**A.W.E.S.O.M.E. COMMUNITY PROGRAMMING IN FRESHMEN RESIDENCE**

**HALLS: EDUCATION THROUGH ENGAGEMENT**


By

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Submitted in Partial Fulfillment
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## Project Certification Page

State University of New York at Fredonia
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CERTIFICATION OF PROJECT WORK


We, the undersigned, certify that this project entitled A.W.E.S.O.M.E. Community Programming
in Freshmen Residence Halls: Education through Engagement by Frank William Tierney,
Candidate for the Degree of Master of Science in Education, Department of Curriculum &
Instruction, is acceptable in form and content and demonstrates a satisfactory knowledge of the
field covered by this project.



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**Abstract**

Does residential programming produce important learning gains for college freshman beyond what they learn in the classroom? How do freshman residents in a small, regional comprehensive college feel about these programs? These questions, among others, were the focus of the present study. A group of 10 Resident Assistants in conjunction with the investigator developed 10 program units under the title of AWESOME, an acronym for Artistic, Wellness, Emotional, Spiritual, Occupational, Multicultural, and Educational; a community residential programming curriculum for college freshmen. Resident volunteers were exposed to 10 specific program topics and activities and were pre-and post-tested on their understanding of important program content. In addition, residents independently and anonymously completed consumer satisfaction surveys following their participation in program activities. Findings indicated that the AWESOME program produced consistent and numerous improvements in residents' understanding of program content across all 10 topics. Additional information indicated that residents' rated program goals, activities, and outcomes quite favorably. In spite of these positive effects, however, outcomes were limited by rather low attendance (11%) rates across programming sessions. Implications for future research and practices are offered.

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**Introduction**

**The Importance of Programming**

A residence hall is a closed community where students are required to live in close proximity for the duration of the academic year, becoming residents of that building. A recurring issue in residence life is the lack of community and civility among residents. Based on personal observations as a Residence Director (RD), students have grown more dependent on technology and are not interacting socially in the *physical world*. Thus residence life programming in its simplest form offers students a way to interact on a more interpersonal level. This programming exists to help ease the transition from high school to college and from college to the "real world." Programming is primarily a social experience because of the basic interactions one goes through attending most events. However, the programs are also inherently educational in that they can teach residents about themselves and others. Programs are delivered to educate and develop skills that will help residents succeed in college and life.

The Office of Residence Life at this regional state college provides a mission statement on its website that clearly explains its commitment to helping students grow and develop. The mission statement reads:

> The Office of Residence Life strives to provide a comprehensive residence life program as an integral part of the educational program and academic support services of the institution. The residential life program is committed to providing opportunities for personal growth and development and supports the educational mission of the college by providing facilities and programs to assist students in developing mutually supportive relationships in order to live, work, and learn with people of diverse backgrounds and individual differences.

**Traditional Programming**

Programming at this comprehensive state college over the last 20 years was accomplished

through the *Wellness Wheel.* The Wellness Wheel was developed by Dr. Bill Hettler (see

Appendix A) to promote balance in the life of an individual (Witmer, Sweeny, & Myers, 1998).

The college adapted the model to apply to programming in residence halls. The Wheel's specific

aspects varied over time but initially these were the different pegs of Hettler's Wheel:

- Social
- Intellectual
- Spiritual
- Educational
- Multicultural
- Occupational
- Physical
- Emotional

Under this model, RAs completed five programs a semester choosing a different aspect of

the Wellness Wheel for each program. For example, RAs would often hold programs where

residents can try foods from other cultures for a multicultural program. The activity is creative

and meets the general idea for multicultural programming. Tasting the different types of food

was the only purpose of the program, as there was no discussion furthering residents'

development as to why a particular food was chosen or what role it has played in a particular

cultural. While the wheel worked adequately, it offered little program structure and did not have

an accountability component for how Residence Life could help residents develop skills needed

to succeed in life.

The Wellness Wheel model had other shortcomings. One flaw was the adaption of

activities to fit programming quotas for the semester. The focus, for example, was more about

completing programs instead of considering *why* these activities were being hosted in the first

place.  Another concern was that the Wellness Wheel model had little to no assessment

components to illustrate important programmatic ideas and outcomes There was a program

evaluation form to record costs, attendance, and Wheel components used, but nothing to evaluate

effectiveness or how to improve program functions.  This form also contained a section where

resident assistants would rate their own programs (see Appendix B).  This evaluation did not

show, however, the importance of the program, what was learned, and/or how participant

learning occurred.

**The New Programming Model**

The Residence Life staff has held many discussions on how to improve the program

quality at our college over the last three years.  This past summer, three graduate assistant

residence directors took on the task of developing a new programming model that focused on

more specific personal growth and developmental goals.  The new model was a modified version

of Hettler's Wellness Wheel and offered more structure and a fresh appearance.  This model was

very similar to the Wellness Wheel in that it promoted the different facets on the wheel.

Residence life staff also added new aspects to the model.  The official title became the

AWESOME Community Programming model; each letter stood for a different pillar or

programmatic component.

- Artistic
- Wellness
- Emotional
- Spiritual
- Occupational
- Multicultural
- Educational

Several differences between AWESOME and the Wellness Well are worth noting.  First,

"intellectual" programs were removed as a *separate* aspect of AWESOME because all programs

should be intellectually stimulating for residents. Second, a "physical" aspect was added to the

wheel under "wellness". The "wellness" section now promoted physical, as well as mental

health because of their interdependence. Finally, an "artistic" pillar was added to accommodate

the needs and interests of students at this liberal arts university and to develop their cultural

awareness (Brown & And, 1969).

**A New Focus**

The AWESOME Community Programming model focuses primarily on expectations and

assessment. Instead of leaving programming wide open, RAs are now required to present

specific learning goals and objectives for scheduled activities. To begin, each program must be

categorized under a single pillar such as *Artistic*. Within each pillar is a framework of criteria

(i.e., goals) that provide further program structure (see Appendix C). Goals were created to

focus program content and formulate instructional objectives for activities. Programs fall under

a single pillar and must meet one or more goals. Objectives, on the other hand, specify important

learning outcomes for each activity. Essentially, it is the reason why the program was created.

Instructional objectives are used to guide content specific to activity assessment. The goals and

objectives help RAs to develop engaging programs that relate to students' personal interests.

With clearer expectations in place, the AWESOME Community Programming model

extended its focus to assessment. The present study was designed to examine the extent to which

meaningful learning occurred as a function of RA programs and to determine the extent to which

activities met their Intended Learning Outcomes (ILOs). It was hypothesized that using more

specific programming criteria would result in greater participant gains in personal development

in and out of the college classroom.

## Literature Review

**Out-of-Class Collegiate Experience**

While universities are traditionally perceived as institutions for primarily academic enrichment and growth, the collegiate environment offers similar opportunities for relevant learning outside of the classroom. George Kuh (1995) cited many benefits associated with the collegiate experience including: (a) gains in knowledge, (b) social maturation, and (c) personal acceptance. Kuh also discussed further how students become aware of their interests, values, aspirations, and religious views and how the cumulative effects of these experiences can change their sense of identity. In 1995, Kuh conducted a study to identify out-of-class experiences that college seniors associated with improved learning and personal development. There were two frameworks used to guide the study: (a) the involvement principle and (b) the impact model.

According to Kuh (1995), the involvement principle is significant when discussing residence hall programming. The principle is separated into five propositions:

1. Involvement is the spending of mental and physical energy in some kind of activity.

2. Students invest varying amounts of energy in different activities.

3. Involvement has quantitative and qualitative features.

4. The gains resulting from involvement are a function of the quality and quantity of effort students expend.

5. An educational policy or practice is only effective to the extent to which it promotes students to take initiative and become actively engaged in the activity.

To determine out-of-class experiences associated with various outcomes, Kuh (1995) interviewed college seniors from 12 institutions known to provide rich, out-of-class learning and

personal development opportunities for their students.  The researcher interviewed 69 young men

and 80 young women and asked them three general questions: (a) What were the most significant

experiences you had here? (b) How have you changed since starting college? and (c) To what do

you attribute these changes?  Kuh concluded that while college classrooms were not devoid of

opportunities to gain critical thinking and organizational skills, many out-of-class experiences

often demanded that students develop more competence in these areas. The researcher suggested

further that the primary benefit of this study was that it illustrated that students were willing to

invest time and energy in educationally purposeful activities.

A similar study by Hughes (1999) was conducted to explore developmental changes that

occur as students attend college.  The study's focused on out-of-class experiences and 61

freshmen attending Texas A&M University were interviewed.  These students were asked what

they expected to learn at college, and what they had achieved outside of the classroom.

Subsequent interviews reported by Hughes (1999) supported Kuh's conclusions that

extracurricular learning was vital to personal development in the college environment.   One

student in Hughes' study, for example, described his learning in this way, "…Probably the least

amount of education I have received is actually from the classroom-it sounds bad but I have

learned a lot of things that will help me in the real world through extra-curricular (sic)

activities…" (p. 7).

Another study ( Kuh & Walsh, 1980) examined learning dispositions of students living in

residence halls.  Learning dispositions included: (a) student appreciation and exploration of

personal responsibility, (b) sensitivity to cultures, and (c) other social skills.  Kuh and Walsh

(1980) found that the more effort students put towards the different dimensions of their learning,

the more they appreciated their own development.  Students were also "less certain whether

residence life staff and programs could be helpful to themselves personally" (Kuh & Walsh, 1980, p.14). The researchers suggested as well that it would be extremely difficult to provide effective programs for students who had very different expectations of what they wanted to learn. Residence hall staffs would struggle to improve student learning if students themselves were unwilling to put forth sufficient effort.

While Kuh (1995) found that many students had great learning experiences outside of the classroom, he also acknowledged that, "colleges cannot force students to participate in organized campus activities or perform leadership roles. However, they can and should be accountable for creating the conditions that promote such behavior" (p.150). Residence life should, "bridge the gap between the academic theory a classroom provides and the real world application that students are likely to experience on a regular basis" (Seidman & Brown, 2006; p.112). Institutional policy and practice should be designed to promote personal responsibility, frequent interaction with diverse student populations, and a setting to apply knowledge gained in the classroom in other areas (Kuh, 1995).

**Comprehensive Residence Hall Programming**

Outside of the classroom is where students begin to form identities independent from what they had before college. An important part of this *personal growth* is experiences outside the academic environment where they can apply new values and gain meaningful knowledge. According to Kuh and Walsh (1980), residence life departments on campus should, "strive(s) to integrate the living and learning environment of each student by providing academic, cultural, social, and recreational programming within a community atmosphere" (pp. 4-5). Residence life should initiate group experiences that are related to cognitive, affective, and physical development. This development should occur, in turn, through a variety of policies, programs,

and activities. The researchers provided the following guidelines for residence life departments

to follow:

1. To provide for successful growth in young adults;

2. To provide an environment for the integration of personal and academic lives;

3. To develop a community that benefits the education of all students.

An early study by Brown and And (1969) examined similar development programming goals for

residence life activities. Their study isolated the following developmental goals: (a) *intellectual*

*growth*; the importance of developing programs and activities that have an intellectual impact on

students outside of the classroom, (b) *cultural experience*; the bringing of the arts to the

residence halls, and (c) *personal-social values*; developing means to solve social problems and

issues.

The researchers pointed out further that one of the most discouraging aspects of life in

residence halls was that students used their rooms as *retreats from intellectual thought*. Students

spent their days in classes, thinking, reflecting and interacting with others. Their rooms, on the

other hand, became places to escape from the pressures of academic and intellectual life. Fifty

years later this trend still appears to be true. In fact, students may isolate themselves in their

rooms to a greater extent because of television, the internet, video games, and the rise of social

networking sites. Current students must be prompted and motivated more than ever to

participate in activities outside their rooms. As such, activities must be more interesting,

personally attractive, better coordinated and implemented because, "students learn with their

hearts as well as their minds, in class and out of class, through thinking and feeling and through

thinking about their feelings" (Fried, 2007; p.4). Thinking about feelings and the multi-faceted

purposes of learning different skills has moved from the academic side of higher education and

has landed in residence life, where learning can take a more holistic approach (Fried, 2007).

In taking a holistic approach to student development, programming must be designed

with the understanding that learning and identify-formations are all interactive and

interconnected (Fried, 2007).  Students need more opportunities to apply knowledge acquired

through coursework in real world situations.  In addition, out-of-class settings must provide

students with opportunities to consider *why* learning a particular ideas or skills matter, and how

they can help improve their personal and/or professional growth (Fried, 2007).

**Application and Engagement**

The most significant aspect of learning outside of college classrooms is having the

opportunity to apply acquired knowledge in engaging and meaningful ways.  The application of

this acquired knowledge in external activities will result in more meaningful learning (Fiddler &

Marienau, 2008). As previously discussed, institutions should provide, "ample opportunities for

student involvement in educationally purposeful out-of-class activities" (Kuh et al., 1994; p. 6).

Kuh et al. (1994) noted as well that few students consciously apply what they have learned in

class beyond the classroom.  The ability to do so, however, would result in the examination of

social and personal values and ultimately help students grow (Kuh et al., 1994).

One form of engagement that strong residence hall programming can provide is personal

and professional reflection.  Developing the ability to reflect on life experiences can convert

those experiences into meaningful learning (Fiddler & Marienau, 2008).  Meaningful learning,

in turn, often leads to making better choices in life, a sign of significant personal growth (Fiddler

& Marienau, 2008).  In order to reflect properly, however, residents must understand what holds

their interest and attention.  Koch (2004) suggested, for instance, that much of college students'

educational experiences involve *focal learning*.  Focal learning refers to when someone directs a person's attention towards a particular subject because it is believed to be relevant. For example, many college classes garner focal attention by stating how important active citizenship is, yet they do not always create a way for this idea to be demonstrated.  There is rarely the creation of significant experiences for students to make meaningful connections to their lives (Fiddler & Marienau, 2008).   Residence hall programming, on the other hand, may offer what college classrooms cannot; relevant real life experiences.  Koch (2004) defined this as *salient* or the attention given to a subject that stands out to individuals.  By being involved in activities that harness this type of attention, residents are more likely to experience more meaningful learning (Fiddler & Marienau, 2008).

Zeller (1991) brought increased attention to the division between the academic and student affairs sides of many college campuses.  Zeller noted, for example, that many universities carry on their business as though they were two separate entities; an outcome that ultimately may cause disconnections between the continuous learning goals from both sides of campus.  Zeller argued further that the best way to engage students in significant learning was to have student affairs and academics form stronger partnerships.  Zeller suggested that tremendous opportunities exist for residential programs to become *strategic partners* in student learning; particularly where knowledge gained in class was merged with out-of-class experiences.

**Living-Learning Communities**

In an effort to create more relevant, out-of-class experiences for students, higher education institutions have searched for ways to merge academic curricula with the potential benefits of residence life programming.  One way universities have bridged the knowledge and skills learned in class with real-world applications was through the use of *Living-Learning*

*programs*. Tucker (1995) defined Living-Learning (L/L) communities as environments that were intellectually stimulating for students, and that engaged them in socially exciting, program-sponsored activities.  Living –Learning programs not only bridge students' academic experiences with other aspects of their lives, but they provide living communities (i.e., reserved portions of residence halls) in which students pursue common curricular themes (Inkelas, Vogt, Longerbeam, Owen, & Johnson, 2006).

A program similar to Living-Learning communities was established at SUNY Potsdam in 2008.  Freshman Interest Groups (FIG) were created to enhance the potential success of first year students (Ratliff, 2008).   FIG's primary focus was holistic in nature; in Ratliff's words, "weaving together faculty academic knowledge and first year student personal or practical experience to enrich a group learning dynamic" (p. 3).  Ratliff specified the importance of seamless instructional experiences of shared classes and opportunities to engage in personal development activities that were likely to enrich students' academic and personal success. Rather than routinely memorizing content, FIG students were more actively engaged in understanding and merging their new knowledge with personal experiences provided within residence halls.  FIG strategies included more frequent use of, "illustrative examples, role-playing exercises, and group problem solving" (Ratliff, 2008; p. 1) that ultimately translated critical thinking into personal views, values, and beliefs.

In a review of institutions, much like the conclusions drawn from FIGs,  Inkelas et al., (2006) concluded that students in L/L programs, "are more likely to persist, exhibit stronger academic achievement, interact with faculty, and engage in a more intellectual residence hall atmosphere than student in traditional residence halls" (p. 41).  These earlier studies also concluded that Living-Learning programs had positive effects on students' personal

independence, intellectual dispositions and generalized personalized development (Inkelas et al., 2006). FIG programs similarly focused on critical transitioning skills such as time management and critical thinking (Ratliff, 2008).  Additional research indicated that students who participated in Living-Learning communities were more likely to: (a) be more involved on campus (Inkelas, 1999; Pike, 1999), (b) show greater gains in intellectual development (Inkelas, 1999; Pike, 1999),  (c) use campus resources and seek assistance from peers, faculty, and staff  more often (Brower, 1997), (d) experience a smoother transition to college (Inkelas, 1999), and (e) report that their residence halls were academically and socially supportive (Inkelas, 1999; Scholnick, 1996).

In a later investigation, Inkelas et al. (2006) found additional support for Living-Learning communities.  Basically, students who participated in L/L programs had more positive perceptions of their residence hall climates (both academically and socially) and used these residences as resources more often than students living in traditional living arrangements. Living-Learning students also viewed their campus' racial and ethnic diversity as positive contributors to their college experiences. These students were also more likely than their traditional peers to embrace liberal education pursuits, were more open to new ideas, and had greater appreciation of arts, music, and different cultures.  The researchers attributed these improvements to students' abilities to engage in relevant residence halls programming which solidified their newly-acquired concepts and made them important to students.

Ratliff (2008) also found that the *integrative perspective* for students to translate theory into practice and take an active role in co-curricular events helped them to achieve greater personal growth.  Inkelas et al. (2006) revealed further that L/L students were statistically more

likely than traditional residence hall students to feel competent in their critical thinking skills and more comfortable with their abilities to apply knowledge in given situations.

Collectively, the above findings suggested that first year residential programs like FIG and Living-Learning communities helped to ease student transition from high school to college by giving them support systems that most traditional housing programs cannot provide. Participation in these programs enhanced students' entire college experiences.  They achieved full academic support because professors and hall directors worked collaboratively on curriculum integration.  They were placed in settings where they were exposed to new information and experiences while living in communities where students shared common experiences such as similar classes and instructional activities. These coordinated experiences, in turn, enabled residents to build study groups, circles of social friends who had common interests, and developed students who were well-rounded, well-cultured and well-educated. Thus in all occurrences over residence hall programming, residents who attended RA programming are learning at RA programs.

The purpose of the proposed project, therefore, was to determine: (a) if students were engaging in meaningful learning opportunities outside of the classroom at residence hall programs, and (b) if quantifiable learning was occurring as a result of residence hall programming.

**Method**

**Participants and Settings**

Students attend college to grow academically, culturally and socially.  Students living in Residence Hall communities have a greater opportunity to learn and develop because of the structured experiences and programming that residence hall programming has to offer them. By offering a careful balance of diverse and engaging programs and activities to residential students, residents will obtain a more meaningful learning experience while further their ongoing education. In this study, resident learning was investigated through the use of individual Resident Assistant programs.  These programs offered a variety of information on diverse topics that interest both the RA creating and executing the program, and hall residents who will attend the events.  Resident Assistants designed, advertised, and executed a program based on the pillars from the AWESOME Community Programming curriculum.

After designing their program, Resident Assistants determined which goals were most closely associated with their program activities.  Upon choosing these goals, the RAs then developed three- to five-question assessments based on program content.  These questions appeared on both pre- (given before the program) and post-assessments (given at the conclusion of the program) to determine what residents knew about the program content before experiencing the program and how much they learned upon its completion. These assessments determined the amount of learning  growth that occurred during the program and if it was successful in engaging students in meaningful learning.

This study was conducted at a rural regional state college in Western New York.  This liberal arts institution has a student population of approximately 5,700 (Fall 2011) and houses

about 2,500 students in the campus residence halls.  The college offers a variety of degree

programs including bachelor's, Master's and Certificates of Advanced Studies. The RA

programs are held in the lobbies of freshmen corridor-style residence halls.  The new freshmen

population at this institution was approximately 1,200 students with 90% of new freshmen

students residing on campus.  These freshmen residence halls house approximately 200 residents

and housing is separated by gender.  The average age of individuals in freshman residence halls

is about 18 years of age, while the average age of students attending the entire college is almost

21.

Study participants, therefore, were college freshmen living in a single-gender, corridor

style residence hall at a comprehensive state university in Western New York.  This study

focused on two freshmen residence halls housing approximately 200 students.  The study was

completed in one all-female hall and one all-male hall. There were also 10 Resident Assistants

(RAs) who participated in the study.  Each all-female and all-male staff supervised their 200

residents in their gender-specific halls.  Each building had five recreation rooms that were

located on each floor and one large open lounge on the ground floor. All settings offered

opportunities to host large events in different locations around the building.

Participants were provided with a general orientation regarding the proposed program

and were asked to participate in the study by attending residence hall programming. Residents

were told that participation was completely voluntary and that no adverse consequences would

result from a decision to not participate in the program. Similarly, all residents were told that

they could stop participating in the program at any time without consequence. A total of 218

residents (96 M, 122F) agreed to participate in the AWESOME program.

**AWESOME Community Programming**

AWESOME Community Programming is essentially a curriculum of standards for residence hall programming.  AWESOME programming outlines a diverse range of educational areas that help promote personal, academic, and social growth for residential students.  Each pillar under the AWESOME Community Programming model was developed to engage students in learning or to help them apply newly-acquired skills taken from classroom experiences outside of the academic setting.  The pillars were selected specifically to provide a *balanced* range of learning opportunities to help develop residents into well-rounded individuals.

Each of the seven pillars of AWESOME Community Programming are summarized below:

*Artistic*- the interaction, exposure, and creation of various art forms.  The pursuit of art builds intellectual, emotional, and cultural aptitudes.

*Wellness*- the promotion of physical and mental well-being.  Developing healthy activities that benefit your body such as nutritious eating and exercise.  It is taking care of your body.

*Emotional*- Understanding and adaption to emotional charged situations.  Taking care of yourself and developing ways to enhance your inner resources.  It's paying attention to elements such as self expression, stress reduction, and relaxation.

*Spiritual*- building a connection between mind and body.  Creating a personalized outlook to life and the world.  Being open to teachings and principles that fit individual needs.

*Occupational*- developing skills for working in a professional environment.  Creating short and long term goals that help create more direction in life.

*Multicultural*- acknowledging different cultures that exist on campus.  Recognizing and celebrating those cultural differences to ultimately build community.

*Educational*- the integration of academic and personal experiences of residents used to further

develop preexisting knowledge and skills.

**Study Design and Procedures**

Five AWESOME programs were assessed in each of the two residence halls for a total of

10 assessed programs.  Each RA was responsible for designing and executing one AWESOME

program.  Each assessed program was created to align with a different pillar.  As such, there

were assessed programs for each different pillar of AWESOME. There were duplicate pillars

assessed across the two separate buildings because there were seven pillars and 10 programs.

There were three educational programs assessed and an additional occupational program

assessed during the study.    By not repeating many pillars, RAs ensured diverse learning

opportunities (i.e., breadth versus depth of program content) for all residents.

Resident Assistants filled out program planning worksheets for all activities (see

Appendix D). These worksheets documented how proposed activities were aligned to specific

program goals.  Worksheets also provided RAs with outlines that allowed them to create their

intended learning outcomes (ILOs) based on informational program content.  For example, an

*Artistic* program was being taught about the art of Tango.  During the program, the RA planned

to teach the residents the initial history of Tango, three specific dance moves, and the names of

three popular Tango songs.  By setting up particular learning outcomes for what residents

learned by the end of the program, planning became easier and the assessment questions were

equally easy to create. RAs then developed content-driven assessment questions that directly

measured intended learning outcomes.  For example, (a) In what country did Tango originate?

(b) What were three specific Tango steps you learned today? (c) What is the name of three

popular Tango songs?  It was made clear to the RAs that the more directly associated the

assessment questions were to the program goals, the more valid the assessment would be.

To ensure that RAs created clear program objectives and corresponding assessment

questions, the investigator reviewed all planning and evaluation materials using the proposed

rubric (see Appendix E).  Program assessment consisted primarily of objective items (e.g.,

multiple choice, fill-in-the-blank, true/false, and short-answer questions) to increase the

likelihood that assessment were completed.  If learning outcomes and/or assessment questions

did not meet acceptable criteria (e.g., lack of content specificity or asking opinion-based

questions), then the investigator worked with RAs to modify content and assessment items.

Upon the start of a program, RAs described the nature of the study and asked residents to

take all assessments seriously.  Residents were also asked to respond independently and

anonymously to program assessments.  The RAs distributed pre-tests just prior to conduct of

each program and collected them immediately after the program was completed.  Resident

Assistants collected and scored individual pre- and recorded data on programming evaluation

forms (see Appendix F).  At the end of each program, RA also asked one random resident who

participated in the event to complete a consumer satisfaction survey.  This survey was

administered anonymously to quantitative information about residents' thoughts and feelings

towards the AWESOME program.  Each assessed program used one satisfaction survey;

therefore a total of 10 satisfaction surveys were completed over the course of the investigation.

**Data Collection**

The primary data were residents' performance on objective, pre- and post-assessment

measures. These measures were administered immediately before and after the implementation

of the AWESOME program.  Each assessment consisted of a minimum of three objective

questions related directly to content provided in each program component.  Resident Assistants

chose to have more than three assessment questions since the scoring was based on averages and

total percentages were given for the overall scoring of a program. RAs administered and

collected pre- and post- assessment data and were responsible for scoring all individual

assessments.  When scoring was completed, RAs calculated average scores for both aspects of

the assessments.  The average score for pre-tests and post-tests were then recorded on a program

evaluation sheet and turned into the investigator.  While RAs were involved in data collection

process, they did not participate in data entry and/or analysis.  Average pre-test and post-test

scores were the driving force of sampling used in this study.  Measuring resident performance on

these assessments truly determined if students had learned something meaningful from the

program.  Data were used, therefore, to determine if the AWESOME program produced

significant gains in resident learning. The data were also aggregated by program and gender.

Resident satisfaction with program activities were also assessed using consumer satisfaction

surveys.

## Results

The primary focus of this study was to determine if residents made noticeable learning

gains as a result of their participation in the AWESOME residence hall programming.  Data

relevant to residents' pre- and post-assessment scores across the 10 components can be seen in

Table 1. As shown, residents made noticeable learning gains across all 10 AWESOME

programs. Mean pre-test scores were 51% (range = 13% to 75%) while their average post-test

score was 89% with a range of 70% to 100%. This represented an average gain score of

approximately 38% as a result of the program. It is important to note as well that residents'

scored 100% correct on four of 10 post-test assessments. Student performance was then depicted

in terms of individual bar graphs. These data can be seen in Figure 1. As shown, residents' made

noticeable learning gains across all 10 programs. They recorded their lowest pre-test scores on Programs E and G and their highest pre-test assessments on Programs A, B, and D. Largest learning gains were noted for Programs E, G, and H.

To examine learning gains closer, data were aggregated by the type of program pillar that they represented. Data relevant to residents' pre- and post-test performance by AWESOME pillar are depicted in Figure 2. As seen, residents earned 100% post-test scores on three pillars: (a) artistic, (b) wellness, and (c) spiritual. Their lowest pre-test scores were reported on the occupational and educational pillars while the highest pre-test scores were again artistic, wellness, and spiritual. To determine if gender differences existed as a result of AWESOME programming, resident data were aggregated and are displayed in bar graph form in Figure 3. As shown, female residents had noticeably higher pretest scores than their male counterparts (female $M = 60\%$ versus male $M = 40\%$).  However, both groups performed almost identically on program post-tests (female $M = 90\%$ versus male $M = 88\%$) suggesting that males made larger gains over the course of the AWESOME program.

To further examine the impact of AWESOME program on residents' learning gains, attendance at program activities was collected. Table 2 shows the average attendance in number and percentage of residents represented in their halls.  As depicted, a total of 218 residents attended the AWESOME programming events. This represented approximately 11% of the freshman resident population. Attendance at individual events averaged about 22 residents with a range of 12 to 43. In terms of percentages, the lowest attended events represented approximately 6% of the freshman residential population, while the highest attendance was around 22%.  Least attended programs were B, C, E, H, and I, while the most residents attended Programs F, G, and A.

The final data set examined residents' feelings toward the AWESOME programs that they attended. Data related to their feelings and perceptions can be seen in Table 3. As depicted, most residents felt that it was important for them and their peers to attend and learn from these residential programs. They rated completing pre- and post-assessments as less important overall. In terms of AWESOME program activities and strategies, residents rated them quite highly (i.e., between 4.0 and 5.0). They reported that they liked attending these programs and the specific out-of-class activities that were provided. In addition, most residents felt that the AWESOME program did improve their overall learning experiences during their freshman year and they reported *unanimously* that such activities should be used with other students.

## Discussion

The present findings paint a mixed picture of residential programming with a group of freshman from a small, regional comprehensive college in Western New York. On the positive side, those residents who attended AWESOME program events showed noticeable improvements in their overall knowledge of program content. On average, residents improved their pre- to post-test performance by almost 40% across all programs. Moreover, gains were made across all 10 programs and seven AWESOME pillars. There was, however, quite a bit of variability in resident performance across each program. In addition, most residents felt that AWESOME program goals were important; they liked most program activities; and in general they were quite satisfied with their learning experiences. Any time that one can improve resident learning in important domains and satisfy them in the process, it is worth pursuing. On the other hand, attendance data suggested that many freshmen residents were not attending AWESOME programs. On average, only about 11% of residents attended program events. These data suggest that a potentially positive program was not engaging a significant proportion of freshman who

resided on campus.  Future research and practice should obviously target increased resident participation as a legitimate program goal.

Collectively, the data indicated that residents who attended residence hall programming were learning from their experiences.  As pre-tests showed, students knew significantly less about given topics before attending program events.  However, after participating in activities they showed marked improvements in their understanding on content-specific post-tests. Interestingly, data also showed noticeable gender difference across most, if not all, program content. On average, female residents' pre-test scores were about 20% higher than their male counterparts.  Males, however, showed greater increases in post-test scores, making gains of nearly 50% over their pretest performance. While it appears females arrived at their residence halls knowing more about program subject matter, both groups left with almost mastery levels across all topics.  One possible explanation for this outcome is that male Resident Assistants provided better planned and implemented programs. Since no direct assessment of individual lesson effectiveness and efficiency was conducted, this may provide a fruitful arena for future inquiry.

Another interesting finding emerged from the AWESOME programming model itself. As noted, residents showed noticeable learning gains across all seven pillars.  Residents knew the least about the occupational program at pretest, yet showed the greatest learning gains in this domain.  Pre- and post-test assessments such as those conducted here may yield additional information about residents' areas of knowledge strengths and weakness and can provide outcome data that describes learner responsiveness to separate content domains.

Program attendance was perhaps the largest issue throughout the study. Since program attendance was not mandatory at this particular institution, attendance only represented a little

over 10% of freshman residents. These data cannot be interpreted, therefore, as reflective of most

or all other freshman residents. Obviously, mandatory participation would increase attendance

and potential benefits, yet the "costs" are difficult to anticipate.  It is also not known whether

AWESOME topics were aligned with attending student interests and/or diverged from non-

attendees' beliefs.  Future research and practice in this area should consider the relative costs and

benefits associated with various attendance policies. Another area of concern was that the

AWESOME program was provided during the Spring rather than Fall Term.  From the

investigator's experience as a Residence Director, program attendance is generally lower during

the second semester on campus because students become tired of resident-initiated activities and

find other forms of engagement outside of their dormitories.

It is also important to point out that those residents who attended AWESOME events

rated them favorably.  As such, they suggested that others would be inclined to attend them as

well. Residents enjoyed program activities, felt that they learned important life skills, and were

more confident about their understanding of program content.  Together, the AWESOME

programs improved resident learning and were generally fun for participants. This is a good start

in designing residential programming. Consumer satisfaction data derived from this study and

others should be used to refine program content to increase learning gains and enhance resident

enjoyment.

In conclusion, the present study found that the AWESOME residential training program,

an adapted version of the Wheel of Wellness model, produced noticeable improvements in

residents' understanding of program content as measured by pre- and post-training assessments.

In addition, residents rated the program's goals, activities, and outcomes quite favorably. On the

down side, attendance was quite low across all program topics and residencies. As such, program

benefits and enjoyment was restricted to a small sample of freshman residents at the institution.

Future research and practice should examine other models and procedures for maximizing

resident participation while maintain satisfaction.  The residents were generally pleased with

program content and reported that the information they learned was a lot of new knowledge and

skills.  This study suggests that formal residence hall programming can create additional

opportunities for learning outside of the college classroom and do so in a socially acceptable

manner. Now researchers and practitioners must figure out how to increase resident participation

in such potentially meaningful programs.

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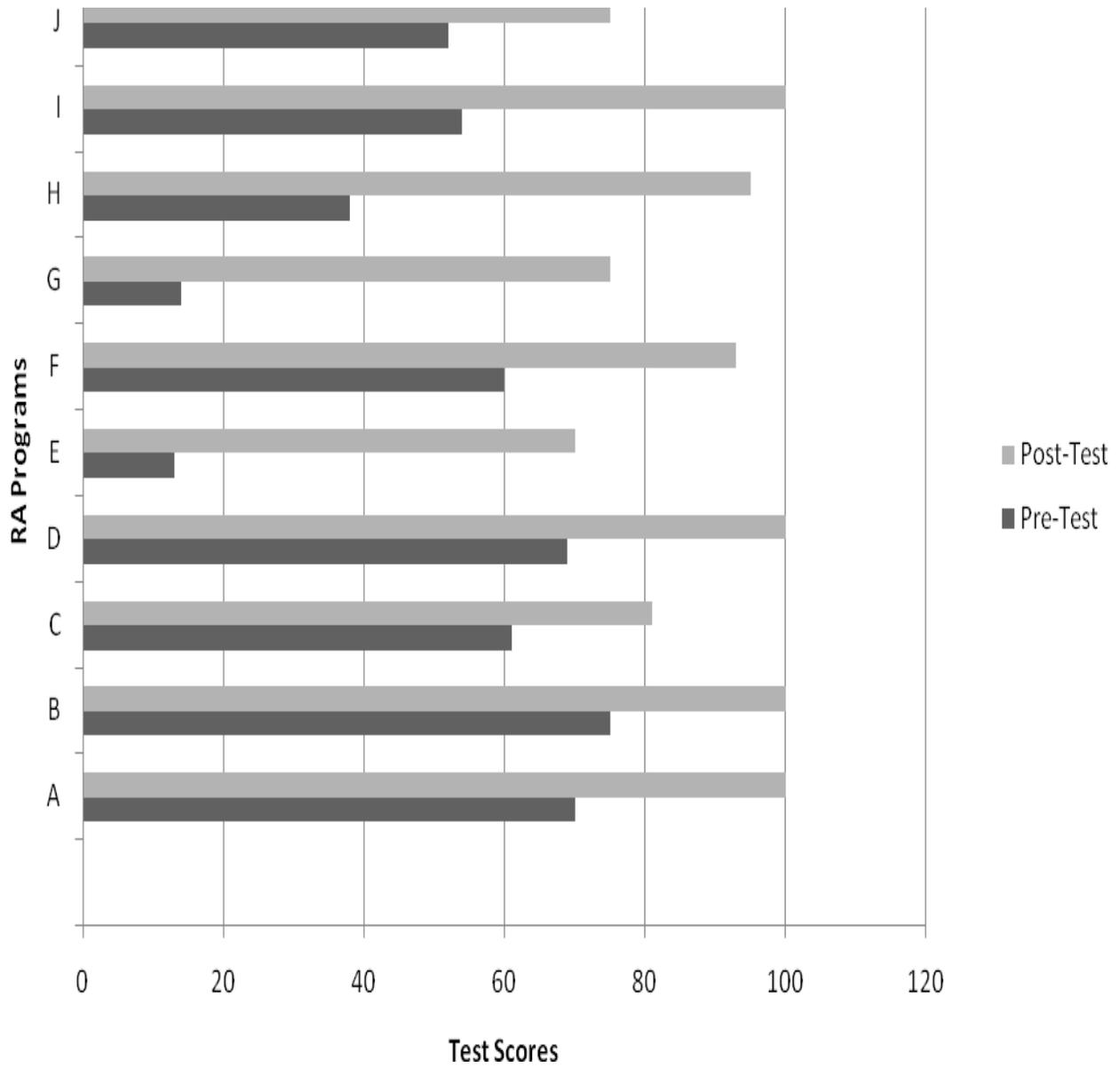Figure 1 shows the average increase in pre- and post-test scores across all 10 resident assistants.

Figure 2 shows the average increase of pre and post-test score across the seven AWESOME

Pillars.
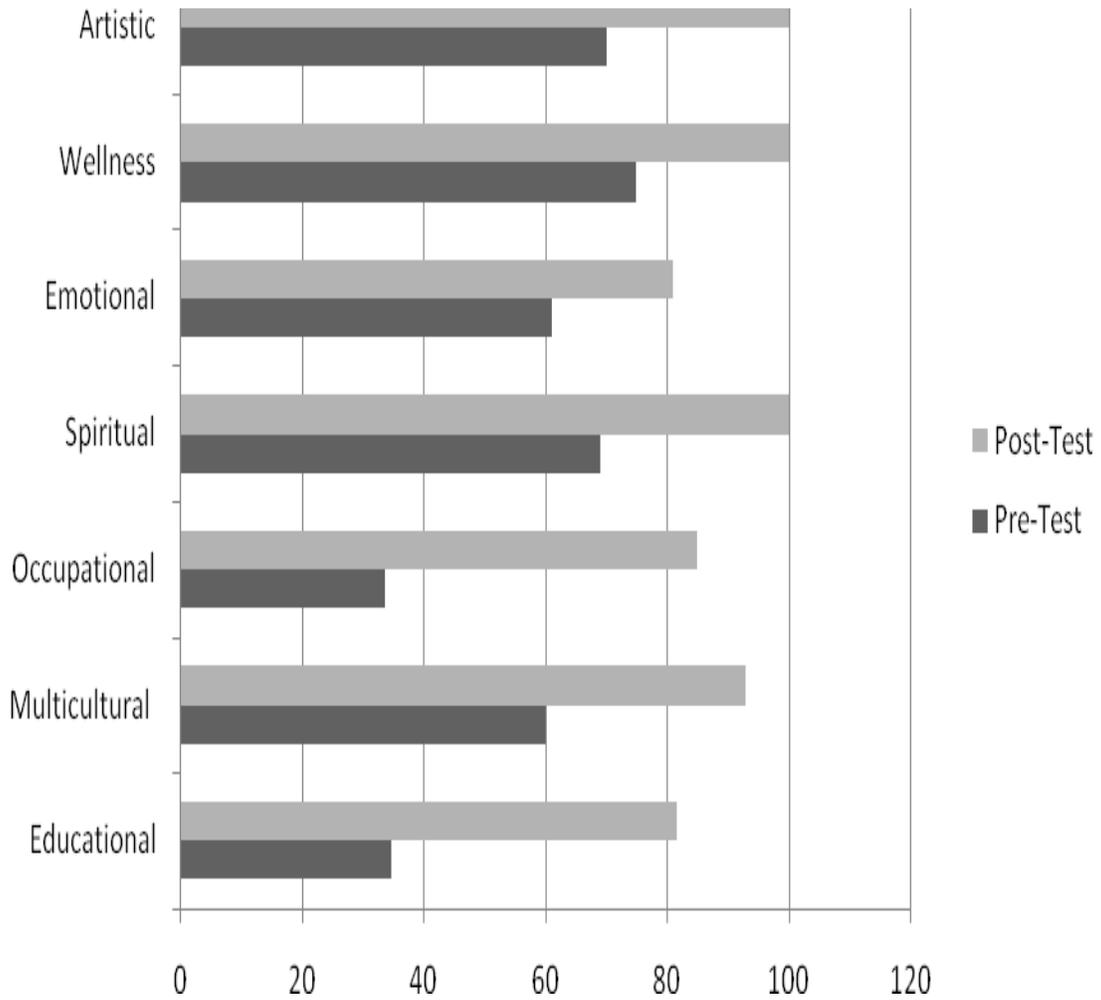
Figure 3 compares pre-test, post-test, and learning gain scores by gender across all residents.
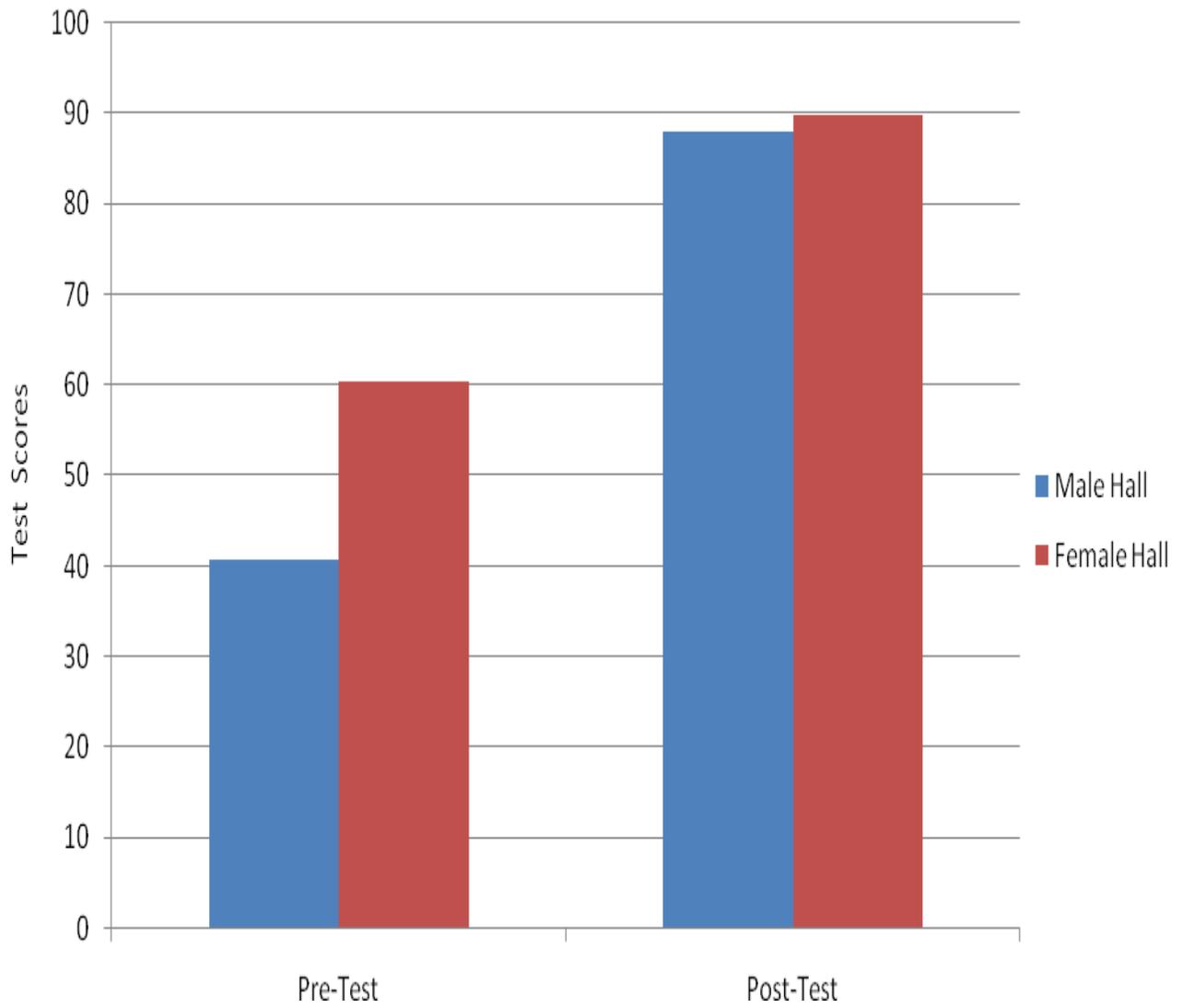
Table 1. <u>Residents' percentage correct on pre- and post-assessments across 10 AWESOME</u>

<u>components</u>.

| Program Components | | | |
|---|---|---|---|
| | **Pre-Test** | **Post-Test** | **Average Increase in Score** |
| **Program A** | 70% | 100% | +30% |
| **Program B** | 75% | 100% | +25% |
| **Program C** | 61% | 81% | +20% |
| **Program D** | 69% | 100% | +31% |
| **Program E** | 13% | 70% | +57% |
| **Program F** | 60% | 93% | +33% |
| **Program G** | 14% | 75% | +61% |
| **Program H** | 38% | 95% | +57% |
| **Program I** | 54% | 100% | +46% |
| **Program J** | 52% | 75% | +23% |
| **Totals** | **51%** | **89%** | **+38%** |

Table 2. <u>AWESOME program attendance and percentage of population represented.</u>

| | Attendance | Percentage of Resident Hall Population |
|---|---|---|
| **Program A** | 37 | 18% |
| **Program B** | 12 | 6% |
| **Program C** | 14 | 7% |
| **Program D** | 20 | 10% |
| **Program E** | 13 | 6% |
| **Program F** | 43 | 22% |
| **Program G** | 39 | 20% |
| **Program H** | 13 | 6% |
| **Program I** | 12 | 6% |
| **Program J** | 15 | 8% |
| **Totals** | **218** | **11%** |

Table 3. <u>Consumer satisfaction ratings of the AWESOME resident assistants program</u>.

| Question | Average |
|---|:---:|
| 1. How important is it for you to **learn at RA programs**? | 3.5 |
| 2. How important is it for **other residents** to learn at RA programs? | 3 |
| 3. How important is it for you to **complete assessments** at RA programs? | 2 |
| 4. How important is it for **other residents** to complete assessments? | 2 |
| 5. How much did you like **attending the RA program** this week? | 4.5 |
| 6. How much did you like **having an alternative opportunity to learn** available that was separate from classes? | 4.5 |
| 7. How much did you like **completing the activities to help you learn** the content? | 5.0 |
| 8. How much did you enjoy **having educational content taught in a different way**? | 4.5 |
| 9. How satisfied are you with **your overall performance** on the Pre-Test? | 2.5 |
| 10. How satisfied are you with **your overall performance** on the Post-Test? | 4.0 |
| 11. How much did the activities **help you understand the content** of the RA program? | 4.5 |
| 12. How much did the RA program **help you to build** on a life skill? | 4 |
| 13. How much did the RA program **make you feel more confident** about information you may not have known before? | 4.5 |
| 14. Would you **recommend an RA program to other residents** if asked? | 5.0 |

**Appendix A**

**Bill Hettler's Wellness Wheel**

**Six Dimensional Model of Wellness**

According to the creator of the Wellness Wheel, Dr. Bill Hettler, wellness is an "active process through which people become aware of, and make choices toward, a more successful existence." Wellness is a state of total well-being; a lifelong journey toward holistic health. It is an ongoing process that involves personal time and commitment. Wellness is about creating a balance, and the Wellness Wheel is a visual representation of how different dimensions of health and wellness synergize. Like a bike wheel, if all of the spokes or dimensions are functioning at optimal levels, the wheel rolls along smoothly. If one of the spokes or dimensions becomes weak, the wheel will run off course creating an "unbalanced wheel." In a university setting, students may be learning to "balance" their time between work, academics, extracurricular activities, etc. Within Student Affairs, services are available that can help students grow and develop in the components of emotional wellness.

**Emotional Wellness**

Emotional wellness includes the degree to which one feels positive and enthusiastic about oneself and life. It includes the capacity to manage one's feelings and related behaviors including the realistic assessment of one's limitations, development of autonomy, and ability to cope effectively with stress.

**Intellectual Wellness**

Intellectual wellness recognizes one's creative, stimulating mental activities. A well person expands their knowledge and skills while discovering the potential for sharing their gifts with others.

**Occupational Wellness**

Occupational wellness recognizes personal satisfaction and enrichment in one's life through work. At the center of occupational wellness is the premise that occupational development is related to one's attitude about one's work.

**Physical Wellness**

Physical wellness recognizes the need for regular physical activity. Physical development

encourages learning about diet and nutrition while discouraging the use of tobacco, drugs

and excessive alcohol consumption.

**Spiritual Wellness**

Spiritual wellness recognizes our search for meaning and purpose in human existence. It

includes the development of a deep appreciation for the depth and expanse of life and

natural forces that exist in the universe.

**Social Wellness**

Social wellness encourages contributing to one's environment and community. It

emphasizes the interdependence between others and nature.

Other wellness models exist which present differing philosophies and components. One

example is the concept of financial wellness.

Financial wellness is an intricate balance of the mental, spiritual and physical aspects of

money. It is also is having an understanding of your financial situation and taking care of it

in such a way that you are prepared for financial changes.
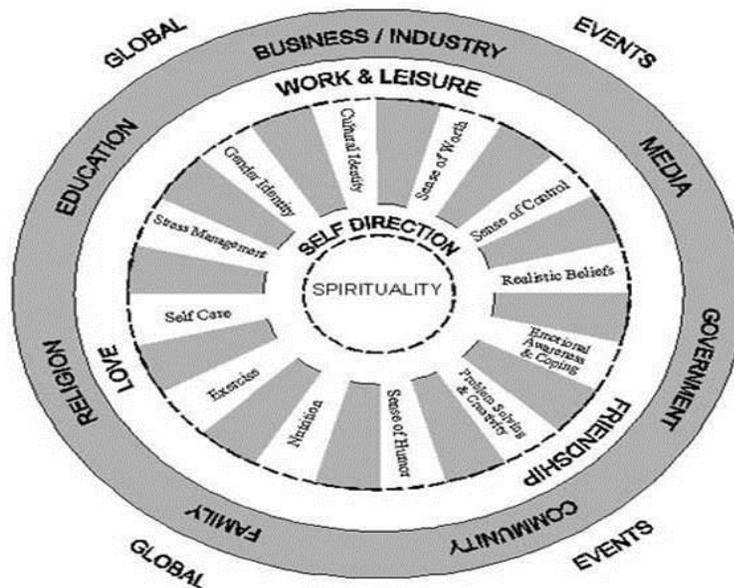
**The Wheel of Wellness**

The Wheel of Wellness model, first introduced by Sweeney and Witmer in 1991 and

Witmer and Sweeney in1992 was the first theoretical model of wellness based in

counseling theory.  It is an integrative model based on Adler's Individual Psychology and

cross- disciplinary research on characteristics of healthy people who live longer and with a

higher quality of life.  The Wheel includes five interrelated life tasks: spirituality, self-

direction, work and leisure, friendship, and love.  In a university setting, this model would

be beneficial as it covers different aspects of the campus to include:  cultural diversity,

problem solving, and stress management which are important for students throughout their

academic experience.   From a Recreational Sports standpoint, this model ties in work &

leisure including exercise & nutrition.   Without the understanding of these components

individuals will struggle with daily occurrences (i.e. work, school, and personal/social life).

Adapted from Witmer, J. M., Sweeney, T. J., & Myers, J. E. (1998). *The Wheel of*

*Wellness*. Greensboro, NC.

**Appendix B**

**Former residence hall program evaluation form.**

**Program Title:** Stereotype Fashion Show

Date: 9/28/10  Time: 8 pm  Location: McGinnies Hall lobby

Type of Program (Check One): ____ Educational ✓ Multicultural ____ Spiritual ____ Social
____ Occupational ____ Physical ____ Emotional

House or (Hall) (Circle One)  Program Planner(s): Nicole, Sam, Mike

**Program Goal:** to have residents become aware of what a stereotype is, and how they may judge or **Format** perceive others
____ Speaker ____ Movie ✓ Discussion ____ Campus Event ____ Trip ____ Passive ✓ Other

**Publicity**
✓ Posters/Flyers ____ Campus Scroll ✓ Door to Door ✓ Chalkboard ____ Other

**Program Description:** Residents who wanted to participate as models signed up and were given a specific stereotype. Models dressed as their stereotype and walked down our "runway" as other residents tried to figure out their stereotypes. A power point and debriefing was given at the end. Mike assessed this program.

**Resources / Contact Persons**

Name: N/A  Address: _____ Phone: _____

Name: _____ Address: _____ Phone: _____

**Funding**

Funding Source: _____ Hall Council _____ SA _____ Other

**Total Cost of the Program:** $ Ø (list separate amounts below)

Food: $_____ Decorations: $_____ Prizes: $_____ Equipment: $_____

Rental Fees: $_____ Other: $_____

**Final Evaluation**

What was the most successful aspect of this program?

How could it have been improved? Timing- models needed to be slowed down to give power point debriefing-definitions could have been made more time for
Helpful hints for anyone wishing to do this program: debriefing allows the clear critical thinking residents to reflect and know what a stereo

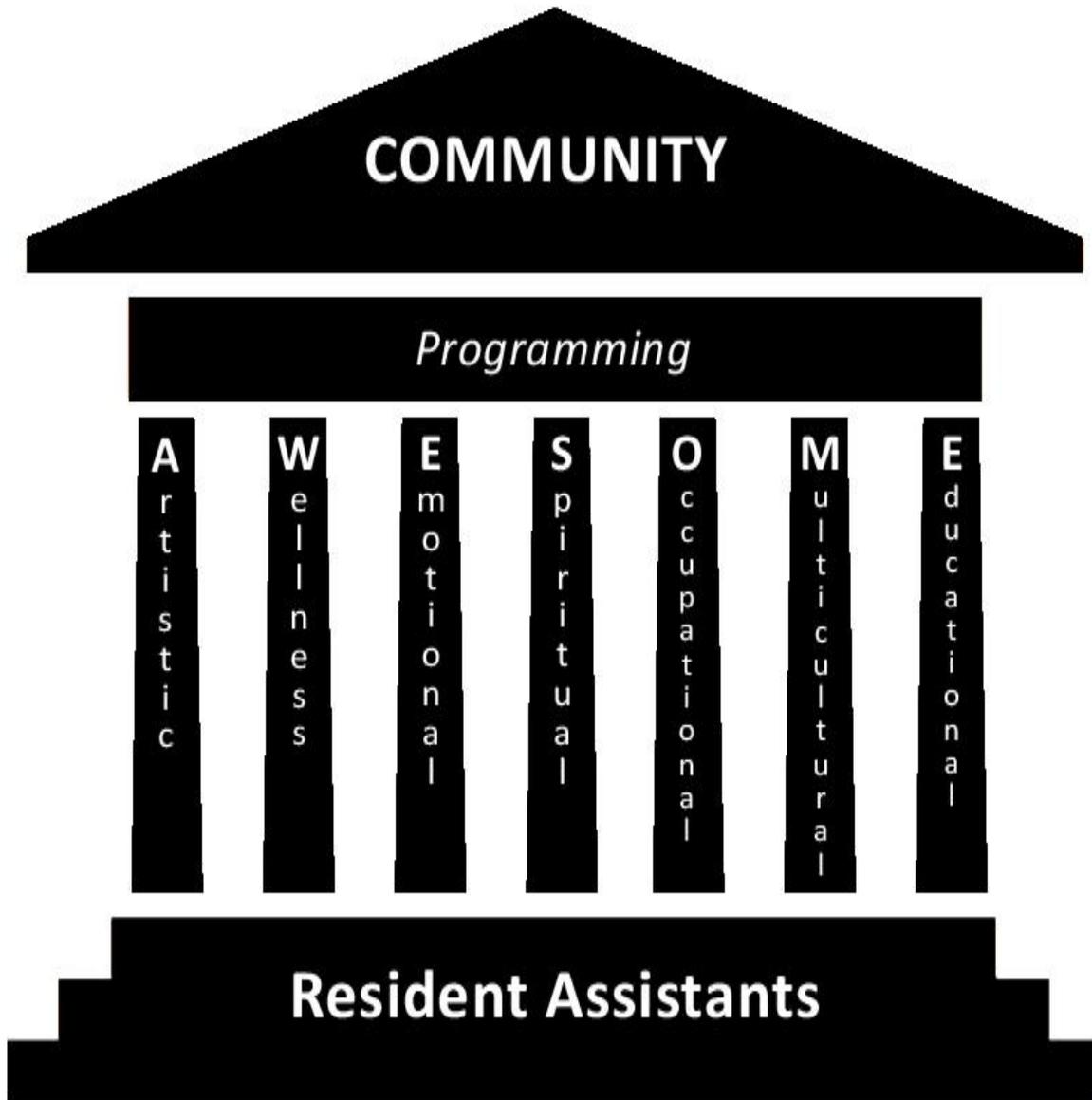Attendance: Students: 28  Staff: 4  Other: ____ Total: 32 emails

Overall Rating (1 = Poor - 5 = Excellent):  1  2  3  (4)  5

White Copy - Hall Director    Copy - Residence Life    FT    R.D. Initials

**Appendix C**

**AWESOME Community Programming Model**

*Programming Expectations*

- Each program must use a different pillar of AWESOME

- RA's should try to use as many campus resources as much as possible

- RA's will fill out the AWESOME Program Planning Worksheet

- The RA will budget wisely

- RA's will advertise effectively

- The RA records attendance at their programs

- RAs will assess learning outcomes of their program

- The pre and post surveys will be handed out and taken seriously

- The RA's will fill out the program evaluation sheet which includes the scoring of the surveys

*Artistic*

*The interaction, exposure, and creation of various art forms. The pursuit of art builds intellectual, emotional, and cultural aptitudes.*

**Goal A:  Creating, Performing and Participating in the Arts**

Residents will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

**Goal B: Knowing and Using Arts Materials and Resources**

Residents will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Goal C: Responding to and Analyzing Works of Art**

Residents will respond critically to a variety of works in the arts, connecting the individual work to other works and aspects of human endeavor and thought.

**Goal D: Understanding the Cultural Dimensions and Contributions of the Arts**

Residents will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

*Wellness*

*The promotion of physical and mental well-being. Developing healthy activities that benefit your body such as nutritious eating and exercise.  It is taking care of your body.*

**Goal A: Personal Health and Fitness**

Residents will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

**Goal B: A Safe and Healthy Environment**

Residents will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Goal C: Resource and Services Management**

Residents will understand and utilize their personal and community resources, as well as take advantage of the various campus services available to them in an effort to enhance their experience.

*Emotional*

*Understanding and adaptation to emotionally charged situations. Taking care of yourself and developing ways to enhance your inner resources.  It's paying attention to elements such as self expression, stress reduction and relaxation.*

**Goal A: Understanding Crisis and Conflict**

Residents will have the necessary skills and knowledge to confront and create solutions to situations involving crisis or conflict.

**Goal B: Fostering Positive Relationships**

Residents will acquire the knowledge necessary to foster positive relationships with new individuals as well as the skills required to enhance preexisting relationships.

**Goal C: Coping With Pain and Sorrow**

Residents will utilize a positive framework that aids in dealing with times of stress, pain, and sorrow.

**Goal D: Promoting Happiness and Emotional Well-Being**

Residents will gain an understanding of various activities and lifestyle choices that promote happiness and emotional well-being.

**Goal E: Nurturing Self Reflection and Awareness**

Residents will utilize skills and activities that foster a positive self conception as well as sharpen their own self awareness.

*Spiritual*

*Building a connection between mind and body. Creating a personalized outlook to life and the world. Being open to teachings and principles that fit the individuals needs.*

**Goal A: Morals and Values**

Residents will further develop their personal code of morals and values and use their personal code to positively interact in any situation they may encounter.

**Goal B: Relevance and Introspection**

Residents will utilize previous experiences as a learning device for future growth.

**Goal C: Balance**

Residents will gain a fundamental understanding of equilibrium and apply it to their own lives.

**Goal D: Connection between Mind and Body**

Residents will examine the connection between their physical and mental selves. Residents will practice using rationality to guide their actions and desires.

### *Occupational*

*Developing skills for working in a professional environment. Creating short and long term goals that help create more direction in life.*

### Goal A: Career Development

Residents will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### Goal B: Integrated Learning

Residents will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### Goal C: Universal Foundation of Skills

Residents will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### *Multicultural*

*Acknowledging different cultures that exist on campus. Recognizing and celebrating those cultural differences to ultimately build community.*

### Goal A:  Communication

Residents will learn to effectively communicate and coexist with members of different cultures.

### Goal B:  Awareness and Prevention

Residents will examine the measures taken to prevent future instances of intolerance and cultural bias.

**Goal C: Acknowledgment and Understanding**

Residents will evaluate differences to formulate a greater understanding of human cultures and global perspectives.

**Goal D: Conflict and Community**

Residents will determine the issues that arise from cultural differences and in response work toward building a better community.

*Educational*

*The integration of academic and personal experiences of residents used to further develop preexisting knowledge and skills.*

**Goal A: Responsibility and Accountability**

Residents will appreciate the need to be responsible and accountable for their actions.

**Goal B: Social Skills**

Residents will facilitate interaction, developing interpersonal skills such as listening, empathy and eye contact.

**Goal C: Learning and Study Habits**

Residents will analyze their personal learning styles and studying skills to enhance comprehension and academic performance.

**Goal D: Organizational Strategies**

Residents will develop and improve their skill set for organizing their personal and academic lives.

**Goal E: Financial Management**

Residents will practice financial responsibility. Residents will assess personal income, evaluate

spending habits, and construct an appropriate personal economic budget.

**Appendix D**

**AWESOME Program Planning Form.**

Program Planner(s): _____

Title of Program: _____

Prospective Program Date(s), Time, & Location:  _____  _____  _____

Type of Program: (circle one)    House    Hall

Materials: _____
_____

Budget: _____ Funding: (circle one)   Hall Council   SA   N/A   Other

Program Description: The overall picture.
_____
_____

Pillar: Artistic   Wellness   Emotional   Spiritual   Occupational   Multicultural   Educational

Program Goals: See the A.W.E.S.O.M.E. Community Programming handbook.

(Circle all that apply)        Goal A        Goal B        Goal C        Goal D        Goal E

Outcomes: (Include 2-5 learning outcomes)   Residents will know/will be able to...

1._____
2._____
3._____
4._____
5._____

Advertising: How are you going to inform residents about this program? Circle all that apply.

Posters/flyers        EMS TV*        Door to Door        Lobby Board        Internet Sources

 Ad in the Leader        Mailbox Tags        Mentioned at Hall Council        Flyers around Campus

Other:(Use commas) _____

*All RA's should be submitting their program to EMS via the Resident Assistant Resource page.

Procedure: Plan how you are going to facilitate this program.
_____
_____
_____

Obstacles: What obstacles do you foresee? How can you prevent these obstacles?
_____
_____

***ONLY COMPLETE THIS SECTION IF THIS IS YOUR PROGRAM TO ASSESS***

Assessment: These questions should appear on your survey.

1._____
2._____
3._____
4._____
5._____

SUNY Fredonia Office of Residence Life, Gregory Hall, Fredonia, NY 14063 ● Telephone: (716) 673-3341 ● Fax: (716) 673-3118

**Appendix E**

**AWESOME Planning Rubric**

AWESOME COMMUNITY PROGRAM PLANNING RUBRIC

Program Title:_____

Male Hall: _____    Female Hall: _____

Number of program learning outcomes:  _____

The program outcomes are aligned within the pillar:

    1    2    3    4    5
Disagree            Agree

The program outcomes align with the corresponding goals:

    1    2    3    4    5
Disagree            Agree

The program outcomes are content specific:

    1    2    3    4    5
Disagree            Agree

The program has the required number of assessment questions:

    1    2    3    4    5
Disagree            Agree

The program assessment questions align with the learning outcomes:

    1    2    3    4    5
Disagree            Agree

The program assessment question styles makes completion of the test simple and quick:

    1    2    3    4    5
Disagree            Agree

The program assessment questions are challenging to answer before completion of the program:

    1    2    3    4    5
Disagree            Agree

TOTAL=  _____

**Appendix F**

**AWESOME Community Program Evaluation Form.**

Title of Program: _____

Program Planner(s): _____

Date: _____ Time: _____ Location: _____ Type of Program: (Circle)   House   Hall

Total Cost of Program: $_____

Attendance:   _____ Building Residents   _____ Other   _____Staff   _____TOTAL

Pillar of AWESOME Community Programming: (Circle one)

Artistic     Wellness     Emotional     Spiritual     Occupational     Multicultural     Educational

Advertising: (Circle all that apply)   Posters/flyers      EMS TV*      Door to Door      Lobby Board

   Internet Sources     Ad in the leader       Mailbox Tags       Mentioned at Hall Council      Flyers around Campus

Program Description: _____
_____
_____

Which type of advertising was the most effective?_____
_____

Why was it important to implement this program: _____
_____
_____

Explain how you met the goal(s) of your indicated Pillar: _____
_____
_____
_____

What were the most successful aspects of this program and why? _____
_____
_____

What suggestions do you have for improving this program? _____
_____
_____

Submit for Program of the Month? (Circle)   Yes*    No    *Please attach program flyer & RA/RD commendations

***ONLY COMPLETE THIS SECTION IF THIS PROGRAM WAS ASSESSED***

Pre-Assessment Average: _____ %     Post-Assessment Average: _____ %
   Average of all pre-test scores          Average of all post-test scores             _____RD Initials

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