Achieving the Immersive Residential Experience:

Adopting a Residential Curriculum Approach at UMass Amherst

SALAD Presentation
November 3, 2016
Overview

- Overview of Curricular Approach
  - What is it?
  - The Question
  - Ten Essential Elements
  - Key Components

- Building UMass’ Curriculum
  - Educational Priority
  - Learning Goals & Outcomes
  - Staff Training

- Fall Educational Plan
- Training & Resources
- 6 Week Snapshot
- What’s Next
Context
What is a Residential Curriculum?

▪ Provides an alternative approach to traditional programming models that focuses on student learning outside of the classroom (ACPA, 2015)
▪ Residential Curriculum is used by many campuses across the country and some internationally.
▪ ACPA has sponsored the Residential Curriculum Institute for the past 10 years for schools who are developing and revising their approach to curriculum.
▪ An institution’s residential curriculum reflects that campus’ mission, priorities and student population.
What do we want students to learn as a result of living in residence halls?
A New Approach to Student Learning

Learning Goals

Traditional Programming Approach
What we do → Student experiences → Student learning goals

Curricular Approach
What we do → Student experiences → Student learning goals
Ten Essential Elements of Residential Curriculum
(Edwards & Gardner, 2010)

1. Directly connected to your institutional mission.
2. Based on research and developmental theory.
3. Learning goals are derived from a defined educational priority.
4. Learning goals drive the development of educational strategies.
5. Programs are one type of strategy, not the only one.
6. Student staff members play key roles but are not the educational experts.
8. Stakeholders are identified and involved.
9. Plan is developed through review process that includes critique, feedback, and more.
10. Assessment is essential for measuring the achievement of the learning outcomes.
So What Does a Residential Curriculum Look Like?

**Educational Priority**
- 1-2 Sentence summary that answers “What do you want students to learn as a result of living in residence halls?”

**Learning Goals & Narratives**
- 4-6 elements that we hope students will gain from their residential experience
- Narratives further describe the goal, clarifies terms, and puts the goal in a broader context

**Learning Outcomes**
- For each Goal, Learning Outcomes specify what students will know or do differently
- Measurable and SMART

**Educational Plan**
- Outlines the specific educational strategies (e.g. indiv. interactions, floor meetings, social programs)
- Plan provides a detailed calendar of when strategies will occur and if/how assessed
# Differences Between Traditional Programming & RCs

<table>
<thead>
<tr>
<th>Traditional Programming Approach</th>
<th>Curricular Approach</th>
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<tbody>
<tr>
<td>General topical requirements for students; Translates into a list of requirements</td>
<td>Clearly defined goals and strategy for student learning</td>
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<tr>
<td>Reactionary and RAs responsible for programming</td>
<td>Professionals assess and implement plans</td>
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<td>Group-focused experiences</td>
<td>Emphasis on individual learning</td>
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<td>Delivery relies on standalone sessions</td>
<td>Multiple strategies employed for intentional interactions</td>
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</table>
Building a Residential Curriculum at UMass Amherst
Students will be active community members who are personally and socially responsible, academically prepared, and strive for cultural competence.
GOALS

Personal Responsibility  Cultural Competence

Academic Preparedness  Community Engagement
13 Residential Life

Educational Strategies
The Eight Strategies

1. Passive Education
2. Individual Interactions
3. Events & Programs
4. Floor Experience
5. LLC Programs
6. Duty & Incident Response
7. Leadership & Engagement
8. Residential Academic Success Centers (RASC)
## Fall 2016 - Educational Plan

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<tbody>
<tr>
<td>1</td>
<td>September 4-10</td>
<td>First Day of Classes (6)</td>
<td>Common Read Note Card Initiative</td>
<td>Cluster-Wide Event - determined by RD (due by 9/30)</td>
<td>NSO Events</td>
<td>(2) Floor Meeting - Opening</td>
<td>Common Read Shield Activity</td>
<td>RAP Meet &amp; Greet</td>
<td>Round 1, Confronting Behaviors &amp; Crisis Response Follow-up</td>
<td>House Council Recruitment</td>
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<td>2</td>
<td>September 11-17</td>
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<td>House Council Campaigns</td>
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<td>4</td>
<td>Sept 25-Oct 1</td>
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<td>(25) Elections Announced</td>
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<td>5</td>
<td>October 2-8</td>
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<td></td>
<td>RAP Movie Night - per instructor &amp; RD</td>
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<td>6</td>
<td>October 9-15</td>
<td>Columbus Day (19)</td>
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<td>Cluster Wide Event - Common Read Video Discussion (due by 10/30)</td>
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<td>7</td>
<td>October 16-22</td>
<td>Last Day to Drop w/o WP (20)</td>
<td>Common Read Note Card Initiative</td>
<td>Cluster Wide Event - Elections focused (due by 10/31)</td>
<td>Floor Meeting - Forced Choice Activity, Halloween (due by 10/21)</td>
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<td>8</td>
<td>October 23-29</td>
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<td>(23) Select RAPs: Shaka Performance</td>
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<td>9</td>
<td>Oct 30-Nov 5</td>
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<td>Significant Incident Events (RHA) - World Series &amp; Halloween</td>
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# Sample Lesson Plan

**Title**: Walk Your Schedule

**Date/Time**: Saturday, September 3rd, time to be determined by IGC

**Length of Initiative**: Approx. 3 hours

### Intended Audience & Population
- SRFYE
- Sophomore
- Seniors
- ORCs

### Facilitator(s)
- Staff member(s) in charge of event initiative

### Associated Academic Learning Goals & Outcomes

<table>
<thead>
<tr>
<th>Academic Responsibility (PR)</th>
<th>Preparedness (AP)</th>
<th>Cultural Competence (CC)</th>
<th>Community Engagement (CE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate personal values &amp; beliefs (PR1)</td>
<td>Utilize appropriate academic resources (AP1)</td>
<td>Develop an understanding of one’s cultural identity (CC1)</td>
<td>Demonstrate role &amp; responsibilities as engaged community member (CE1)</td>
</tr>
<tr>
<td>Engage in academic conversations, peer, staff, &amp; faculty (PR2)</td>
<td>Engage in academic conversations, peer, staff, &amp; faculty (AP2)</td>
<td>Engage in conversations about differences with peers, staff, &amp; faculty (CC2)</td>
<td>Engage in conversations about differences with peers, staff, &amp; faculty (CE2)</td>
</tr>
<tr>
<td>Recognize impact of behaviors on community (PR3)</td>
<td>Identify personal strategies to succeed academically (AP3)</td>
<td>Demonstrate skills associated with being an active bystander (CC3)</td>
<td>Identify personal strategies to succeed academically (CE3)</td>
</tr>
</tbody>
</table>

### Purpose
The purpose of this event is to help residents understand where the large classroom buildings are, where students can spend time between classes without going back to their residence halls, and where other major academic resources are located. Peer Mentors will assist each individual in their group to develop a route that makes the most sense for students to consider.

### Strategy Type (check no more than one)
- S1-Passive Edu.
- S2-Indiv. Interacts.
- S3-Events & Programs
- S4-Floor Experiences

### Resources & Materials
- Campus Maps
- Student individual class schedules
- PM Resource Binder

### Detailed Plan/Agenda (include time to spend on each topic)

1. **Introduction to the group** (30min)
   a. Name, Year, Major
   b. Please indicate what School College affiliation you have.
   c. Review what a Peer Mentor’s role is (to assist with the first-year students’ academic transition to the University, to work in collaboration with an RA to build a safe and caring community for them).
   d. Have each resident go around and say their name, where they are from, and what Major School College they are affiliated with.
   e. Please insert an exciting phrase such as, “Before we get started on our tour, we’re going to have a little bit of fun!”

2. **Icebreaker** (10min)
   Suggestion: Rock, Paper, Scissors Tournament
   Instruction: To play, first review the standard rules of Rock, Paper, Scissors, described at the end of this activity. Ask players to spread out and find a partner. Each player puts one of three cards of Rock, Paper, Scissors. The losing player then stands behind the winning player and enthusiastically cheers for that player.
   
   This new team then finds another team to play a new round of Rock, Paper, Scissors. Each time a team wins, it collects the other team’s players, and they line up behind the unbeaten leader.

At the end, there will be two large teams, led by the unbeaten leader in front. After the final match, the celebration begins!

3. **Divide into groups based on area of campus or academic field of study (as designated by PM group leader group)**. Groups should be no larger than ten, to ensure that you have enough time to speak with each resident (10min).
   a. Make sure to watch out for residents who appear confused. Ask the group if there are any questions.

4. **Before beginning the tour**:
   a. Ensure students have their schedule with them.
   b. Review the building codes on the student’s schedule.
   c. Review how to read their class schedule.
   d. Ask students in your group if they have particular buildings in their conversations that they would like to see on their walk.

5. **Begin the tour (60-100min)**:
   a. Head to the center of campus as a general goal. (i.e. OHall groups need not head all the way to Southworth.)
   b. When passing important and/or academic buildings, be sure to stop and ensure that all group members can hear you.
   c. Make sure to mark and take accessible routes (i.e. using ramps, elevators, etc.).
   d. During the Tour: Engage all students in the group, walk next to each individual at some point during the tour.

6. **Walking back to your residence hall** (Closing 30min)
   a. Answer any general questions from students on the walk back to your residence hall.
   b. Thank residents for participating. Remind residents to utilize you as a resource and that it’s ok if they’re still confused.
   c. End the event by inviting them to the next event later that day: (30,000 Voices: One Community? Mad/Insane?)

### Reminder(s)/Strategies for Success
- An important note is to not be too focused: many first-year students have not declared and those that are undeclared are placed within a School College. This may be confusing. Note any confused students to follow up with one on one.
- Advertise this event prior to First-Year Move-In.
- Mention this event in the presence of parents during Move-In.

### Assessment
- None Required, only complete Google Form
Training
A Guide to Community Development:
Intentionally Implementing the Residential Curriculum

UMassAmherst
RESIDENTIAL LIFE
2016–2017
Strategy 1: Passive Education (Door Decs, Bulletin Boards, Social Media)

Description of Strategy:
The strategy of “Passive Education” includes efforts, such as door decorations, bulletin boards, and social media, as ways to help demonstrate to residents and your community that you care about them. They also provide the opportunity to engage in less active ways than more formal events.

RA’s will complete one set of door decorations (due September 1, 2016) and four (4) sets of Bulletin Boards in the Fall semester; A set includes: 1 Bulletin Board originally created by RA with remaining boards decorated/changed monthly and serving as posting boards. You will have a curriculum design for each of the bulletin boards. Please review this curriculum design for more information about topics for bulletin boards. *RA’s should also incorporate social media for passive education.

<table>
<thead>
<tr>
<th>Monthly Requirements for Strategy 1 – Passive Education</th>
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<tbody>
<tr>
<td><strong>RFYE Halls</strong></td>
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<tr>
<td>Initiative</td>
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<tr>
<td>Due Date</td>
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<tr>
<td>Door Decorations</td>
</tr>
<tr>
<td>September 1st</td>
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<tr>
<td>Bulletin Board Set</td>
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<td>September 1st</td>
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<td>Bulletin Board Set</td>
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<td>October 1st</td>
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<tr>
<td>Bulletin Board Set</td>
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<tr>
<td>November 1st</td>
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<tr>
<td>Bulletin Board Set</td>
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<tr>
<td>December 1st</td>
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</tbody>
</table>

Success Rubrics for Strategy 1 – Passive Education

<table>
<thead>
<tr>
<th>Bulletin Boards/Door Decorations</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backing paper is tattered/messy/faded; printed paper stapled directly to the board; Does not align with RC learning outcomes; Door decorations are not created/not enough for each person on the floor</td>
<td>Backing paper neat; theme of 1 board aligns with RC learning outcomes; all things posted; visually appealing; Boards/door decs changed as outlined in Residential Curriculum; relates to a community need</td>
<td>Backing paper changed each month; creative/thoughtful application of the RC learning outcomes as they relate to community learning needs; use of different art media; Boards/door decs changed as outlined in Residential Curriculum</td>
<td></td>
</tr>
</tbody>
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Successes Since Launching RC
Time Management Bulletin Board Kit:

September
Next Steps

▪ Fall 2016
  • Continued launch of RC
  • Finalize Spring 2017 Educational Plan
  • Assessment of strategies, gathering feedback

▪ Spring 2017
  • Launch Spring Educational Plan
  • Engage key partners in content review process
  • Plan for AY17-18
  • Begin developing rubrics for learning goals

▪ Summer/Fall 2017
  • Continue to develop rubrics
  • Focus on staff training/development
Thank you!