '17), Calling & Vocation (March '17) and finally Transitions During and After College (April '17).

Evidence of indirect learning can be asserted from the positive feedback found in the April 2017 RA Survey (see appendix A). **Question 8 The All-RA meeting in November focusing on RA skills, motivational interviewing, and walk around's was effective and beneficial.** 37/63 RAs responded and a combined 85% indicated "agree" or "strongly agree". **Also Question 12: The All-RA meeting in March focusing on calling and vocation was effective and beneficial.** 37/63 RAs responded and a combined 90% responded with "agree" or "strongly agree".

2015-2016 Area Assessment: RA Development

In May 2016, the Residential Life RD team assembled for a time of analyzing the RA Surveys, RA Evals and Residential Student Survey. Out of that analysis the Job Descriptions for the RAs were edited and changed based on the data. This included job descriptions for each cohort that the RAs serve (freshmen, upper, and apartments), as well as a deliberate shift in the amount of programming sponsored by Residential Life. With so much already taking place on campus, RAs were reporting frustration with low turnout at hall events. ResLife adopted an approach of (1) attending and supporting already existing events on campus and (2) encouraging students to take ownership of their own experience. This moves RAs, especially those working with first year students, out of the "cruise director" model and into a resource person as students engage and step into their own college experience.

Additionally, our goal last year was to incorporate more strategic and effective feedback loops for our RA Development program in order to impact and improve our programming in real time. We specifically focused on the monthly All-RA meetings. This process began in an August training session where the RD's and RA's co-created a list of relevant discussion topics for emerging adults in college. The RA Weekly Outlooks (see appendix C) and general RA feedback from staff meetings provided the RD team with qualitative data that was reviewed in our weekly RD meetings, and utilized to formulate and improve the upcoming All-RA meeting. We also evaluated the RA survey given to the RA's in April, which was edited to include assessment of each All-RA meeting (see appendix A).

Use of Evidence of Learning: RA Development

It is our conclusion that the RA Development program has been effective. Our goal for the coming year is to continue to assess the programming philosophy for students in the halls and further refine these changes in the RA job description, all RA meetings, and RA staff meetings. Shifts in programming philosophy will continue to focus the RA's work more toward intentional contact with residents and less around the planning of events.

We used the feedback and evidence of learning from 16/17 to change the RA job description for 17/18 (see appendix D).

We have also made a major change in the Weekly RA Outlook. Based on RD feedback, RA feedback and other evidence of learning this tool has been revised. The draft version as of May 2016 has been included (see appendix E).

These changes will impact the ways in which we approach and assess the RA Development program. Continued assessment will be done through the use of the annual RA surveys, ResLife Survey, feedback through weekly meetings, 1/1 meetings and the newly produced reflection tool for RAs.

Areas of Study, Professional Development, and/or Comparator Research

Best Practices Research

The Office of Residential Life read and discussed *Student Learning in College Residence Halls* by Gregory Bliming. It offered a helpful, theory and research based approach to the work

NASPA

Four of our RDs attended the NASPA National Conference held in San Antonio, Texas in March of 2017.

Graduate Education

Currently, two of our RDs are pursuing graduate degrees. Both are in the field of psychology.

Areas of Distinction

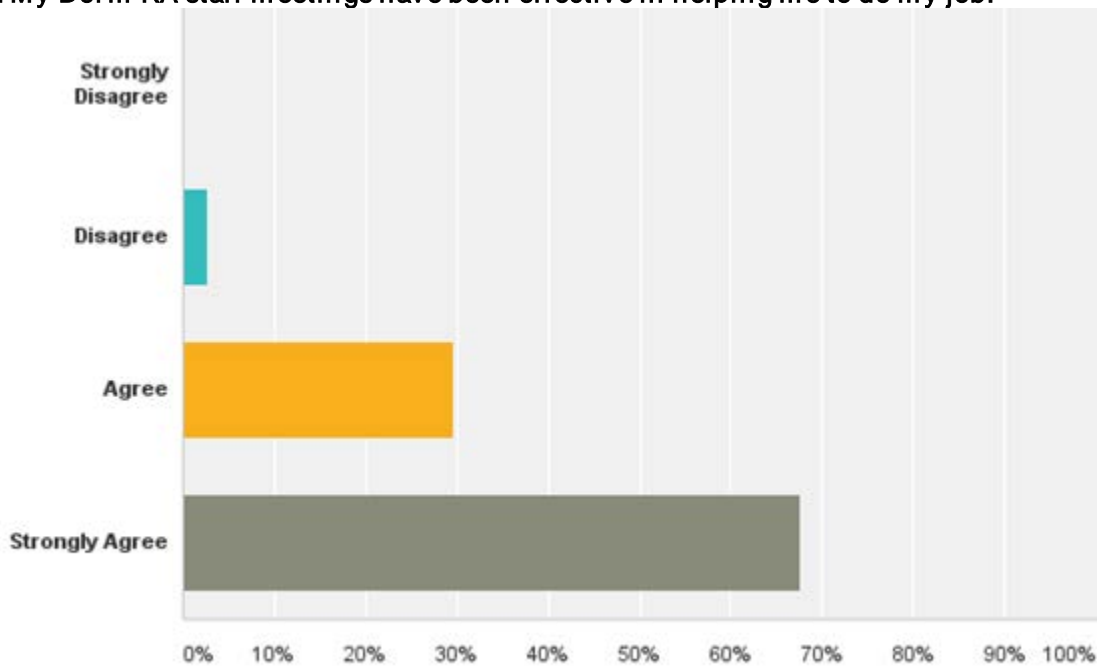
Dean of Students served on the National Board of Directors for the Association for Student Conduct Administration.

In the summer of 2016, the Dean of Students and the Assistant Director of Residential Life attended the Association of Title IX Administrators (ATIXA) conference in Denver, CO in order to obtain various Title IX trainings and certifications. The Dean of Students completed the Title IX Coordinator Training & Certification Level One Course. The Assistant Director of Residential Life completed the Civil Right Investigator Training & Certification Level One & Level Two.

Appendices

Appendix A: RA Survey April 2017

Q1: My Dorm RA staff meetings have been effective in helping me to do my job.

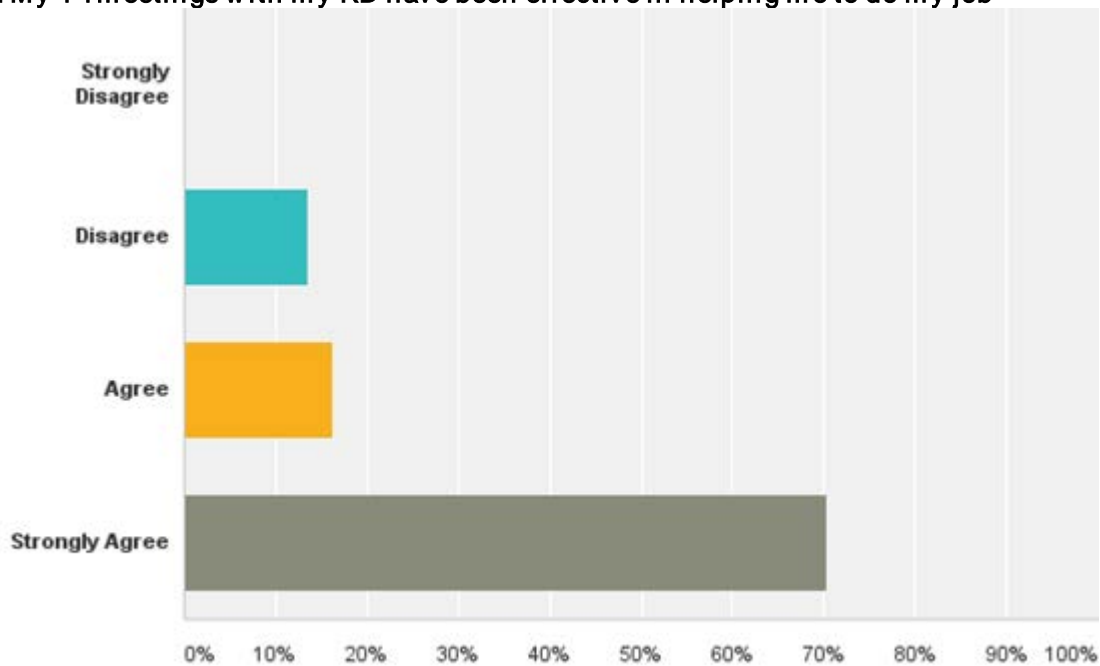


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	2.70% 1
Agree	29.73% 11
Strongly Agree	67.57% 25
Total	37

Comments:

- I think the meetings as a team are crucial to developing a good group dynamic as a team. Weekly meetings are a necessity.
- They helped me personally as well as professionally. I think it would have been nice to start the year off with one or two more meetings discussing the practical sides of the job.
- One of my favorite parts of being an RA
- I need those at least weekly
- I have loved my team meetings and love my team a lot!
- I think that the Dorm RA staff meetings were beneficial in creating team chemistry/bonding as well as giving feedback on how our weeks were going, how hall culture was going, etc. We were able to discuss all the different challenges within the job we were facing and were able to give each other support. It was a nice time during the week to be able to not only relax with great people, but also be productive and talk through dorm events, things that need to be done, when we need to ask for help, and more.
- This has always been a great time to check in for help or support.
- If anything, this is a crucial time to catch up, bond with the team, and receive any important updates.

Q2: My 1-1 meetings with my RD have been effective in helping me to do my job

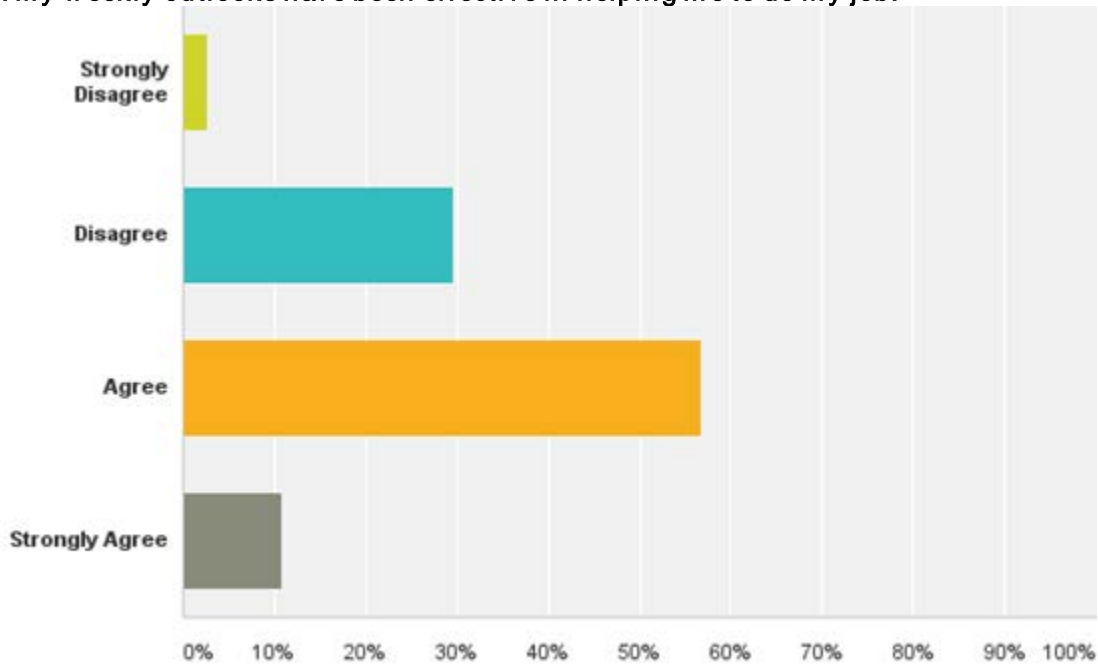


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	13.51% 5
Agree	16.22% 6
Strongly Agree	70.27% 26
Total	37

Comments:

- YES! crucial to assisting my mental sanity! Big part of my development as a person and and RA!
- I love the opportunity to discuss events or situations on the hall and hear my RD's perspective. It is always rejuvenating to receive advice and encouragement.
- I had a hard time talking with my RDs on 1/1s and was always nervous about them
- I have the best RD EVER
- This is my favorite part of the job!
- The best part of the job is definitely 1-1 meetings. In the meetings we are not only able to talk about hall culture and things that are going on in the job, but also talk about my personal life and the different struggles that I may be facing. It's an amazing time to feel like I am being 100% supported by my RD and ResLife. In my 1-1 meetings I felt like my RD was extremely encouraging and supportive and it was a great time to have a conversation, get closer to my RD, and be supported through some of the craziness of life.
- Often times we don't talk much about residents but about my own life and health, which I believe helps me to be a better RA if I am encouraged and healthy.
- Love 1 on 1s - one of the best parts of this job!!

Q3: My weekly outlooks have been effective in helping me to do my job.



Answer Choices	Responses
Strongly Disagree	2.70% 1
Disagree	29.73% 11
Agree	56.76% 21
Strongly Agree	10.81% 4
Total	37

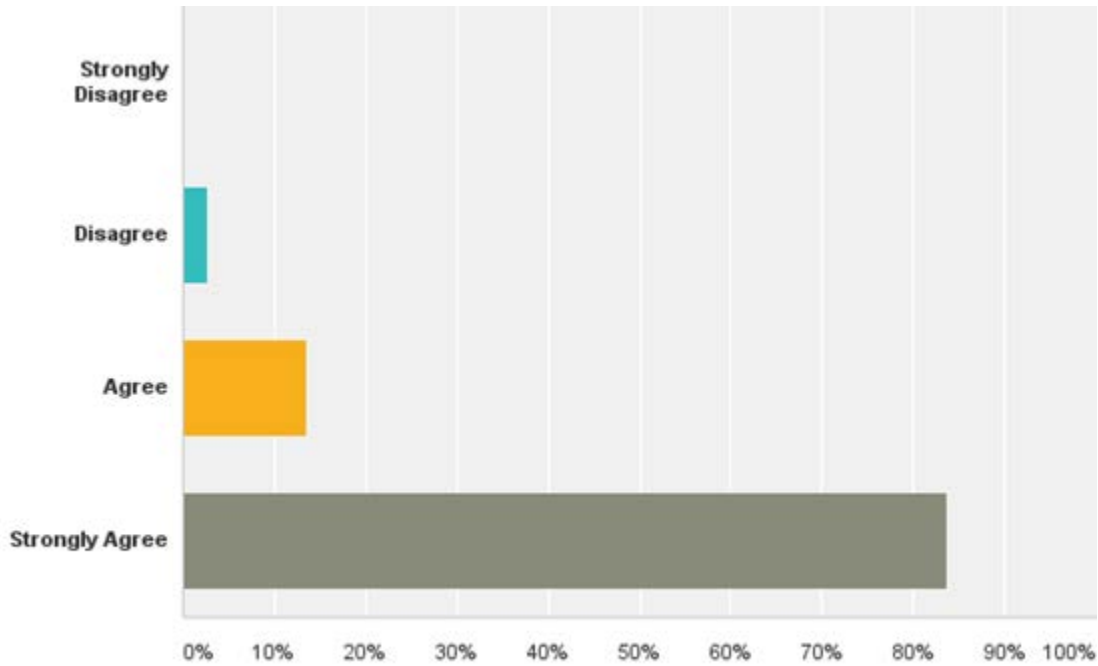
Comments:

- They help me reflect on the week, but sometimes they seem like a hassle.
- I don't always follow through with what I write on them! :O
- I don't think it helped a ton, but I do agree that it got me thinking about what i've done to be intentional with my position.
- I love the weekly outlooks. They really help keep me accountable to my girls and myself.
- I felt like the form at was too formal for me and it felt like homework that I didn't want to do
- I think doing it every other week would be helpful, but doing it every week seemed repetitive and an overload at times
- I think with the weekly outlooks I feel as if I need to find something wrong with my residents. That these questions are prompting me to find concern with my residents even if there genuinely is not. The other thing is they are extremely repetitive and I have noticed that with the positive interaction question it makes me feel that my little interactions are not enough to put down. The final thing is with campus involvements I have a hard time finding things to fill that spot because I do not participate in a lot on campus but am involved with a lot of people.
- Weekly outlooks are definitely great to remind me to be getting things done, like making sure I am making meaningful contacts with residents, make sure that I am participating in self care, and a reminder to be sending out weekly e-mails. These have kept me accountable for events, intentional time, and to remember to keep my eye out for concerning residents.
- Important to address issues at meetings!!
- Working in flex, the week to week does not really change very much as they do in other cohorts. Although, the outlooks are useful to ask for cash advances and other administrative things.

The weekly outlooks, although at some points time-consuming, help me to remember to walk around and to be intentional

- I rarely feel that these are helpful, especially in the apartment setting
- These usually are more of a hassle than helpful.
- They are helpful for reflection but can be repetitive

Q4: Reslife and my RD values and respects the fact that I am a student.

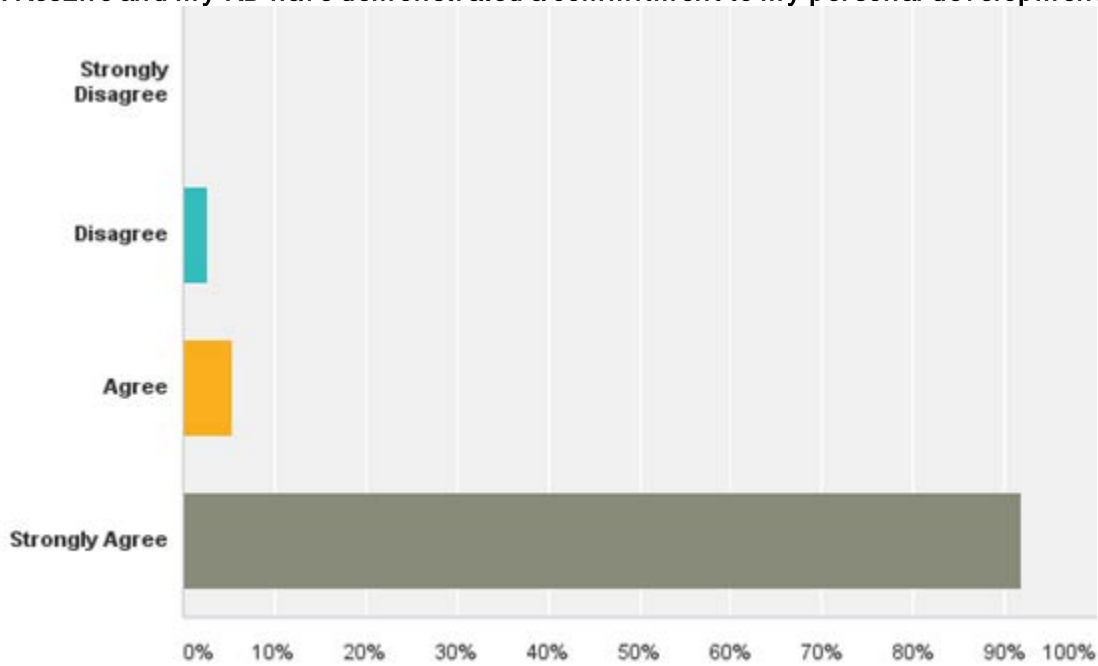


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	2.70% 1
Agree	13.51% 5
Strongly Agree	83.78% 31
Total	37

Comments:

- I reaaalllly didn't like having to go to a bball game, but that's pretty much it. Otherwise, no problems. SO MUCH SUPPORT AND GRACE
- I had an incident this year that caused me to miss a class and potentially another class which was an exam. I had to take a resident to the ER around 4 am. I had called the RD on duty and from the words given to me indicated that I was taking her as a RA. I ended up spending almost 6 1/2 hours in the ER and ended up missing class. I was communicating with my RD and ended up not really feeling supported in the fact that I am a student and that I should not be missing class for this. I do not know all of hospital protocol but because I missed one class and potentially another one I think there should be more training in that and I wish that there had been more communication from both RD on duty and my RD.
- I have been continually reminded or encouraged to do my work and to even take a step back for a few days if I need to do so.
- Especially this year with the new shift in policy.

Q5: ResLife and my RD have demonstrated a commitment to my personal development.

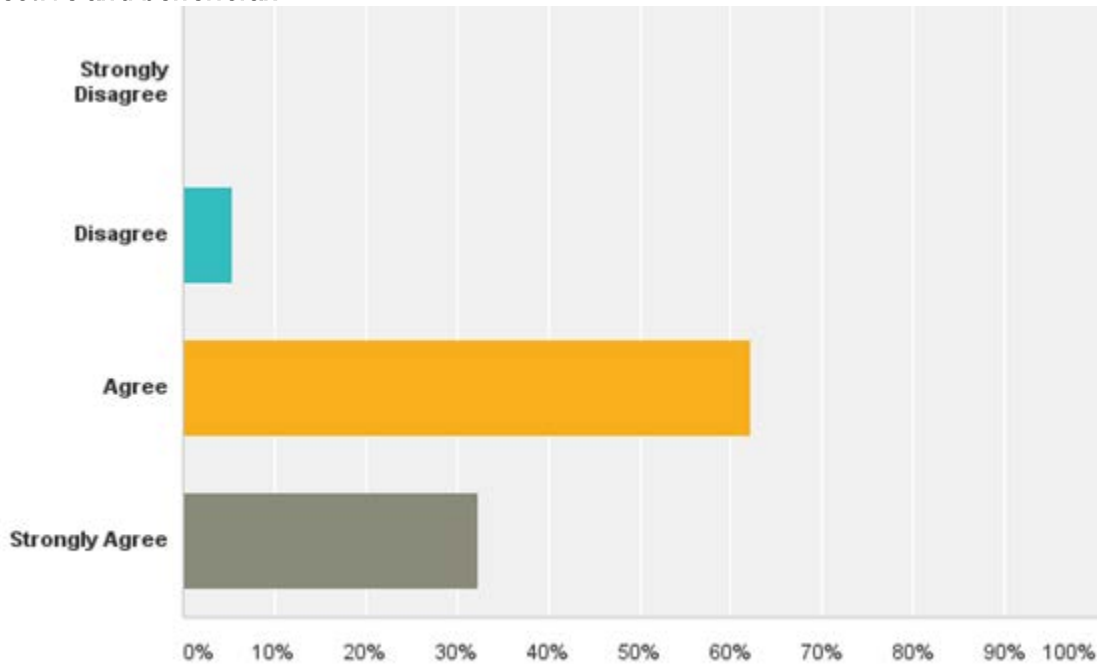


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	2.70% 1
Agree	5.41% 2
Strongly Agree	91.89% 34
Total	37

Comments: YES

- This is demonstrated in the questions we are challenged to ask ourselves as well as the way ResLife staff teaches us to handle mistakes.
- 100% Yes. Megan has been continually amazing as encouraging me, keeping me accountable, and desiring a healthy life for myself
- The all RA meetings have taught me a lot of interesting things, and my one on ones are always insightful.

Q6: The All-RA meeting in September focusing on topics we wanted to discuss throughout the year was effective and beneficial.

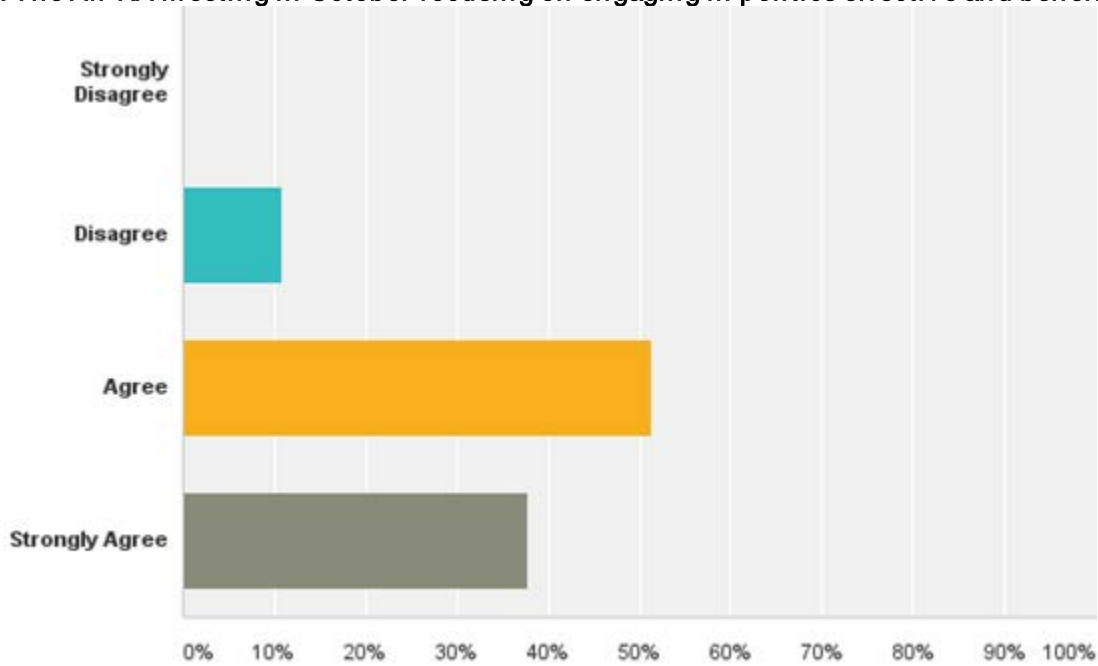


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	5.41% 2
Agree	62.16% 23
Strongly Agree	32.43% 12
Total	37

Comments:

- It was effective, but there was also a lot of topics that we brought up that we didn't get to cover. I feel like this could be done more efficiently by focusing on monthly topics and then having a discussion on what we want to talk about within those topics.
- I appreciated the meeting, but I wasn't sure that the meetings covered the content i hoped they would.
- I appreciate the way in which the RAs were included in shaping the year.
- At first, I had no idea what the all RA meetings were like in general so maybe a description of what they have been like in the past would be helpful in navigating that for next year

Q7: The All-RA meeting in October focusing on engaging in politics effective and beneficial.

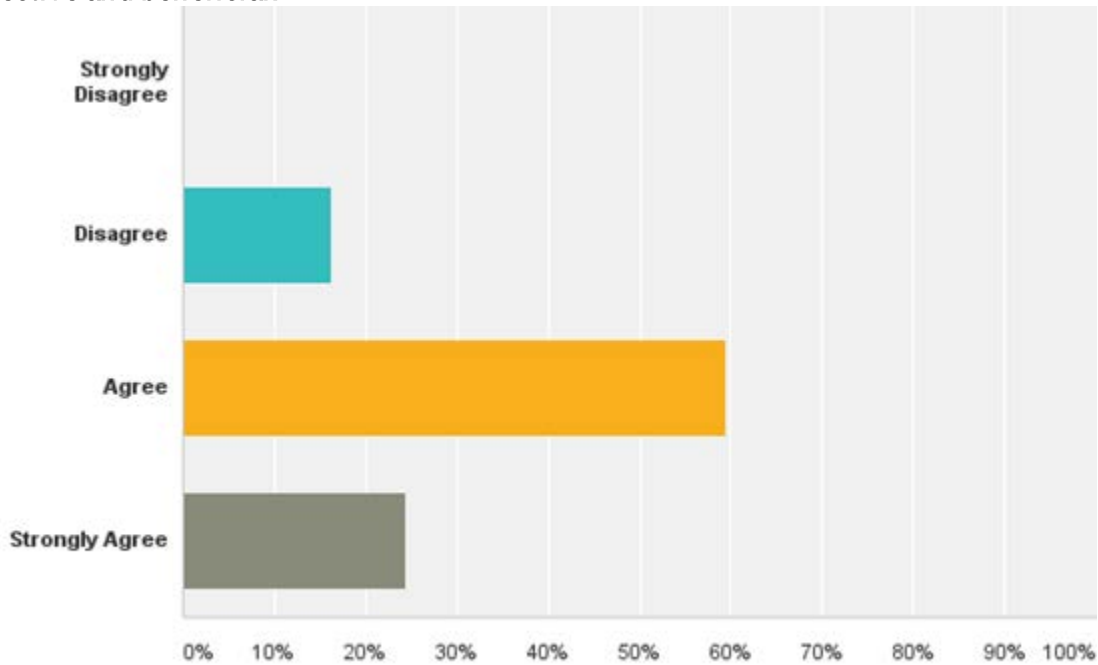


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	10.81% 4
Agree	51.35% 19
Strongly Agree	37.84% 14
Total	37

Comments:

- Liked bringing in Rosco!
- I thought it was appropriate from a res life perspective in order to talk about deescalating politically charged residents on the hall, but otherwise I didn't take away political revelations that I did not learn about in break out chapel.
- Definitely necessary for the cultural climate at that time.
- Rosco is the best
- Rosco was a great addition!
- I felt like I wanted more out of this meeting, but it was still very interesting. In context of election season, I really enjoyed this one.

Q8: The All-RA meeting in November focusing on RA skills, motivational interviewing, and walk around's was effective and beneficial.

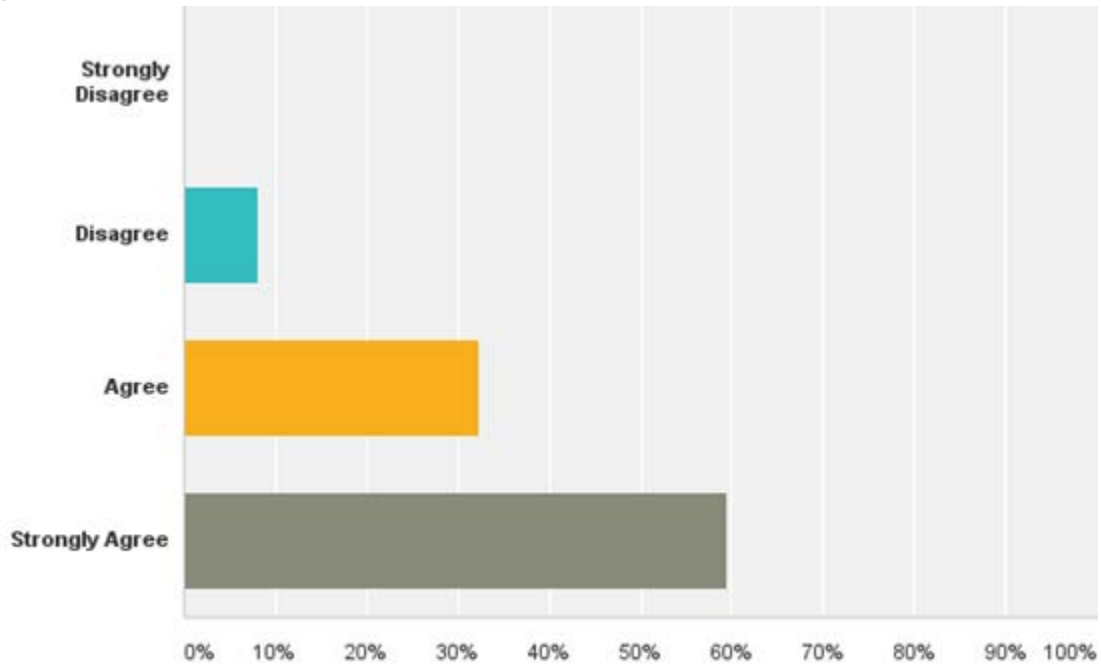


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	16.22% 6
Agree	59.46% 22
Strongly Agree	24.32% 9
Total	37

Comments:

- Very cool!
- At that point, I feel like we are getting the hang of it and this may have been more suited for the summer training in my opinion, or earlier in the year. I missed the panel discussion and guest speakers!
- This was really practically beneficial. I love that ResLife saw what was confusing us and helped clarify.
- Personally, it wasn't the most engaging because I knew most of it, but to others, it was probably helpful
- Maybe some team follow up? To solidify this! Also this would be awesome to include for RA training!!!
- I still feel like the purpose of walk arounds and what they are supposed to look like is ambiguous. It should be more specific.
- It didn't feel as applicable to Flex/Colony

Q9. The All-RA meeting in December focusing on celebrating Christmas and the semester was effective and beneficial.

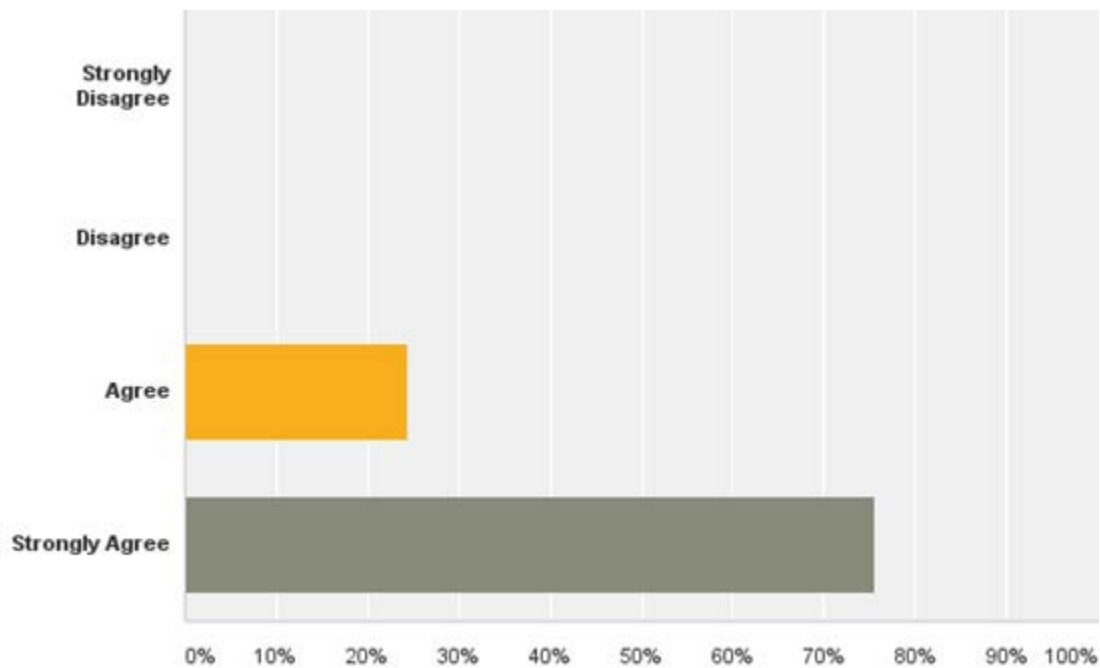


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	8.11% 3
Agree	32.43% 12
Strongly Agree	59.46% 22
Total	37

Comments:

- FAVE!
- FUN ;)
- I took it as just a party, so I didn't see it as beneficial.
- In this meeting, there felt like way too much time for mingling ~ not sure if this was the goal but was a little overwhelming

Q10. The All-RA meeting in January focusing on mental health, anxiety, and depression with a panel of speakers was effective and beneficial.

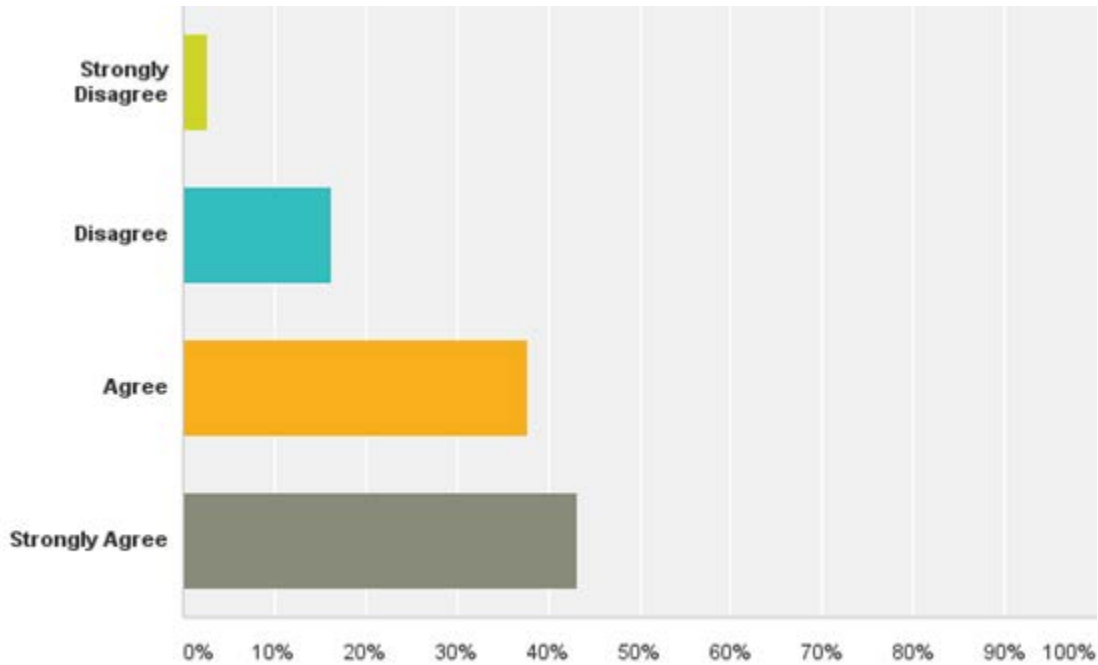


Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	0.00% 0
Agree	24.32% 9
Strongly Agree	75.68% 28
Total	37

Comment:

- 100% knocked my socks off.
- I thought that last year's was stronger in terms of the interaction and who shared (wellness, etc) however, maybe if the info had been new to me, it would have been more impactful.
- Very good. I appreciate all the speakers; they all seemed well-informed and understanding.
- Loved this.
- I think this is always important to talk about. Panel speakers were great!!
- LOVED THE PANEL.
- great panelist!
- Definitely my favorite.
- This was a great meeting, and I really got a lot out of what each of the panelists had to say.
- This one has been helpful each year & is a good avenue to self-reflect
- Favorite session by far!!

Q11. The All-RA meeting in February focusing on conversations about alcohol was effective and beneficial.

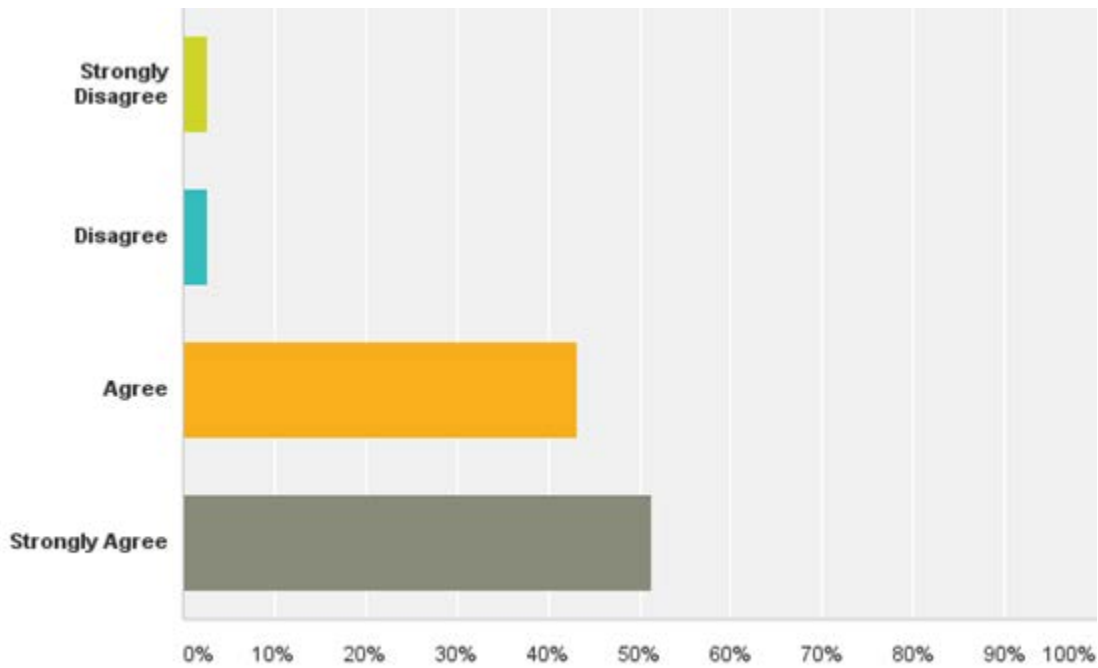


Answer Choices	Responses
Strongly Disagree	2.70% 1
Disagree	16.22% 6
Agree	37.84% 14
Strongly Agree	43.24% 16
Total	37

Comments:

- I came in like "ugh another conversation about alcohol" but left feeling great about it. I thought it was awesome to hear from older people talking about post-grad life with it.
- I was like ugh not this again! but maybe it was good for me. I just felt like it was another lecture after a long day of class
- The conversation shows that PLNU culture is changing, and people are aware of it, which is good.
- I liked breaking the barrier between us and faculty when it comes to discussions about alcohol.
- Definitely a necessary discussion. This topic causes a lot of frustration on our part, but Jeff does a good job with talking about it.
- Was a really good conversation and I think it should always be a topic to talk about, however maybe earlier in the year or semester. Also focus more on not informing what it is but informing what we should do as Ra's
- thanks for creating time for this topic!
- This conversation felt very similar to the one we had during RA training. Still useful information, I'm still not entirely sure how I feel about Point Loma's alcohol policy.

Q12. The All-RA meeting in March focusing on calling and vocation was effective and beneficial.

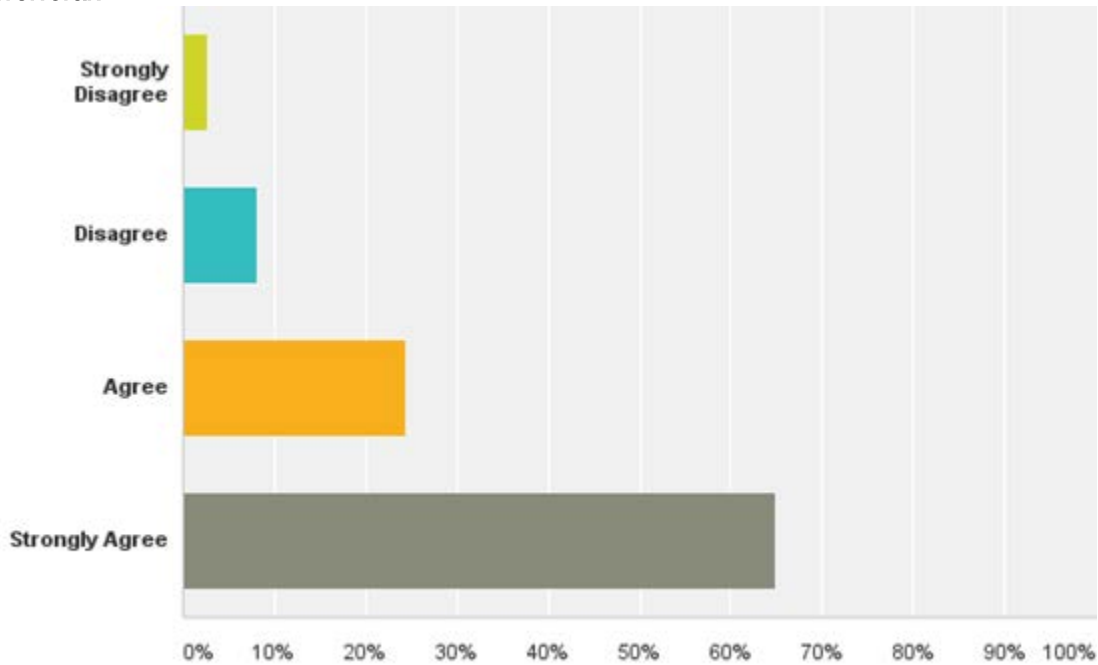


Answer Choices	Responses
Strongly Disagree	2.70% 1
Disagree	2.70% 1
Agree	43.24% 16
Strongly Agree	51.35% 19
Total	37

Comments:

- O-S-V, O-S-V, O-S-V! Killed it. Highly recommend doing this again. It was at a perfect time, too.
- the tool from OSV was awesome. I had to talk about my strengths and dreams and skills and people who know me (like my RA team) would have been better because this was a discussion about personality etc.
- Really helped put things into perspective.
- Great job by OSV getting air time with the students.
- Wasn't there.
- I loved bringing in Nick and Danny, great touch.
- I (and I'm sure other seniors have been feeling the same way) have been feeling really burnt out from talking about calling and vocation. This is a topic that was covered in detail in my capstone course for my major.
- Second favorite!! Love calling vs. Career conversations

Q13. The All-RA meeting in April focusing on transitions and the ResLife alumni panel was effective and beneficial.

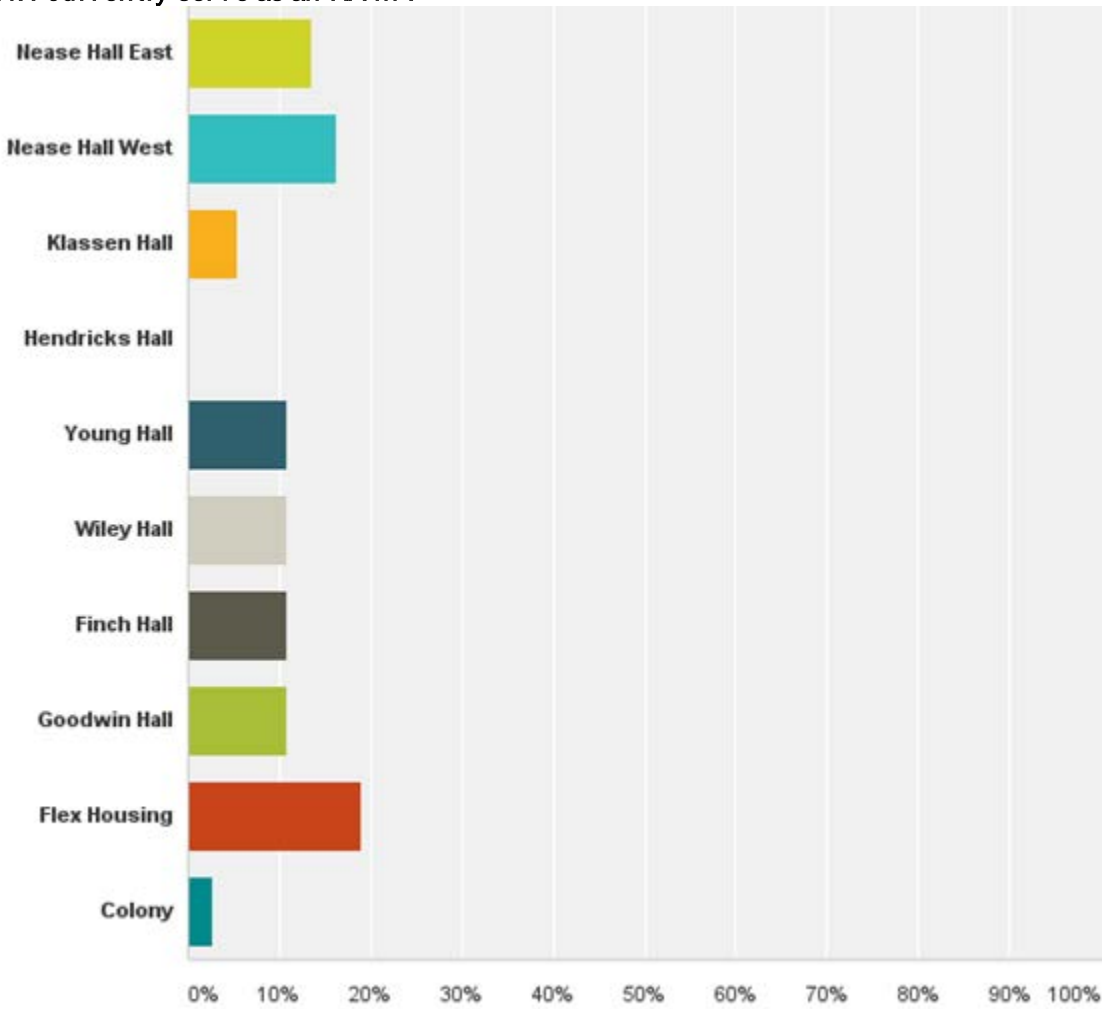


Answer Choices	Responses
Strongly Disagree	2.70% 1
Disagree	8.11% 3
Agree	24.32% 9
Strongly Agree	64.86% 24
Total	37

Comments:

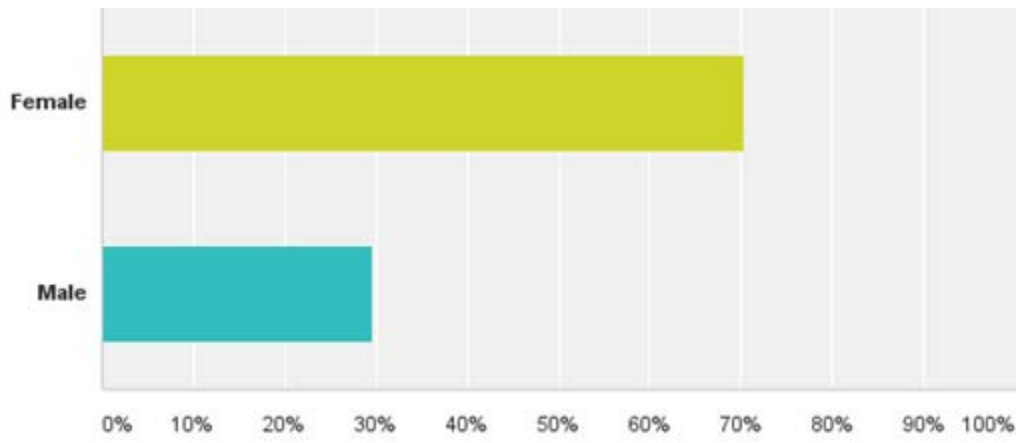
- I would have liked to hear from alumni who graduated at least 3 years ago.
- "RELEVANT"
- I would like to say that the physical space of fermanian with all of us crammed in there and trying to look to the front at all the various panels made for an awkward set up. A room with more space, and some variation to the seating arrangement (like audience seating) would help everyone engage I think. "
- It's always good to hear from people who have walked the path before.
- I unfortunately didn't take a ton away from this panel.
- I didn't like the panel discussions, I thought that all senior celebration meant that the seniors would get to be prayed over or people would've written special notes but instead we listened to people that had pretty successful lives that are all living in San Diego. I didn't enjoy this last RA meeting and didn't find it beneficial
- I understand it's hard to get people who are not in San Diego but there wasn't a ton of diversity in terms of age and what they are each doing. It felt a little like everyone was saying the same thing
- I saw on the calendar that it was called the Senior Celebration, and honestly as a senior I found the panel biased towards individuals who stay very connected to PLNU and in general the questions made me more anxious about graduating. It could have been cool to celebrate the year maybe with a slideshow and commemorating the seniors graduating.
- This was a great meeting, and it was interesting hearing what the panelists had to say. I wish there had been a little more diversity on the panel, but still beneficial and fun.

Q14. I currently serve as an RA in :



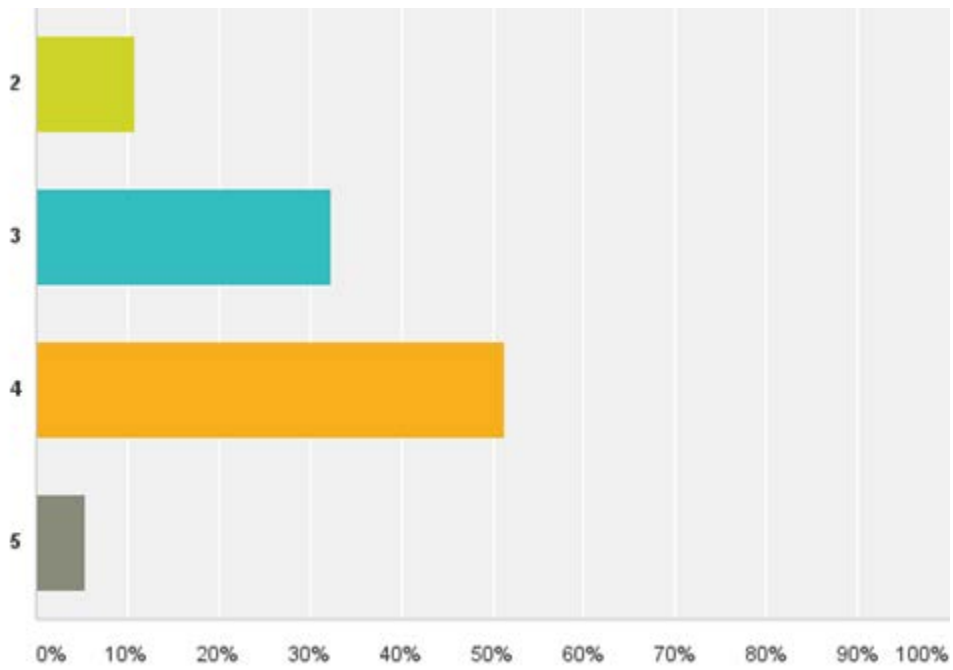
Answer Choices	Responses
Nease Hall East	13.51% 5
Nease Hall West	16.22% 6
Klassen Hall	5.41% 2
Hendricks Hall	0.00% 0
Young Hall	10.81% 4
Wiley Hall	10.81% 4
Finch Hall	10.81% 4
Goodwin Hall	10.81% 4
Flex Housing	18.92% 7
Colony	2.70% 1
Total	37

Q15. What is your gender?



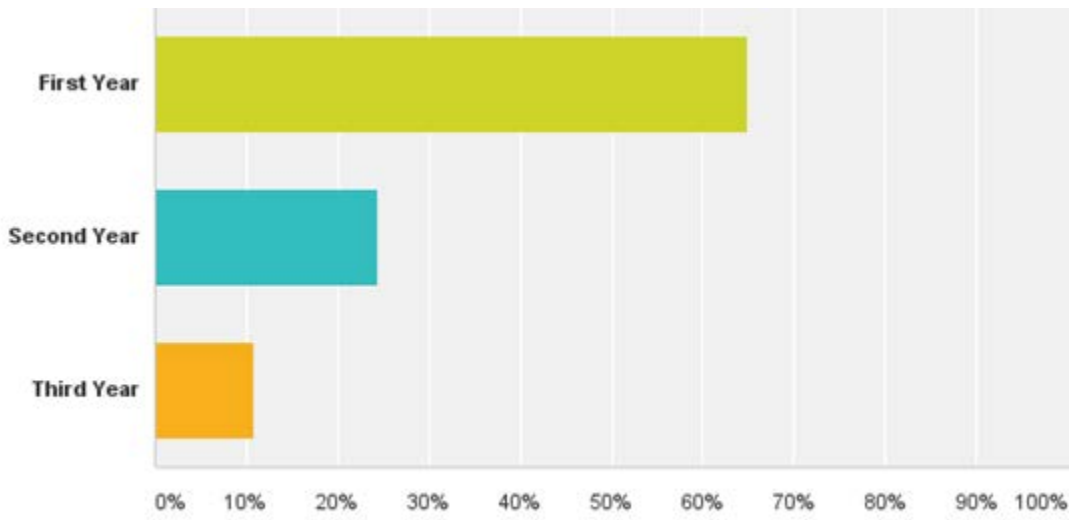
Answer Choices	Responses
Female	70.27% 26
Male	29.73% 11
Total	37

Q16. Select how many years you have been a college student, including this current academic year.



Answer Choices	Responses
2	10.81% 4
3	32.43% 12
4	51.35% 19
5	5.41% 2
Total	37

17. Is this your first, second, or third year working for PLNU ResLife?



Answer Choices	Responses
First Year	64.86% 24
Second Year	24.32% 9
Third Year	10.81% 4
Total	37

Appendix B: RA Evaluation # 4

*To be completed by Resident Assistant and the Resident Director.

RA to fill out:

1. What have you learned about yourself as you've experienced the work of an RA, and worked toward your goals?

RD to fill out:

1. What have been areas of strength and growth for this RA throughout the year?

2. As this RA moves forward as a professional, identify ways in which they can further cultivate leadership qualities.

Appendix C: Weekly Outlooks

Freshmen RA Weekly Outlook

Professional Feedback

Please give feedback on the past RA meeting (all-RA or individual staff). What topics would you like to be addressed in our next meeting?

Community Engagement

Plans for the week:

What are your campus involvements this week?

When are you going to do your walk around this week? (Outline your plans and what you need from me)

Looking ahead to your Weekly Email:

What are some highlights that you will be sending out in your weekly email? (Campus/ASB events this week, Athletic games, Musoffee, Brewed Awakening, Created Space, Alpha Group, etc.)

Budget/Resources:

How much money is remaining in your budget? Do you need a cash advance?

Do you need any other resources from me this week? (questions answered, supplies, etc.)

Reflection

Culture and Environment:

Describe the hall culture over the past week: (cleanliness of hallway and bathrooms, courtesy hours, respect, etc.)

Any concerns or updates on your floor/overall building facilities? (outstanding work orders, damage, cleanliness, etc.)

Describe meaningful contact you have had with your residents in the past week.

Are there any residents you are concerned or curious about? If so, what are you observing?

Personal Development

Describe practices in which you were involved to encourage and sustain your holistic growth (physical, emotional, spiritual, mental). What have you been learning through these times?

How can I be praying for you?

Upper Cohort Weekly Outlook

Professional Feedback

Please give feedback on the past RA meeting (all-RA or individual staff). What topics would you like to be addressed in our next meeting?

Reflection

Culture and Environment:

Describe meaningful contact you have had with your residents in the past week. And/or do you have any concerns?

What do you notice about the physical environment of the floor/unit and overall building facilities? (cleanliness of hallway and bathrooms, kitchen, courtesy hours, respect, outstanding work orders, etc.)

Community Engagement

Plans for the week:

What are you highlighting in your next potty paper?

When are you going to do your walk around this week? (outline your plans and what you need from me)
How did last week's walk around go?

Budget:

How much money is remaining in your budget? Do you need a cash advance?

Personal Development

Describe practices in which you were involved to encourage and sustain your holistic growth (physical, emotional, spiritual, mental). What have you been learning through these times?

How can I be praying for you?

Apartment RA Weekly Outlook

Professional Feedback

Please give feedback on the past RA meeting (all-RA or individual staff). What topics would you like to be addressed in our next meeting?

Community Engagement

Plans for the week:

What are you highlighting in your next apartment paper?

When are you going to do your walk around this week? How did last weeks go?
(outline your plans or what you need from me)

Plans for the Month:

What on campus event(s) will you attend?

Budget:

How much money is remaining in your budget? Do you need a cash advance for this week or month?

Reflection

Culture and Environment:

Describe meaningful contact you have had with your residents in the past week. And/or do you have any concerns?

What do you notice about your physical environment? (Apartments, walkways, laundry rooms, work orders, courtesy hours, respect etc.)

Personal Development

Describe practices in which you were involved to encourage and sustain your holistic growth (physical, emotional, spiritual, mental). What have you been learning through these times?

How can I be praying for you?

Appendix D: RA Job Description 2017-2018

Resident Assistants (RAs) at PLNU that serve in our traditional dorms (also known as residence halls) serve for up to 20 hours per week. This includes dorms that serve our freshmen cohort (Nease Hall floors 1-5, Hendricks Hall & Klassen Hall), and our upper cohort (Nease Hall floors 6-8, Young Hall, Wiley Hall, Finch Hall & Goodwin Hall).

RAs at PLNU that serve in our apartments serve for up to 10 hours per week. This includes Flex Housing and Colony Apartments.

RAs at PLNU that serve during the summer serve for up to 10 hours per week. Summer RAs can work in Colony Apartments or Young.

Weekly Commitments for all RAs

Weekly RA Staff Meeting	2 hours (Meet from 7 – 9 pm every Monday)
One-on-one meeting with RD	1 hour (Meet every other week)
Weekly RA Outlook	1 hour (Take time to reflect and look ahead to the week)
Administrative Responsibilities	1-2 hours (Work Orders, Health & Safety Inspections, etc.)
Box Duties	2-4 hours per week and weekends as assigned
RA On Duty Responsibilities	RA is available within 15 minutes of campus, and present in the hall overnight. RAs are assigned on average one on duty day a week, and 2-3 on duty weekends a semester.

*Flex and Colony RAs do not have box duties. They do have RA on Duty responsibilities.

Position Description

The following describes the RA position at PLNU. While this description captures the work of all RAs at PLNU, the way in which an RA lives out his or her work will be strategic and adaptive to best serve the specific cohort. Focus of the work is to recognize, engage and resource.

Recognize what is happening in the dorm or apartment

- Recognize the culture of the living environment
 - Participate in interpersonal relationships with residents
 - Observe resident dynamics
- Recognize the needs of the physical environment
 - Observe facilities needs & submit work orders
 - Conduct Health & Safety Inspections
 - Support the implementation of Bed Bug inspection & treatment
 - Connect students to the wellness center who face health challenges
 - Complete Check in and Close Down
- Be mindful of your own personal and professional growth and development. This includes your academics, professionalism, time management, boundaries, wellbeing.

Engage with the dorm or apartment

- Engage with your RD
 - Attend bi-monthly 1-1 meetings
 - Update RDs in real time as resident and facilities needs arise

- Complete the RA Weekly Outlook
- Support RD response to student crisis and conduct incidents
- Engage with the RA team & ResLife
 - Attend weekly staff meeting
 - Collaborate with the RA team and RD to create all hall programming
 - Actively communicate regarding needs, issues and ideas
- Engage with residents
 - Create a formal means of communication with residents. This can include, but isn't limited to:
 - Freshmen - Weekly Email
 - Upper Cohort - Weekly Potty Paper
 - Apartments - Monthly Flyer
 - Implement one creative social program per semester
 - Complete a weekly walk around of your living environment to observe the physical and cultural needs
 - Utilize and manage a budget to support walk arounds and programming efforts

Be a **resource** to the students in the residence hall or apartment

- Empower students to own and hold their own educational experience
- Point students to campus resources
- Attend and publicize campus events and opportunities

Position Expectations

The following are expectations for Resident Assistants employed by PLNU:

- Maintain full time student status with minimum of 12 units, and a minimum GPA of 2.75
- Arrival on campus and continued service according to the following dates:
 - RA Kick Off Event April 8th, 2017
 - Before the start of 1st semester, August 14, 2017 @5PM
 - Remain until Christmas Break close down, December 16th, 2017 @3PM
 - Before the start of 2nd semester, January 6, 2018 @5PM
 - Remain until Spring Break close down, March 3rd, 2018 @3PM
 - Remain until Graduation close down, May 7, 2018 @5PM
- Serve as RA on duty on long weekends (holidays). Assignments will be rotated so that there is a balance of holiday weekend work
- Be present on campus for at least 3 weekends a month. Weekends away should be pre-approved by the RD, with sensitivity to other members of the team as well as campus life and job responsibilities.
- For RAs serving in traditional dorms, outside involvement (clubs, work, and other ministries) must be limited to 10 hours or less.
- For RAs working in apartments, outside involvements (clubs, work, and other ministries) must be limited to 20 hours or less
- Live in a manner that is consistent with a commitment to PLNU's mission and Student Handbook Guidelines.
- ResLife strongly encourages RAs to be committed members of a local church fellowship

Position Skills

The following outlines various skills that RAs will utilize and develop throughout their work experience.

- Helping Skills Description: RAs must have helping skills sufficient to recognize students in need of assistance and connect those students to professionals that can help them. They also need helping skills sufficient to provide emotional support to students with less severe emotional challenges and those struggling with the routine stresses in college life.

- **Crisis Management Skills Description:** Although most RAs never experience a major crisis, they must have the knowledge and training to respond appropriately when a student is in crisis or there is a threat to the safety of residents.
- **Conflict Resolution Skills Description:** Through discussion, patience, and time, the RA can resolve most conflict between students. Some conflicts require the intervention of student affairs professionals with more training and skills. Conflicts resulting from students' refusal to follow institutional policies require an educational intervention addressed by the RA, but at other times require the educational intervention of student affairs professionals who can ensure uniform application of policy, fair treatment, appropriate record keeping, and the opportunity to change the behavior in question.
- **Multicultural Skills Description:** RAs have responsibility for diverse groups of students and students have the right to be free of mistreatment or negative bias based on race, gender, sexual orientation, ethnicity, religion, culture, age, or physical ability. RAs have a responsibility to treat all students fairly and show every student the same courtesy and friendship. When RAs observe behavior of residents that is disrespectful, it is their responsibility to address it.
- **Administrative Skills Description:** RAs help manage the administrative tasks necessary to operate a residence hall. These duties require RAs to have good administrative skills.
- **Resource Skills Description:** RAs help students navigate institutional offices, policies, and procedures. They are among the first people students seek out to answer questions about the institution, to get help in using an institutional database system, or to discuss where and how to get assistance at the institution.
- **Problem Solving Skills Description:** RA's are one of several sources students use when trying to resolve personal, financial, academic, or family problems. Students benefit from the perspective of the RA who has knowledge of institutional resources and a systematic way to analyze the problems.
- **Leadership Skills Description:** RAs should exhibit the leadership qualities and skills that inspire students and put the interests of residents and the ResLife program ahead of their own self-interests.
- **Educational Skills Description:** RAs educate other students by leading programs, organizing group activities, developing community in their living units, connecting students with other educational activities, stimulating discussions among students about academic and nonacademic topics, and helping to create opportunities for students to interact and learn from one another.
- **Relationship Skills Description:** RAs need to have good people skills, enjoy personal interaction, and convey a sense of warmth and approachability.
- **Technology Skills Description:** RAs need to be able to communicate with other students using contemporary electronic forms of communication and be sufficiently knowledgeable about current technology in order to provide basic help to students or know how to get them the help they need.
- **Student Skills Description:** The RA's first responsibility is to be a student. ResLife programs have an ethical responsibility to make sure that the responsibilities of the RA position do not hinder students from completing academic work and graduating.

Appendix E: RA Job Description 2017-2018

RA WEEKLY REFLECTION

Holistic Development

Reflect on these areas of your life: physical, intellectual, emotional, spiritual, social.
What are you learning? How are you growing?

How can I be praying with you?

Engaging Your Environments (E.Y.Es.)

What did you notice in your walk-arounds?
(cleanliness of hallway and bathrooms, kitchen, courtesy hours, work orders, building exterior, lounges, bulletin/white boards, etc.)

Describe a few (or any) contacts with residents that stand out from last week.
(celebrations, challenges, concerns, etc.)

Professional Feedback

Topics to address in our next staff meeting:

-
-
-

Items to discuss in next RD 1/1:

-
-
-