

# ResEd 2.0 Webinar

## Storytelling with Data: Engaging Residential Staff in Assessment Practices

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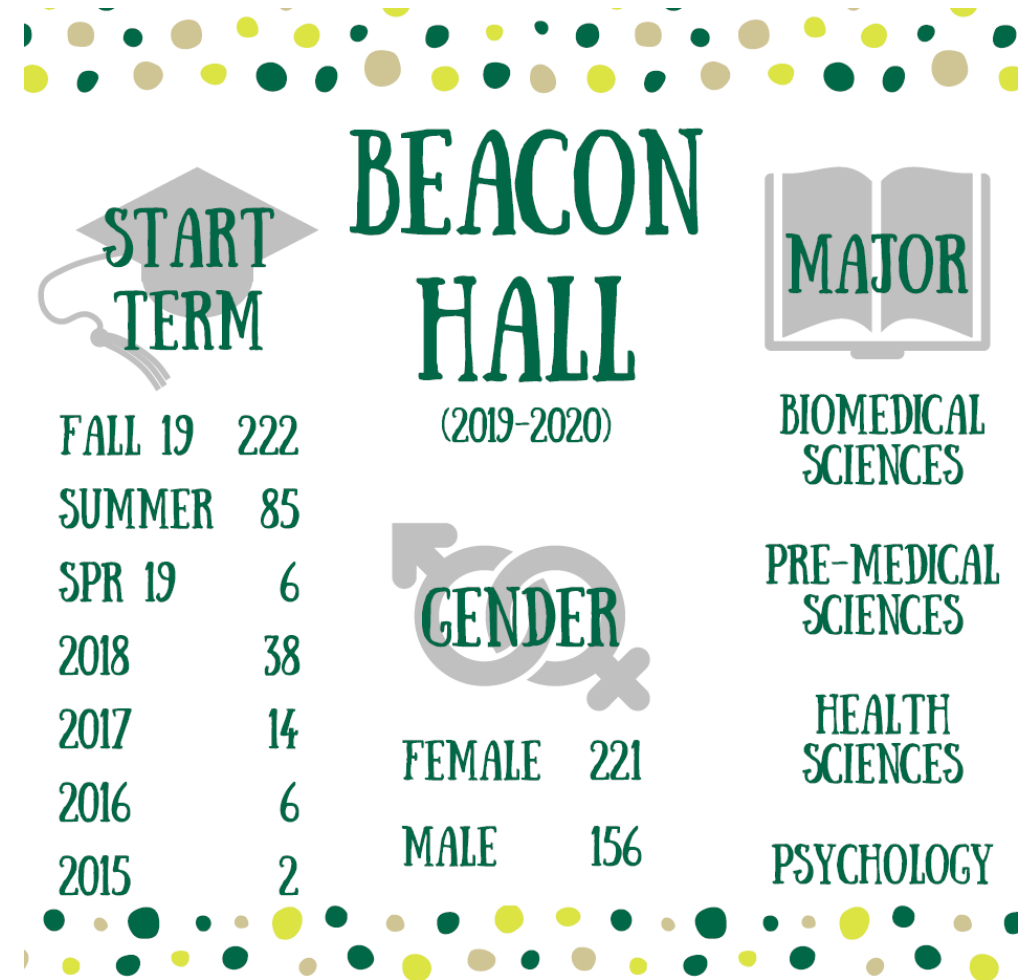
Paige Hicks, University of South Florida

Kirsten Kennedy, University of South Carolina

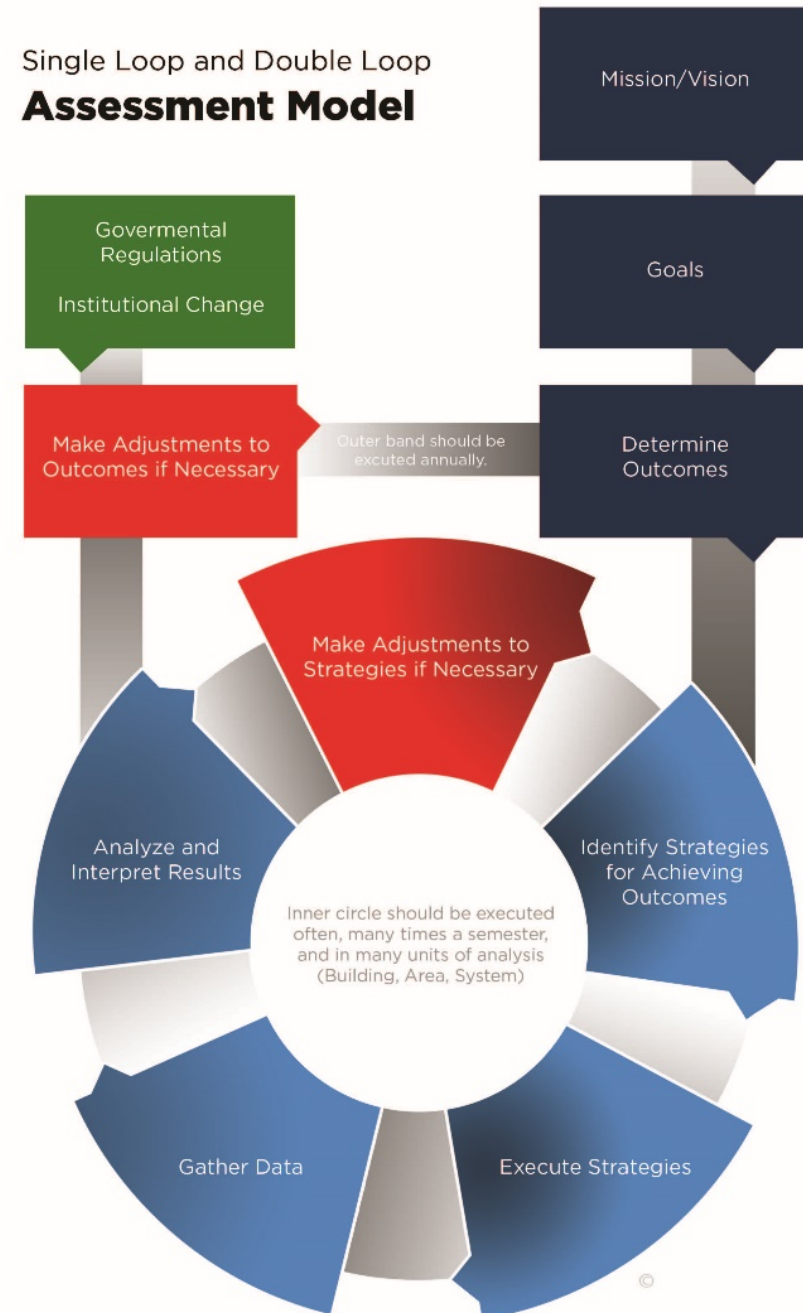
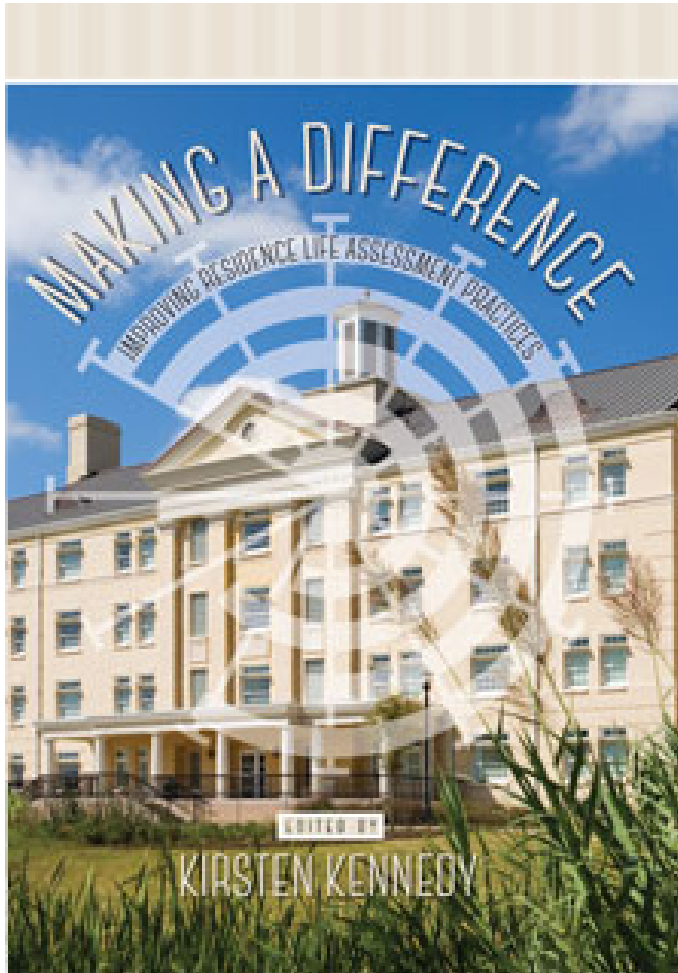
# “Community Snapshots”

Creating entry-level staff buy-in with data we have!

Major	Major	# of Residents	Admit Term	Admit Term	# of Residents
Accounting	Biomedical Sciences	74	201908	2014	0
Advertising	Pre-Medical Sciences	41	201908	2015	2
Anthropology	Health Sciences	25	201805	2016	6
Architecture	Psychology	17	201808	2017	14
Architecture	Pre-Nursing	16	201608	2018	38
Architecture	English	12	201808	2019 - 01	6
Behavioral Healthcare	Pre-Marketing	12	201905	2019 - 05	85
Biomedical Engineering	Pre-Computer Science	10	201905	2019 - 08	222
Biomedical Sciences	Cell and Molecular Biology	9	201905		
Biomedical Sciences	Integrative Animal Biology	9	201508		
Biomedical Sciences	Pre Management	9	201908		
Biomedical Sciences	Pre-Finance	9	201808		
Biomedical Sciences	Communicn. Sciences & Disorders	8	201908		
Biomedical Sciences	Criminology	7	201708		
Biomedical Sciences	Exploratory-Health&Natural Sci	6	201908		
Biomedical Sciences	Marine Biology	6	201908		
Biomedical Sciences	Pre-Computer Engineering	6	201905		
Biomedical Sciences	Mass Communications	5	201905		
Biomedical Sciences	Chemistry	4	201608		
Biomedical Sciences	Political Science	4	201908		
Biomedical Sciences	Pre-Cybersecurity	4	201908		
Biomedical Sciences	Pre-Mechanical Engineering	4	201905		
Biomedical Sciences	Architecture	3	201905		
Biomedical Sciences	Communication	3	201908		
Biomedical Sciences	Exploratory-Arts & Humanities	3	201608		
Biomedical Sciences	Pre-Chemical Engineering	3	201905		
Biomedical Sciences	Pre-Civil Engineering	3	201905		
Biomedical Sciences	Pre-Electrical Engineering	3	201908		
Biomedical Sciences	Public Health	3	201908		
Biomedical Sciences	Environmental Biology	2	201908		
Biomedical Sciences	Environmental Science & Policy	2	201908		
Biomedical Sciences	Exploratory-Math, Engineer&Tec	2	201908		
Biomedical Sciences	History	2	201905		
Biomedical Sciences	Humanities & Cultural Studies	2	201908		
Biomedical Sciences	Mathematics	2	201908		
Biomedical Sciences	Microbiology	2	201908		
Biomedical Sciences	Philosophy	2	201908		
Biomedical Sciences	Physics	2	201908		
Biomedical Sciences	Pre-Bus Analytics & Info Sys	2	201908		
Biomedical Sciences	Pre-Elementary Education	2	201908		
Biomedical Sciences	Pre-Social Work	2	201908		
Biomedical Sciences	Theatre	2	201905		
Biomedical Sciences	Accounting	1	201908		



# Double-Loop Assessment Model





# Map Back Exercises

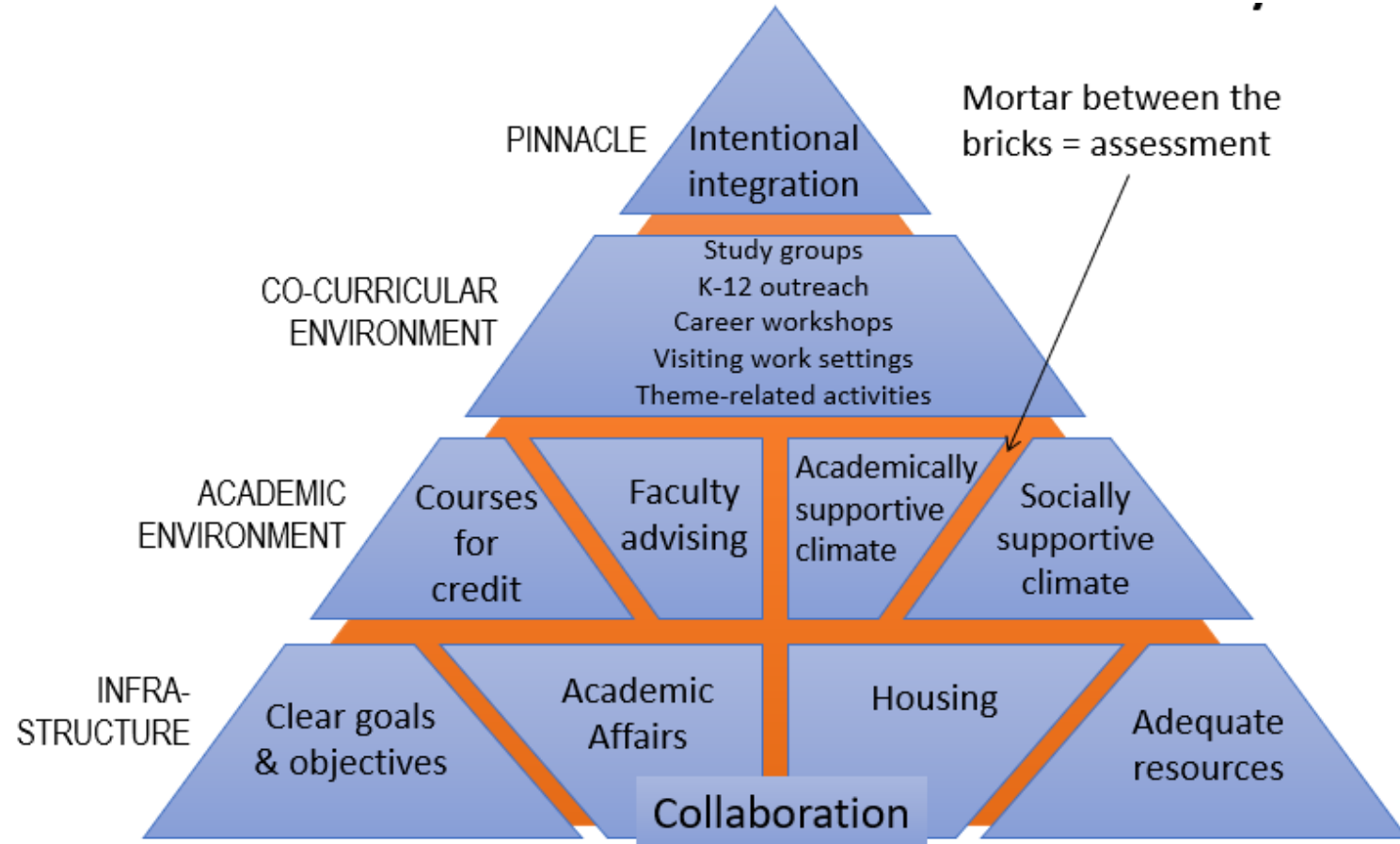
- Can you “map back” your assessments to organizational strategic documents?
- Where is there overlap?
- Where are there gaps?
- What have you done & assessed that have no relationship to strategic documents?

# Map Back – What it Looks Like

For UofSC Resident Students			
As a result of living in a learning community at the UofSC during 2016-2017, resident students will be able to...			
Outcomes	Instruments	Questions	Timeline
Learning Outcome 1: Academic Progress	A-chats	<p><b>A-chat 1:</b> Get resident to talk about their transition to college Get resident to talk about their future goals and how their in or out of class experiences will help them get to their goals Additional topics you may want to talk about during the conversations – resources to make referrals, organizations to join etc...</p> <p><b>A-chat 2:</b> Get resident to talk about resources they use at college to help them deal with academic or personal stress.</p> <p><b>A-chat 3:</b> Get resident to talk about what they have learned by living in the residence hall Get residents to talk about their relationships with faculty.</p>	3x an academic year
	Card Swipes	Number of residents who attend each event	Per event
	End of the Year Resident Assessment	<p>What is your cumulative GPA? How many hours do you spend studying/out of class school work? Did you transfer to this institution? Are you a member of learning community? As a result of your living-learning community are you better able to connect with faculty/instructions; connect with fellow students within your living learning community, form effective study groups; be academically successful? What did you learn by participating in a living-learning community? Has living on campus contributed to your academic performance? To what degree has living on campus housing positively contributed to your learning? Living in a residence hall assisted by academic transition to college.</p>	Annually (ACHUO-I/Benchworks Resident Assessment every other year)
	Interaction forms	Name, email, supervisor, building, event title, date/time, associated learning community, residential foundation strategy, lesson plan, learning goal, list faculty or non-residence life staff present at event, description of the interaction, and follow up.	Per event
	Roommate/Suitemate Contract	<p>What are your intended majors? What time and where do you plan to study? What is the ideal study environment within the room/suite? <b>Talking Point:</b> Please be sure to discuss and share your academic and co-curricular schedules with one another.</p>	Annually

# Best Practices Model

(Inkelas, Jessup-Anger, Benjamin & Wawrzynski, 2018)



# One Minute Reflections



The image shows a logo for USF Resiliency, featuring a green globe with palm trees and the text "#USFResiliency". Below the logo is a reflection card with the title "ONE MINUTE REFLECTION" and the prompt "As a result of attending this program, what is one new thing you learned?". The card has several horizontal lines for writing.

# 3-2-1 Cards

After attending this session, what are **three** new things you learned?

- 1.
- 2.
- 3.

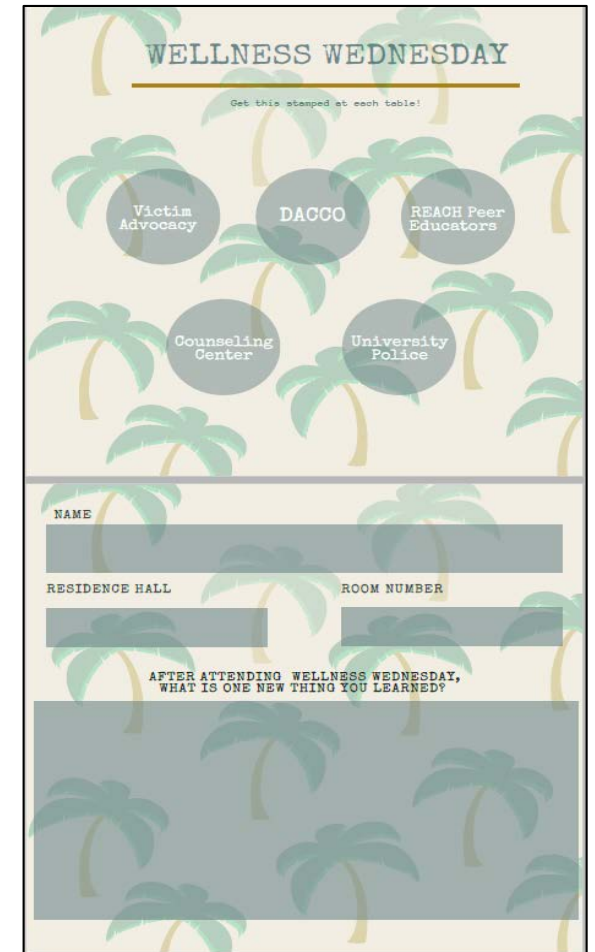
What are **two** new things you would like to learn more about?

- 1.
- 2.

What is **one** question you still have about the material presented?

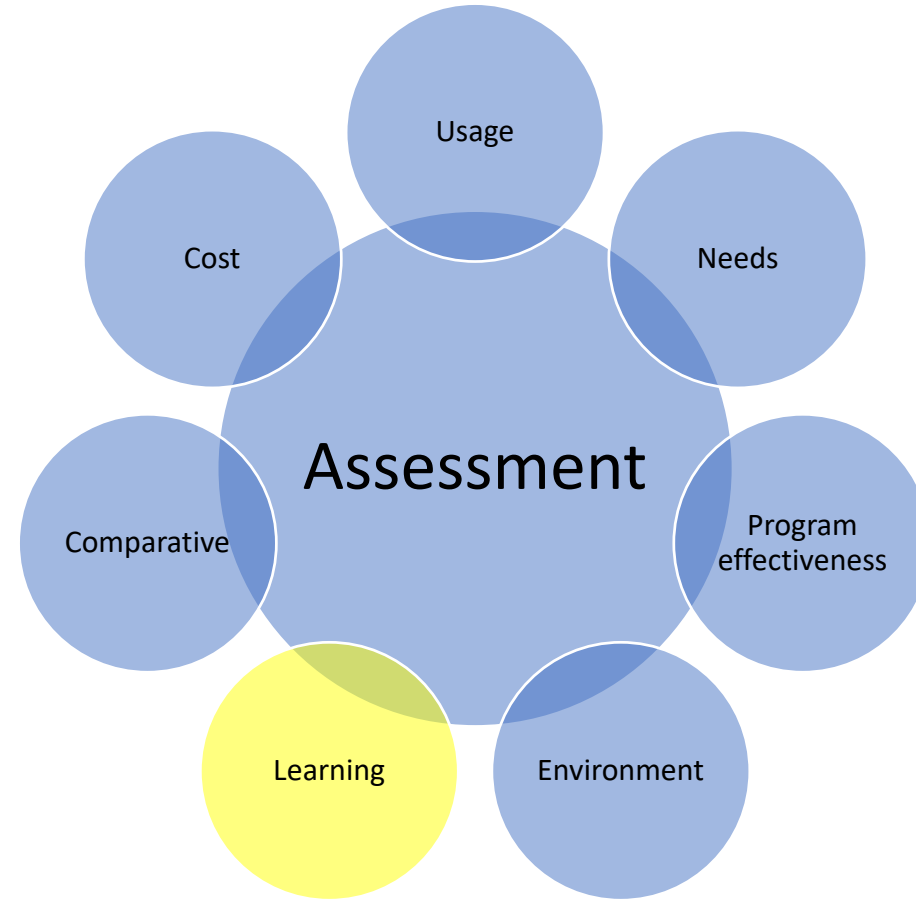
- 1.

# Passports



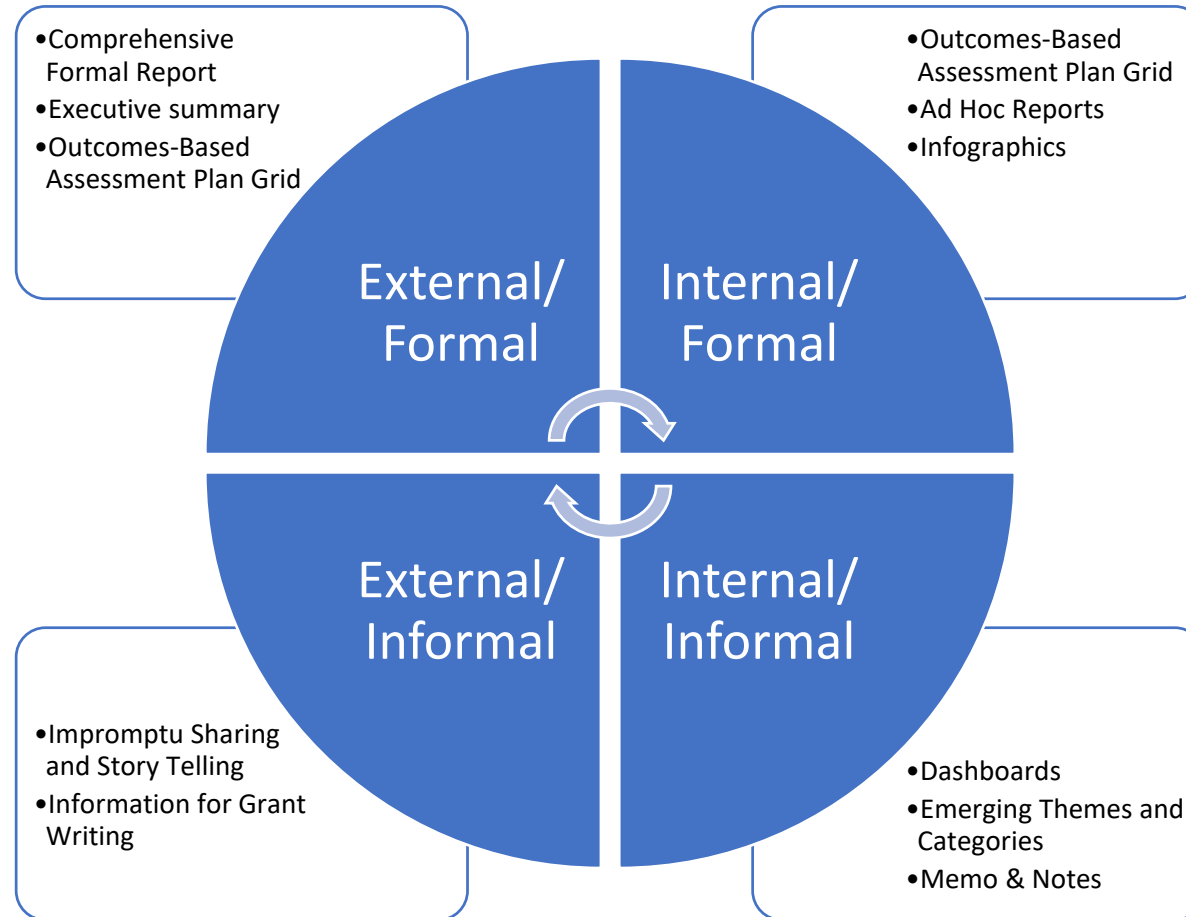
The image shows a passport stamp sheet for "WELLNESS WEDNESDAY". It features a background of palm trees and a list of campus organizations: Victim Advocacy, DACCO, REACH Peer Educators, Counseling Center, and University Police. The sheet includes fields for "NAME", "RESIDENCE HALL", and "ROOM NUMBER", and a section for "AFTER ATTENDING WELLNESS WEDNESDAY, WHAT IS ONE NEW THING YOU LEARNED?".

# Types of Assessment





# Sharing Results



# Sharing Results – Another View

