

I. RLHS Learning Goals	II. Building Trends	III. Objectives/Outcomes	IV. Educational Opportunities		V. Assessment Measures & Findings
What will students learn?	List the identified building trend that aligns with the RLHS Learning Goal. *Multiple building trends may fall under one RLHS learning goal. One building trend may align with multiple RLHS Learning Goals.	Specifically, what will students know or be able to do? What are the objectives/outcomes necessary to accomplish the goal?	<p><b>Learning opportunities/strategies to address building trends that align with the RLHS Learning Goals:</b></p> <p>What are the programs and activities (active and passive) designed to accomplish RLHS Learning goals, building trends, and the objectives/outcomes?</p>	<p><b>Engagement strategies:</b></p> <p>How will you accomplish the objectives/outcomes? What are the structures and content of the learning opportunities; and how will they support the RLHS Learning goals, building trends, and the objectives/outcomes?</p>	<p><b>Measurements:</b></p> <p>How will you measure each of the RLHS Learning Goals to ensure the building trend and objective/outcome were effectively addressed?</p> <p><b>Findings:</b></p> <p>What were the findings?</p>
<p><b>Community:</b> Students will build relationships across political, social, and cultural difference</p>	Students prefer to stay on their floor for programs, resulting in lower student attendance at building wide programs	Students will feel more ownership for programs in the building and thus be willing to go outside of their floor for programming efforts	Shark Tank style event for students to create, implement, and vote on their own programs	Students will complete a proposal form to request funding and outline their building-wide program idea, and then pitch the idea to their peers to vote using a virtual system known as "PollEverywhere"	<p><b>Measurements:</b> Number of building wide program pitches and program attendance at the Shark Tank style event</p> <p><b>Findings:</b> Students pitched eighteen building wide program ideas to their peers with fifty students in attendance</p>
<p><b>Wellness:</b> Students will demonstrate the ability to be active partners in their own health as their physical, social and cultural environments change throughout the Global Network University</p>	Students express concerns during one-on-one conversations and incident report documentations about roommates with body image issues	Students will understand the impact of judging based on appearances, identify one positive characteristic about themselves, and articulate the importance of positive body image	Beauty campaign with three interactive activities to choose from	Students will answer questions to identify times they judged themselves or others based on appearances, take polaroid pictures and describe one positive characteristic about themselves on the picture, and write positive body image messages on postcards to be sent to a local middle school	<p><b>Measurements:</b> Number of responses received by students for the question activity and types of responses received for the picture and postcard activities</p> <p><b>Findings:</b> Eighty-seven residents participated in the question activity, with over one hundred and fifty residents participating in the picture and postcard activities discussing how they are learning to "embrace" their imperfections and "redefine" beauty</p>
<p><b>Life Skills:</b> Students will develop abilities to navigate their new communities with practical life skills</p>	Students express to their Resident Assistants they have difficulty studying effectively	Students will be able to identify a space in the residence hall to quietly study and learn at least two new writing techniques	Resource Center study tips and a faculty-hosted study hall	Resident Assistants will pass out study tips and note cards at the Resource Center advertising a faculty study hall, which will be held weekly in a residence hall lounge to ensure the space is quiet and can provide writing support	<p><b>Measurements:</b> Number of tips and notecards handed out to students, repeat attendance at study halls, and ongoing discussion with faculty about student engagement during study halls</p> <p><b>Findings:</b> One-hundred notecards with tips passed out to students, at least five students returned to the study hall each week during a one month period, and faculty helped at least three students per week with questions related to writing techniques</p>



NEW YORK UNIVERSITY

34th Annual Conference on the First-Year Experience

**Creating Intentional Learning Opportunities for First-Year Students**

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