Functional Name: Office of Residence Life   **Program:** Graduate Hall Director Training/Incident Crisis Management, Report Writing and Programming

Submitted By - Name: Benjamin Staub, Jennifer Turnbough, Mark Turnbough, Kayleigh Warg, Amy Cunningham

Date: September 30, 2016

ASSESSMENT OUTCOMES

Purpose - Program/Service Overview
Name the program/service being assessed. Describe program; include purpose and goals. Limit to one paragraph.
Graduate Hall Directors are para-professional graduate students responsible for the support and development of undergraduate students living in on-campus housing. Graduate Hall Directors, or GHDs, participate in a one-week intensive training which includes information on the following topics: job expectations, ethical decision making, community building, programming, standard operating procedures, supervision, leadership, facility responsibility, fiscal management, conflict mediation and resolution, informal hearings, and on-call responsibilities. Three vital roles that a GHD has, includes serving as an on-call responder to issues and concerns that occur after-hours, documenting crisis issues and coordinating a multi-faceted programming model that assists with out-of-classroom learning. This assessment shows that the training provided to the Graduate Hall Directors allowed them to successfully write and complete an incident report, respond appropriately to crisis situations and complete all forms associated with the department's programming model.

Learning Goal(s) for Program
See your Worksheet for Student Learning Outcome for Learning Goal(s)
List corresponding Learning Goal(s)
i.   Graduate Hall Directors will be able to write clear and concise incident reports.
ii.   Graduate Hall Directors will be able to design and develop a residence hall program using the department's programming model.
iii.   Graduate Hall Directors will be able to demonstrate emergency response protocol in a crisis incident.

Student Affairs Learning Domain(s)
See your Worksheet for Student Learning Outcome for Learning Domain(s)
List corresponding Learning Domain(s)
i.   Core Communication Skills
ii.   Critical Thinking
iii.   Critical Thinking

Student Affairs Student Learning Outcome(s)
See your Worksheet for Student Learning Outcome(s)
List corresponding Student Learning Outcome(s)
i.   a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual
ii.   c. identify and cultivate skills, education, and interests that advance professional aspirations
iii.   a. use complex information from a variety of sources including active participation, personal experiences, and conversation to draw logical conclusions and form a decision, opinion, or solution

Part I RESULTS AND RECOMMENDATIONS

a. Summary – Objective
What did your data reveal? What did participants learn? Limit to one paragraph.

    i.   **Incident Reports** – Graduate Hall Directors participated in a training session regarding the writing of incident reports. During this session, Graduate Hall Directors were provided with a resource guide in regards to MyConduct (incident management system) and provided examples of campus contact reports and well written incident reports. Graduate Hall Directors were asked to independently write an incident report based upon a fictitious crisis situation. Each incident report was evaluated using the training rubric. All Graduate Hall Directors successfully completed incident reports that were scored at above average (score of 65 – 75). Participants learned how to write clear and concise incident reports.

    ii.   **Programming Reports** – Graduate Hall Directors participated in a training session which provided detailed information regarding the departments programming model. This session included information about the goals and objectives of programming, expectations, budget, and all forms of program tracking and documentation. During this session, participants were asked to create a program for students and complete all necessary documentation in order to understand the process in its entirety. All participants successfully created and applied information learned during the training session and submitted all necessary documentation.

    iii.   **Crisis management** - Graduate Hall Directors participated in a training session regarding crisis management. During this session, case studies were provided along with key discussion questions. Graduate Hall Directors were asked to verbally process and answer key discussion questions and were observed by Area Coordinators and the Associate Director of Residence Life for accuracy. Discussions revealed that the Graduate Hall Directors were able to analyze crisis situations, and apply crisis management expectations, standard operating procedures and resources to respond satisfactorily.

b. Summary - Presentation
Make visually appealing graphs, charts, or other visual representations of data/results.

i.   **Incident reports – Rubric Score Sheet**
    *Due to the nature of MyConduct, it is currently not an option to export data once it has been entered. All eleven reports can be viewed via a secure log-in if necessary and were assessed by Jennifer Raup and Amy Cunningham for completion and scoring.

	Completed Incident Report	Content Quality	Well Written & Proofread	TOTAL
Participant 1	25	25	25	75
Participant 2	25	20	20	65
Participant 3	25	25	25	75
Participant 4	25	25	25	75
Participant 5	25	25	25	75
Participant 6	25	20	20	65
Participant 7	25	25	25	75
Participant 8	25	20	20	65
Participant 9	25	25	25	75
Participant 10	25	25	25	75
Participant 11	25	25	25	75

Name(s): <u>Amy Cunningham, Ben Staub, Jen Turnbough, Mark Turnbough, Kayleigh Warg</u> **Functional Area:** <u>Residence Life</u> **Date:** <u>July 18, 2016</u>

Worksheet for Student Learning Outcome

Program/Service/Activity: <u>Graduate Hall Director Training</u>

Learning Goals for Program:

i. Graduate Hall Directors will be able to write clear and concise incident reports.

ii. Graduate Hall Directors will be able to design and develop a residence hall program using the department's programming model.

iii. Graduate Hall Directors will be able to demonstrate emergency response protocol in a crisis incident.

Learning Domain	Dimension	Student Learning Outcome	Assessment
i. 1. Core Communication Skills	i. Communicating Effectively	i. a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual	i. Document Analysis Rubric
ii. 2. Critical Thinking	ii. Demonstrating Professionalism	ii. c. identify and cultivate skills, education, and interests that advance professional aspirations	ii. Document Analysis
iii. 2. Critical Thinking	iii. Effective Reasoning	iii. a. use complex information from a variety of sources including active participation, personal experiences, and conversation to draw logical conclusions and form a decision, opinion, or solution	iii. Observation Case Study

Name: Amy Cunningham, Ben Staub, Jennifer Turnbough, Mark Turnbough, Kaleigh Warg   Functional Area: Residence Life   Date: July 18, 2016

Rubric for Graduate Hall Training

Criteria	Level 5	Level 4	Level 3	Level 2	Level 1
Completed Incident Report	**25 points** Completed by due date				**0 points** Did not complete the report
Content Quality	**25 points** Superior detail	**20 points** Good detail	**15 points** Adequate detail	**10 points** Minimum detail	**0 points** Nothing Written
Well Written and Proofread	**25 points** Exceptional writing	**20 points** Good writing	**15 points** Adequate writing	**10 points** Poor writing	**0 points** Nothing written

ii.   **Program sheet – Document Analysis**

	Completed Program Form Correctly	Completed Program Form Incorrectly
Participant 1	X	
Participant 2	X	
Participant 3	X	
Participant 4	X	
Participant 5	X	
Participant 6	X	
Participant 7	X	
Participant 8	X	
Participant 9	X	
Participant 10	X	

iii.   **Case study – see attached case study**

c.   **Decisions and Recommendations – Action taken/Closing the loop**
What could have been done differently?
Based on collected data, what changes will you make to your program in the future?

i.   Incident reports – increase the number of reports completed by the Graduate Hall Directors from one to two
ii.   Program sheet – incorporate completing the end of the semester program report
iii.   Case study – create a rubric and hand-written responses to assess individual learning

d.   **Sharing the Results Related to SLOs**
In what ways are you telling the story (e.g., website update, husky sync, brochure, e-newsletter, poster, etc.) of your data?
Data is used for the division's Year in Review and discussed at Graduate Hall Director meetings following training as a final assessment tool. Additionally, one participant was invited to present at Mid-Atlantic College and University Housing Officer Annual Conference on crisis management and a second participant is completing her graduate thesis work on intentional conversations and community programming and its effect on negative behaviors in university residential populations. Assessment will be used in both the presentation and thesis.

Part II METHODOLOGY AND LIMITATION

a. Project Sample/Participant Overview – Description of Participants

Number of students in your sample; demographic data of the sample should include these categories: University classification/status, gender, sexual orientation, race, ethnicity, nationality, and disability. You may add additional categories depending on the audience you are working with (e.g., veterans).

Eleven Graduate Hall Directors participated in training and completed the assessment. All eleven are graduate students; nine enrolled in the Student Affairs Master's program, one is enrolled in the Masters of Education program, and one is enrolled in the Intraoperative Neurophysiological Monitoring program. Eight identify as women, three as men. Nine are Caucasian and two are non-Caucasian. No further sample/participant information is available.

b. Data Collection Timeframe

Semester, Full year, etc.

Data collection occurred during a seven-day time-frame in August 2016 which is the standard preparation time for Graduate Hall Directors.

c. Data Collection Methods

Direct or indirect measures of student learning?
Survey, focus group, reflection paper, observation, etc.

1. SLO i	Document Analysis/Rubric	Direct
2. SLO ii	Document Analysis	Direct
3. SLO iii	Observation/Case Study	Direct

d. Limitations

Limitations of your project

Project was limited by time and budgetary restraints.

Residence Life Program Planning Form

This program planning form must be submitted at least *7-10 days before* the proposed date of the event. ***Submitting this form does not guarantee approval.*** *The GHD or AC will review the proposal and discuss it with the assigned Project Manager.* This form MUST be completed in BLUE or BLACK ink. A copy of this form will be required for monthly reporting purposes to Accounts Payable. *(Please see AC)*

Project Manager:
(please print full name)

Program Team *(list all names)*:
1. Danie
2. Aaron
3. Rebecca
4.
5.

Building Staff *(circle one)*:

COL (NOR) LUZ MON SCH ELW E

ELW W LYC MOA/KILE/TRI MPA JKA

Title of Program: Chopped On a Budget

Date of Program *(Month/Date/Year)*: 08/11/16

Start Time: 7:00pm   End Time: 8:00pm

Location: North

Type of Program *(please check one)*

	Be Ethical
	Be Engaged
X	Be Excellent
	Be You (Social)

Learning Outcome(s):

to build engage & inclusive communities within the halls

Community Service Projects:
All Community Service Projects MUST have a Fundraising/Service Project Form completed and approved prior to the event.

Benefitting Organization Name:

Website:

Mailing Address for Funds to be sent:

If collecting coins, all coins must be rolled in coin wrappers

Budget Request: What potential costs are associated with the program? *(this is just an estimate)*

Food/Drink: $ 200   Program Supplies: $_____
Travel Costs: $_____   Husky Gold: $_____   Total: $_____
                                                  RO# _____
                                                  (AC will fill in if used)

Program Advertising! What will you do? *(check all that apply)*

__ Word of Mouth   __ Fliers   __ Banner   __ The Voice
__ Facebook   __ Newsletter   __ Website   __ Other

Projected Program Attendance: 75

GHD Approval: _____
                    Signature & Date
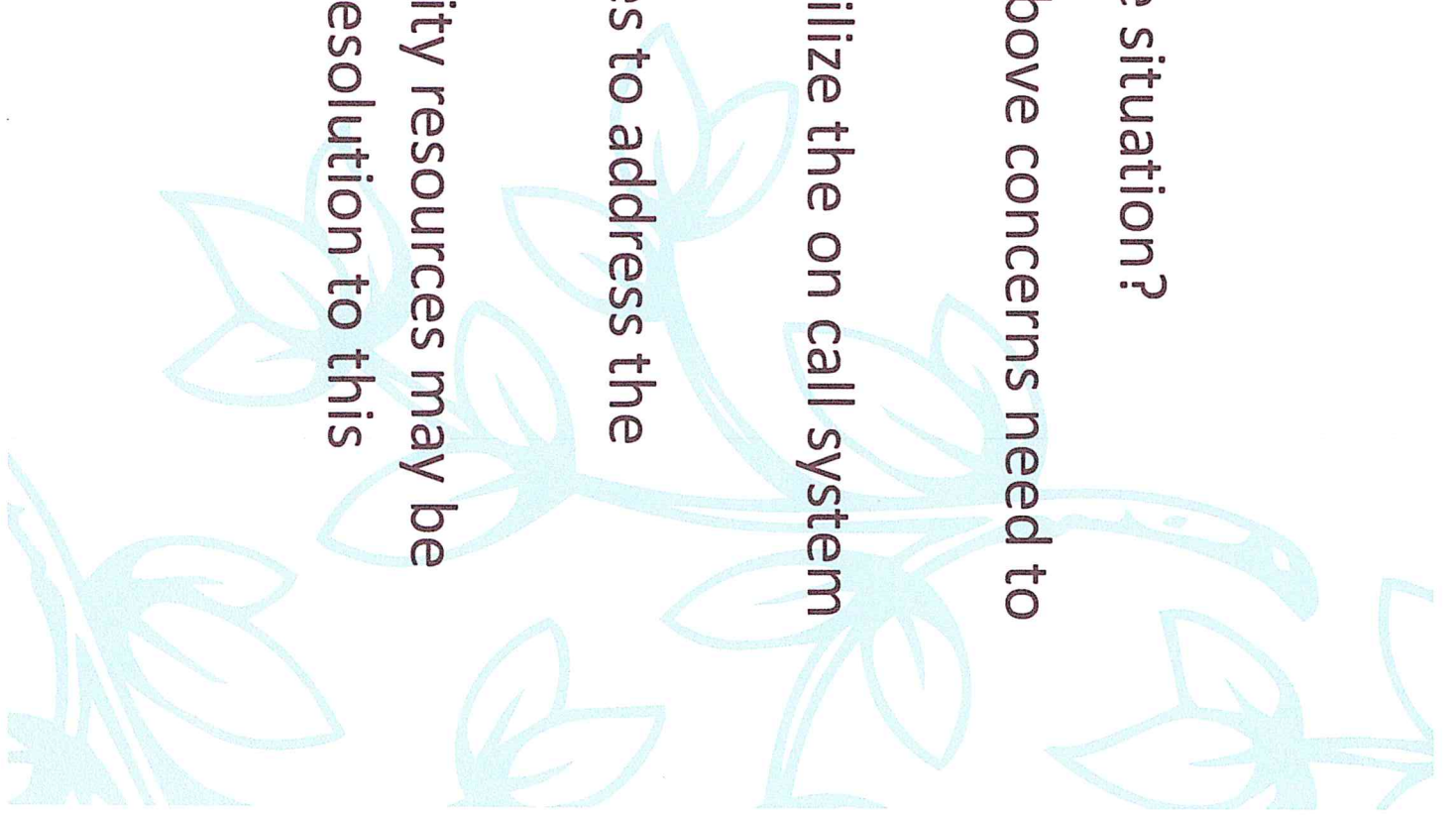
AC Approval: _____
                   Signature & Date

Vice President: _____
                      Signature & Date

Incident #1

You are awakened by a knock on the door. One of your CAs informs you he has found a student on the floor of the bathroom. He appears to be unconscious. When you arrive on the scene, you find several students have gathered. The resident is lying on floor and appears to be unresponsive but breathing. Efforts by you and other students to awaken him prove futile. One of the students observes that he saw several of the victims friends bring him back to the residence hall about half an hour ago.
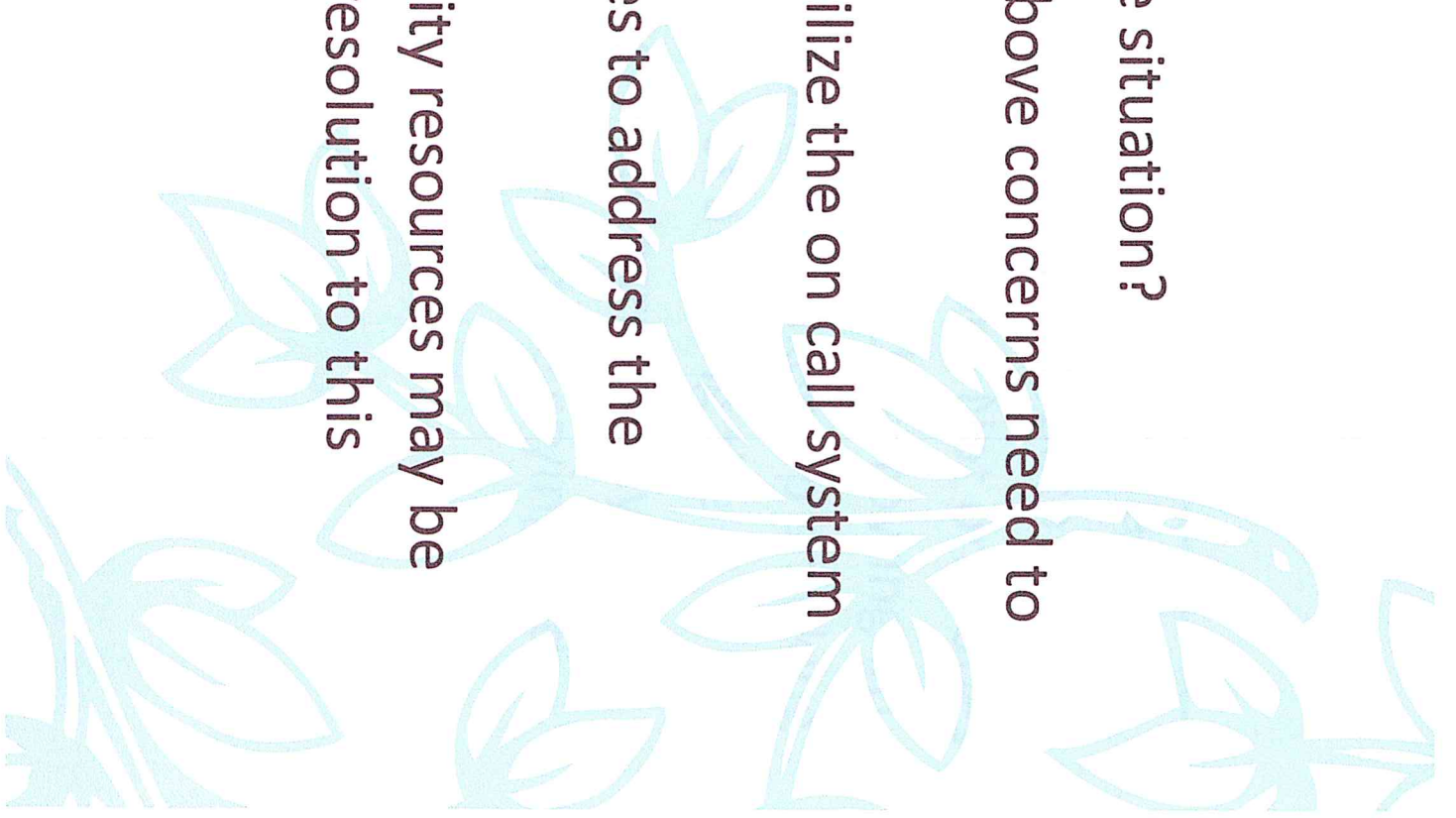
Discussion Questions
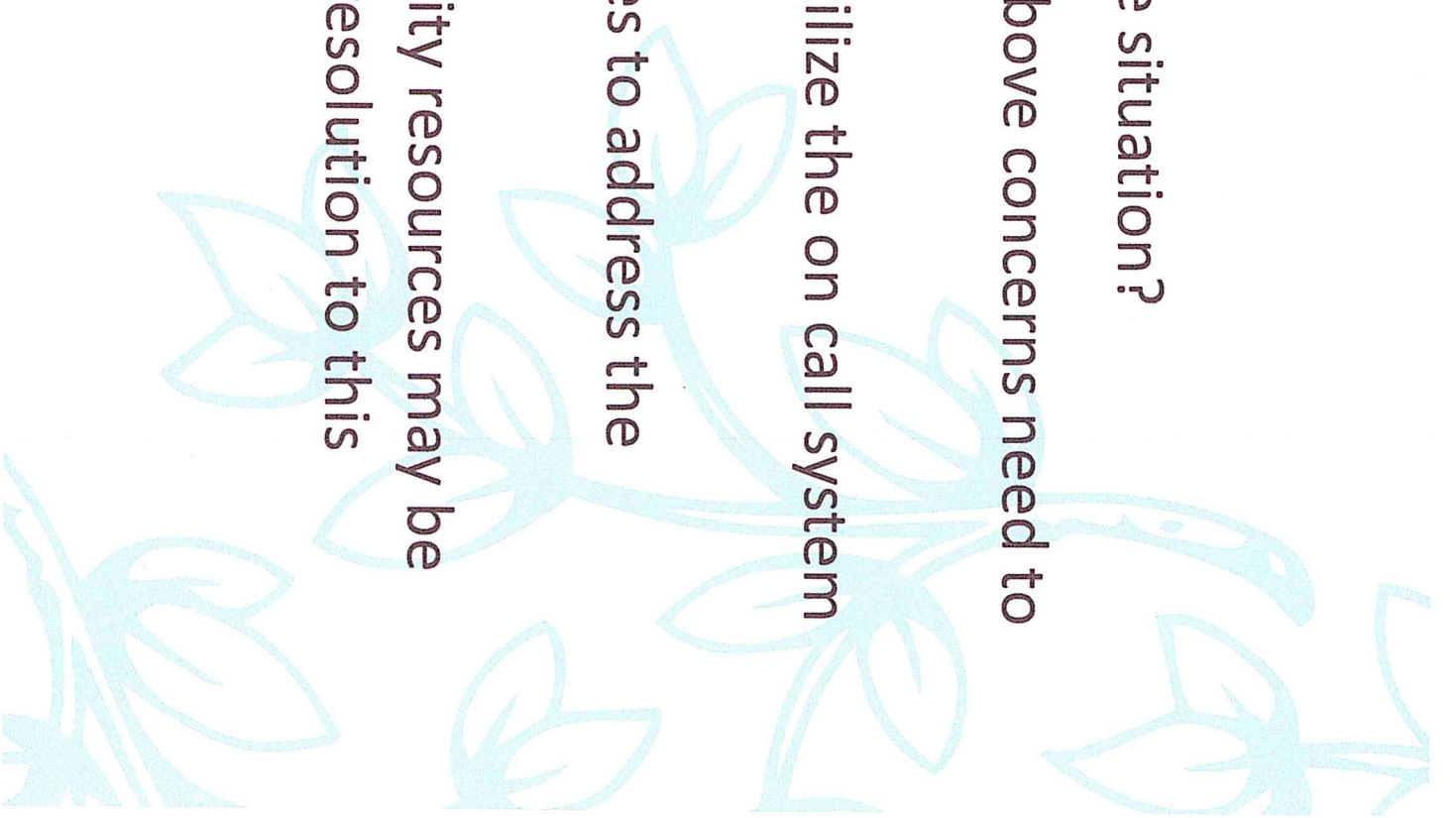
1. What are the key concerns in the situation?

2. In what order do you think the above concerns need to be addressed?

3. In what way, if any, would you utilize the on call system and the departments S.O.P's?

4. Who and what are your resources to address the immediate situation?

5. What university and/or community resources may be helpful in the short and long term resolution to this situation?

Incident #2

You receive a call from a CA requesting your help on their floor. Upon reaching the hall, you are told by the CA there was a disturbance heard earlier in one of the rooms. Residents have reported angry remarks being exchanged between one of the female residents and a male guest in the room. Additionally, several students say that it sounded like things were thrown or someone was pushed around the room. When the CA knocked on the door, the male said everything was okay and to go away. A repeated effort by the CA to gain information resulted in the female resident responding tearfully that she would be okay and to please let them work this out.

Discussion Questions

1. What are the key concerns in the situation?

2. In what order do you think the above concerns need to be addressed?

3. In what way, if any, would you utilize the on call system and the departments S.O.P's?

4. Who and what are your resources to address the immediate situation?

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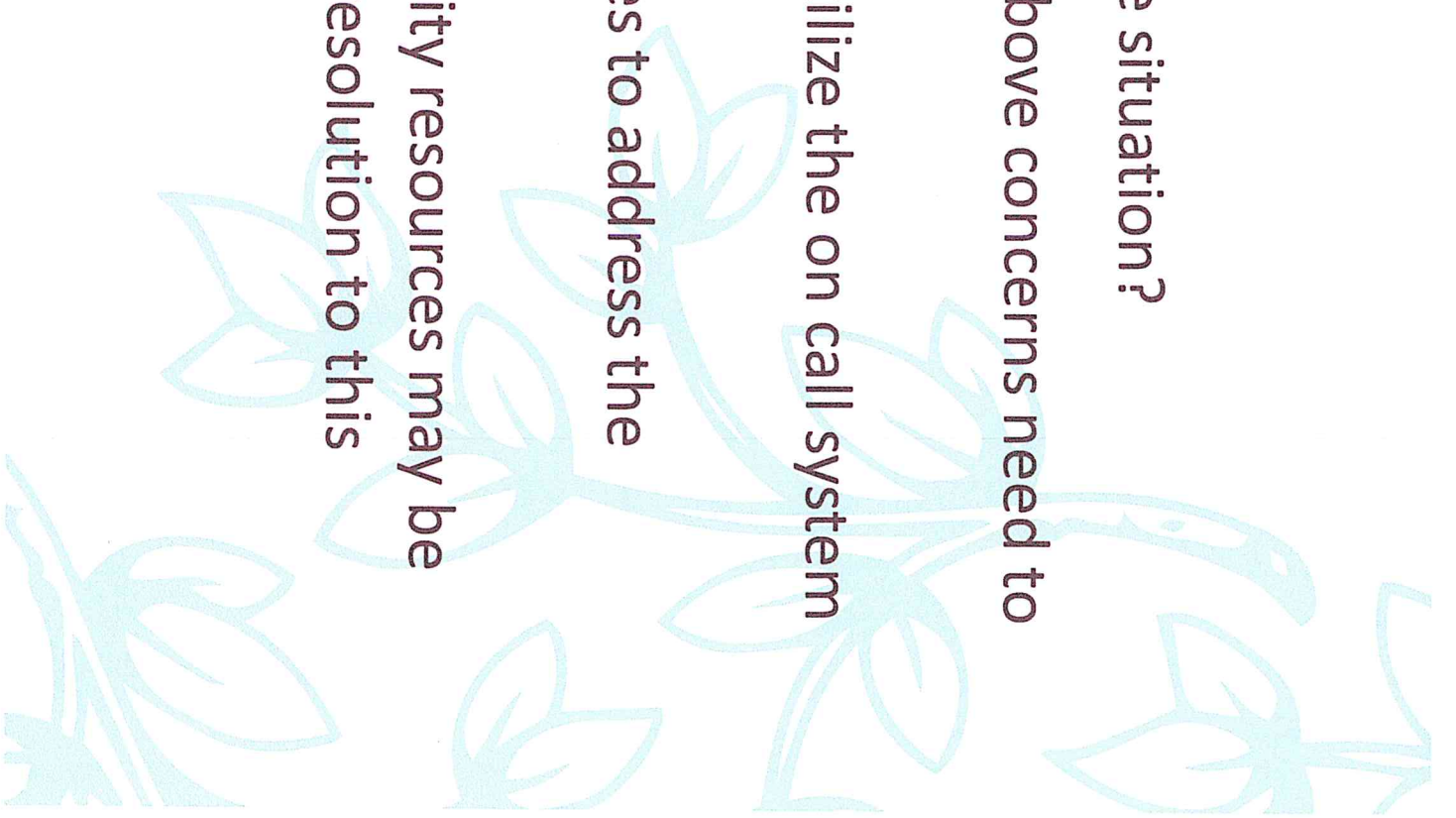
Incident #3

One of your residents who stops by your office frequently tells you his roommate is acting unlike himself. He has missed several days of classes. He is staying in bed a lot during the day and up late at nights. The student relays his roommate has done poorly on several of his initial course exams. He seems to remain active in his marching band activities and is going out late at night with friends. The student reports that his roommate's parents have called and expressed their concern about their son. They want to know what is going on. The student informs you that he has given them your number.
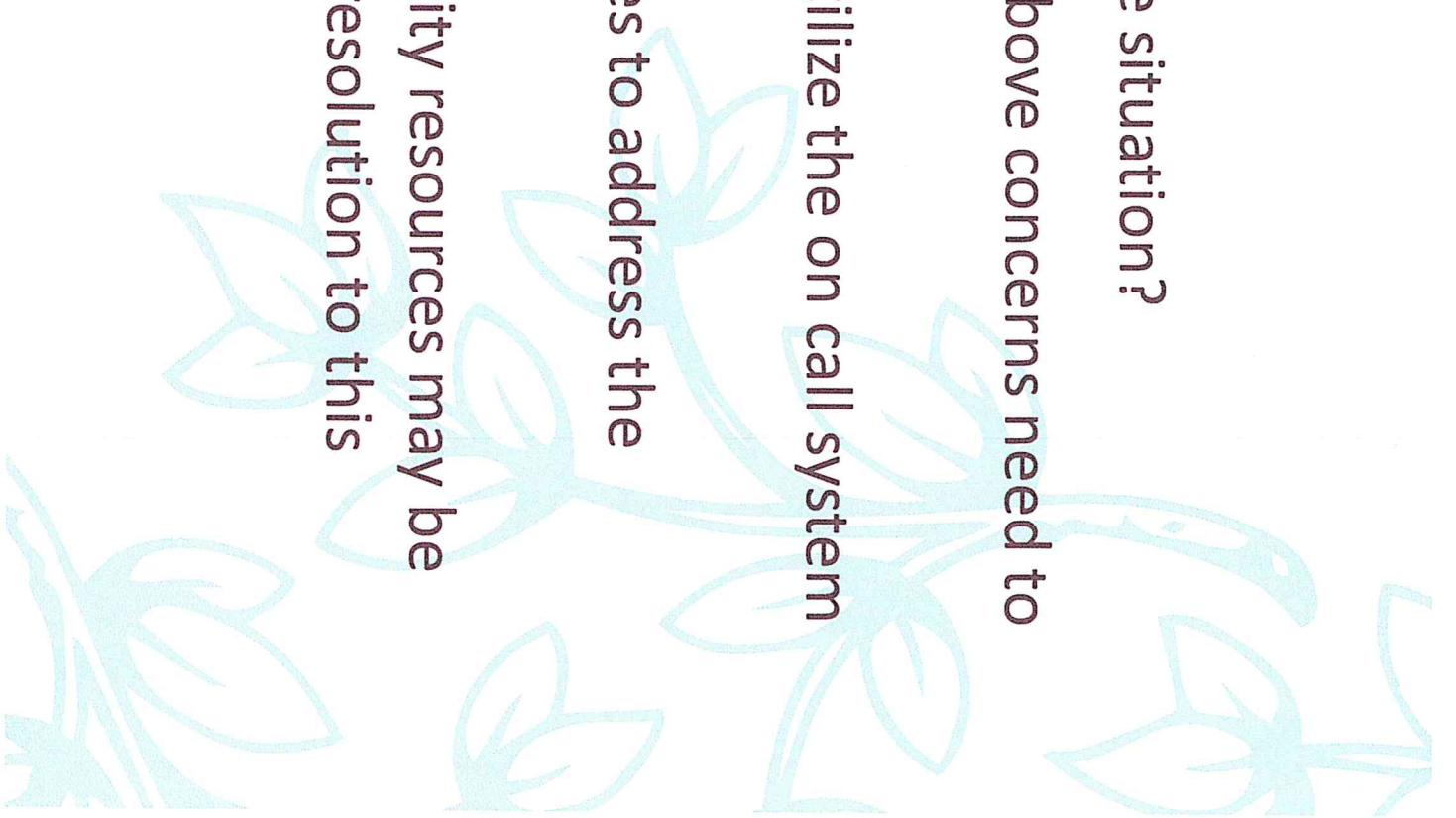
Discussion Questions

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Discussion Questions

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Incident #5

Loud noises from a room on the hall has attracted the attention of several students and the CAs, one whom comes to inform you. You head to the location to check it out. Over the sound of a loud stereo, several males can be heard arguing and using profanity. When the door is opened, you observe 7 students in the room, 5 of whom are males. There are open beer and liquor containers around the room. During your attempts to get identification, you find that the woman lying curled up on the bed is unresponsive. She does not move even when prodded by friends; Her clothing is disheveled. One of the males angrily tells you to leave her alone, that she is just a deep sleeper.
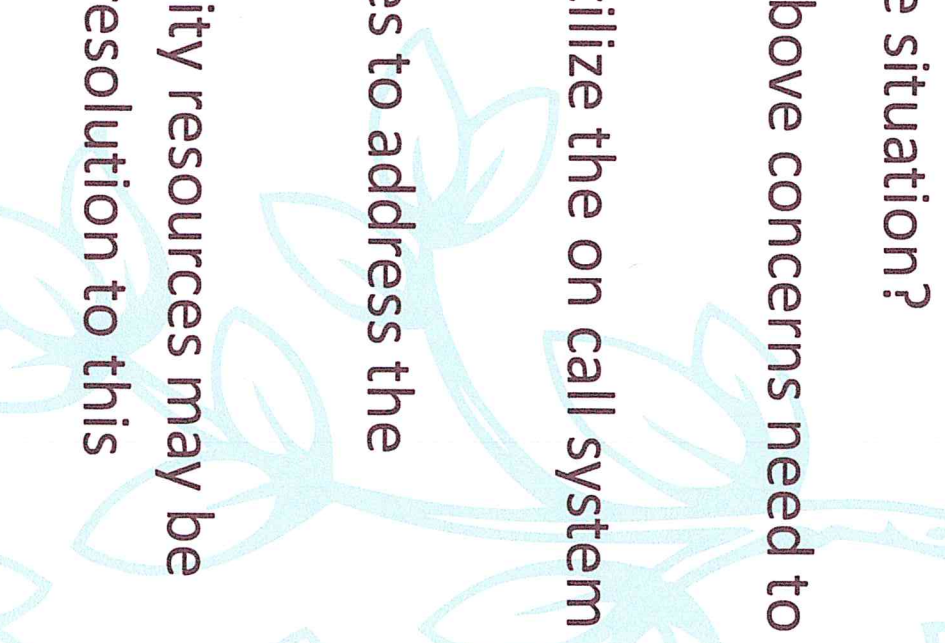
Discussion Questions

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Incident #6

You are called as the GHD on-call and you and the other GHD on-call staff member are both in class. Your professor has a very strict policy about the use of cell phones in class. The other on call GHD also rings and so does your personal cell. You recognize the phone number as one of your staff members.
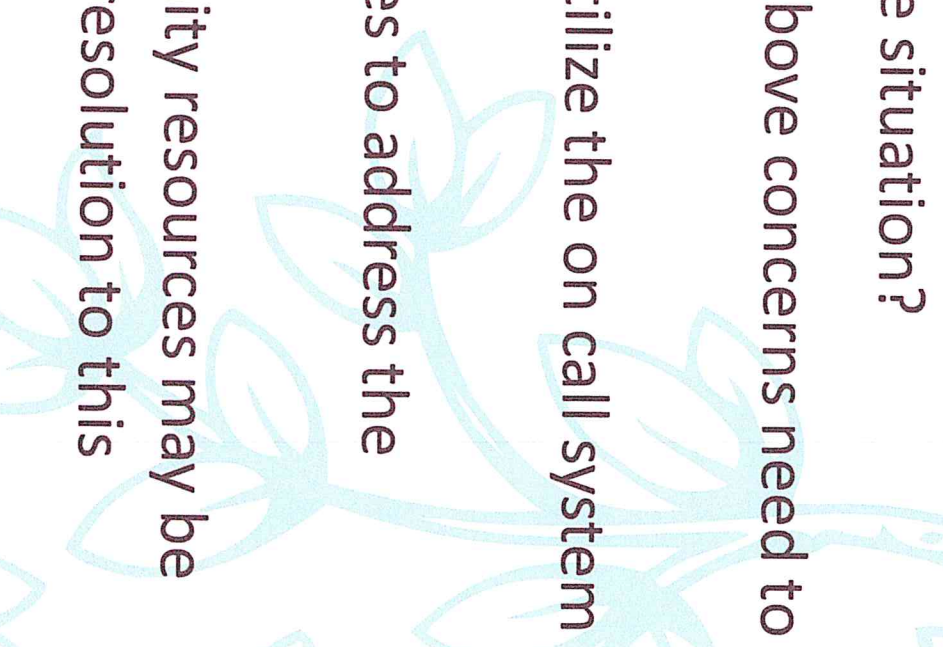
Discussion Questions

1. What are the key concerns in the situation?

2. In what order do you think the above concerns need to be addressed?

3. In what way, if any, would you utilize the on call system and the departments S.O.P's?

4. Who and what are your resources to address the immediate situation?

5. What university and/or community resources may be helpful in the short and long term resolution to this situation?

Incident #7

You are down at West End playing trivia with some members of your cohort. You notice that one of your staff members who is 21 is also in the restaurant. Your staff member is heavily intoxicated and has approached your table to ask you for a ride home. They have stated if you don't give them a ride, they will drive themselves.

Discussion Questions

1. What are the key concerns in the situation?

2. In what order do you think the above concerns need to be addressed?

3. In what way, if any, would you utilize the on call system and the departments S.O.P's?

4. Who and what are your resources to address the immediate situation?

5. What university and/or community resources may be helpful in the short and long term resolution to this situation?

Questions???