COASTAL Living

Learning Objectives and Assessment Plan

Community:

1. Residents will:
   a. Make connections with fellow residents and staff members.
   b. Respect one another and hold each other accountable.
   c. Embrace CINO Pride while engaging with the larger University Community.
   d. Learn to resolve conflicts with roommates and other community members effectively, equitably, and peacefully with the assistance of a staff member when necessary.
   e. Develop mature interpersonal relationships.
   f. Support one another in extracurricular pursuits outside of the community.
   g. Develop and uphold mutually agreed upon community standards to support a positive living environment.
   h. Complete and uphold a roommate agreement, with the assistance of their Resident Assistant, to develop a positive relationship with their roommates.
   i. Know and abide by the policies and procedures associated with living on campus, including the Code of Student Conduct, the Community Living Guide, the room change process, and the License Agreement.

Staff members will:

● Make community development the primary focus of On Call Walkthroughs, including completing an engagement walkthrough at the beginning of each night.
● Appropriately and professionally document violations of the Code of Student Conduct or the Community Living Guide.
● Conduct regular community meetings, including at the start and end of each semester.
● Plan and implement educational and social programming for members of the community.

Overall Wellness:

2. Residents will:
   a. Engage in healthy behaviors related to diet, exercise, and mental and physical wellness.
   b. Learn to balance different spheres of their lives: personal, academic, professional, etc.
   c. Receive education on personal safety.
d. Receive support from staff in times of crisis; know of and contact support resources.
e. Learn to make responsible choices, specifically with regard to alcohol and other substances.
f. Learn about sexual health and responsible decision making with regards to sexual behavior.
g. Engage in healthy relationships and learn to recognize unhealthy relationships with peers, friends, roommates, and romantic partners.
h. Engage in behaviors that promote spiritual wellness and harmony.

Staff members will:
- Conduct wellness checks, when appropriate, and follow up as necessary.
- Complete Health & Safety Inspections throughout the year in order to verify that spaces are being maintained appropriately and in accordance with University Housing policies.
- Coordinate with the Department of Public Safety to complete the Learn to Lock It Program each semester in order to educate residents about personal safety.
- Through regular interactions, be able to identify issues of wellness for individual students in order to refer the student to appropriate resources.

**Academic Success:**

3. Residents will:
   a. Be challenged to think critically.
   b. Learn to apply previously acquired knowledge to new situations.
   c. Develop effective study skills and associated time management skills.
   d. Be recognized and reinforced for academic successes.
   e. Engage in activities that promote lifelong learning.
   f. Develop personal academic goals, including selecting an academic major.

Staff members will:
- Follow up on Absence Alerts referred to them.
- Offer support to residents who have known risk indicators.
- Recognize residents for their academic successes.

**Self-Discovery:**

4. Residents will:
   a. Develop a personal sense of identity.
   b. Explore, critique, and confirm a set of personal values.
   c. Recognize and explore their strengths and areas for growth.
   d. Explore their personal belief system.
   e. Establish congruence between their beliefs, values, and behaviors.

Staff will:
- Educate while confronting behavior concerns and will provide follow-up support.
• Engage residents in dialogue to mediate conflict.

**Transition:**

5. Residents will:
   a. Successfully navigate the transitions from:
      • High school to college.
      • Living with caregivers to living independently.
      • Traditional residence communities to apartment-style communities.
      • The first year to the second year of college.
      • From other institutions to Coastal Carolina University.
   b. Explore and select a career path, field of study, or a major.
   c. Gain life skills related to:
      • Apartment care.
      • Resumes, cover letters, acquiring references and recommendations
      • Job and career searching.
      • Time management.
      • Self-advocacy.
   d. Learn the concepts and value of economic, social, and environmental responsibility.
   e. Take ownership of the consequences for their behavior and decisions.

**Appreciation for Diversity**

6. Residents will:
   a. Grow in their openness to people of different races, colors, genders, gender identities, sexual orientations, national or ethnic origins, ages, and marital or veteran statuses.
   b. Understand their own identity, culture, and the impact of these things on diversity issues.
   c. Seek involvement with people from backgrounds different from than their own.
   d. Gain an understanding of diversity, multiculturalism, and social justice, and the differences between them.
   e. Challenge abusive use of stereotypes and language by others.

**Leadership**

7. Residents will:
   a. Develop effective communication skills.
   b. Understand group dynamics.
   c. Seek leadership roles in their communities and across campus.
   d. Develop interpersonal skills and active engagement in leadership activities.
   e. Learn how to be an effective leader and follower.
   f. Engage in service activities.
Staff members will:

- Role model appropriate use of social media.
- Demonstrate appropriate leadership and followership.
- Encourage resident involvement in Community Council.
Intentional Interactions:

- **1:1 Meetings:** Beginning the second week of classes, RAs will meet with each resident of their assigned community individually for a 15-20 minute intentional conversation. This is an opportunity for RAs and residents to connect and for RAs to discuss how their residents are doing physically, mentally, academically, and emotionally with their transition to college and/or moving into a new space. All 1:1 Meetings should be completed by the end of the 5th week of classes and the findings of these meetings should be reported to the RD for the community.

- **Community Meetings:** RAs will conduct meetings for their communities at different points throughout the semester. These meetings will be used primarily for spreading important information, particularly at opening, closing, and as needed in between. At each community meeting, the Community Council representative will be given time to speak about and promote community council and its events.

- **Community Standards:** RAs will work with their residents to establish a set of community standards at first floor meetings. These standards should then be compiled into a document and distributed to all residents within the community and shared with their RD. Establishing these standards allows for residents to take ownership of their communities and act responsibly according to those standards.

- **Roommate Agreements:** RAs will assist residents in completing roommate agreements. Roommate agreements should be completed by the end of the second week of classes. Meeting with residents to help them complete their roommate agreements is a good opportunity to develop relationships with those residents and interact with them in their homes on campus.

- **Walkthroughs:** While on walkthroughs, RAs should be focused on engaging with students and making connections. Particularly on the first one or two walkthroughs each night. These should be longer walkthroughs and RAs should use this opportunity to knock on doors of residents they have not seen recently and residents who are not as connected to the community. This activity demonstrates care and concern for residents’ well being physically, mentally, academically, and emotionally.

- **Sociograms:** At the October in-service training, RAs will receive a floor plan of their community. RAs will use this floor plan to generate a visual representation of their community, including who lives in each room, which residents hang out together, which residents are more or less involved in the community, athletic affiliations, club memberships, etc. This exercise challenges RAs to better know their communities and will allow them to plan and implement more relevant, purposeful, and effective programs. In addition, it will provide a picture of the community for the RD so that they can better assist the RA in programming efforts and behavior management within the community.
• **Roster Quizzes:** RAs will participate in roster quizzes in staff meetings in order to help them learn the names and locations of each of their residents. RAs will need to know the names of each of their students and what rooms they live in no later than the fifth week of classes.

• **Supporting Community Councils:** RAs will be supportive of Community Councils by attending meetings and events sponsored by them. In addition, RAs will be actively involved in the recruitment of Community Council members and will have at least one member of their community in attendance at each meeting. If RAs are unable to find a representative for their community, they must serve as the representative. RAs are also expected to encourage residents to attend Community Council events.

• **Support Beyond the Community:** RAs will support their residents in their efforts outside the confines of the residential community. This can take the form of attending and bringing residents to an athletic event in support of a community member who is on that team, attending a theatre production that a community member is playing in, or attending an event sponsored by a club or organization that a resident is a member of. RAs should do this at least once per semester, separate from other programming requirements. This makes members of the community feel supported for their efforts in other areas of campus and encourages others to get involved.

• **Contact Reports:** RAs will keep track of which residents they see, speak with, and who attend programs and report this information to their RD in order to keep track of who is engaged within the community and which of their residents they should reach out to while engaging with residents on walkthroughs.

**Types of programming:**

• **Active Programs:** These are events planned by the RA in which residents are actively engaged. These events fall into two categories: Social and COASTAL. Descriptions of these program types are detailed below.
  
  ▪ **COASTAL Programs:** These are active programs that exemplify one or more of the COASTAL themes of Community, Overall Wellness, Academic Success, Self-Discovery, Transition, Appreciation for Diversity, and Leadership. The first month of the fall semester should represent the theme of Community.
  
  ▪ **Social Programs:** These are active programs that engage residents with one another within a given community. These programs are not centered on a specific theme, but are designed to bring people together and create connections in a fun and engaging atmosphere.
  
  ▪ **CINO Programs:** These are active programs centered on school pride and university traditions. Programs in this area should engage students within the campus community by attending athletic events and other programs that reinforce that Coastal Is Number One!
- **Community-Wide Programs**: These are active programs that are sponsored by one entire staff. These programs will commonly include campus partners as guest speakers or facilitators of activities.
- **Late Night Alcohol Alternative Programs**: These are active, social, community-wide programs that are intended to provide residents a safe, fun, and engaging atmosphere to interact on weekends. In order to qualify for this category, the program must take place on a Thursday, Friday, or Saturday night and must last at least from 9pm-midnight.

- **Passive Initiatives**: These are initiatives in which residents do not have to be active participants. They are designed to provide information to each resident individually and support the community and its members. Examples of Passive Initiatives would be community newsletters, informational door hangers, and month-long initiatives. Bulletin boards are separate from passive initiatives.

- **Bulletin Boards**: These are informational or themed boards that are displayed within the community and convey useful information or align with the theme of a community. They should be purposeful, well crafted, and engaging. At least one board per semester should exemplify one of the COASTAL themes.

- **Door Decs**: These are small decorative name tags placed on the door of each resident. These tags should be purposeful and should further the development of the community. They are intended to connect members of the community and make them feel welcomed. They can also be used to reinforce a theme for the community.