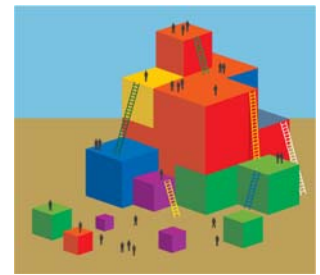


Community Assessment Tool

Please work with your supervisor to complete the CAT within the first 6 weeks of the semester. Target date: **October 2, 2009.**



Community Assessment...Planning for Success

During your first floor meeting, first conversation with students, or roommate agreement process, you will distribute **Resident Information Cards** (provided by your supervisor). Afterwards, take some time to review the information and look for trends or areas of crossover for interest.

Here are some questions and prompts to reflect upon with your supervisor and colleagues:

- ❖ *What common personal traits do your residents share?*
- ❖ *State? Hometown?*
- ❖ *Birthdate?*
- ❖ *Class year?*
- ❖ *Major?*
- ❖ ***What are the most common interests that your residents have?***
- ❖ *What hobbies do they have in common?*
- ❖ ***What are areas in which they are seeking more information?***
- ❖ *Are there other trends that appear based on their interests?*
- ❖ ***Is there any information that stands out that you and your Hall Coordinator should be aware of?***
- ❖ *Student concerns?*
- ❖ *Health Issues?*

FOOD FOR THOUGHT – “The Six I’s of Community”

This model consists of six concepts that are significant in the degree of success a group has in truly developing from a sometimes random group of individuals into a community. The concepts are for the most part sequential; in other words, your floor will experience the introductory phase prior to being able to interact meaningfully. In many ways the model illustrates the maximal growth pattern of a group; it's up to all members of the community – especially the leaders (appointed or ascribed) – to recognize and act upon this development to maximize the floor's identity as a community.

Introduction | New members of the community are welcomed to the community. Community stories, traditions, historical standards, expectations, and norms are shared. Rituals of initiation and orientation take place. Various ways to become more active members of the community are identified.

Interaction | A wide variety of activities frequently take place which foster new (and/or strengthen pre-existing) relationships in the community. Many opportunities for interpersonal bonding also occur (both naturally and intentionally planned).

Involvement | Members begin to see they can have an impact on each other and that their individual actions can affect the community. Cultural norms begin to form for the community. Holding a formal role (office/title) in the community translates to some level of authority and responsibility within the community. Community begins to face conflicts within the community and tries to deal with them in general terms.

Investment | Community members begin to see themselves as a community that is different from other communities. Some members will be able to see times when the welfare of the community may supersede the needs of an individual. Effective conflict resolution techniques for community concerns are identified and used.

Influence | Community members want to have control of, or at least input into, things that affect their community. Member actively reflection on what improvements could be made which would benefit the community. Community members have a strong sense of accomplishment. Self-governance is important. Government members actively seek to provide for the needs of the community including how to maintain or extend the life of the community.

Identity | Community members are able to clearly articulate what their community is and what being a member of that community means. A person's identity (membership/role/status) within the community plays a significant role in their personal self-identity. The identity of that community is actively maintained and preserved. Members take active interest in recruiting new members to that community.

Community Assessment...Visual Representation

The challenge: to develop a visual representation of your floor community in terms of sub-groupings and relationships among residents and to identify potential areas of concern. Your supervisor will provide a floor plan/map.

Target date: October 2, 2009, February 19th, 2010 for revised version.

Step-by-step:

- ❖ *Fill out a floor plan/map (or draw one yourself) displaying the rooms on your floor and the residents living in them.*
- ❖ *Put a circle next to the residents whom you often see on your floor.*
- ❖ *Put a square next to those residents whom you rarely see on your floor.*
- ❖ *Identify Formal Leaders (Hall Association, Desk Staff) by drawing triangles next to their name.*
- ❖ *Identify Informal Leaders (residents with no official position who exert either positive or negative influences on the floor community) by drawing a diamond next to their name.*
- ❖ *Underline students who spend a lot of time together (i.e. eating together, watching TV, studying, intramural teams, "partying," etc.). Use different colors to distinguish different subgroups.*
- ❖ *Put the letters "RA" next to the student names who most frequently visit your room as the RA.*
- ❖ *Draw a wavy line from the person(s) off the paper (connecting to no one) that seem to have social connections (i.e. hometown friends, teammates, significant others, etc.) but barely spend time on the floor.*
- ❖ *Highlight those students who are experiencing roommate conflicts or have the potential for conflict.*

After you have completed this project,

take some time to reflect on this visual representation with your supervisor and colleagues.

This diagram will be revisited throughout the year. Please add updates and make changes as appropriate.

Community Assessment...Taking Stock

As the first six weeks draw to a close, it's time to take stock of how your community is developing.

Review your previous interactions, your floor diagram, and your observations. Below are a series of prompts to get you thinking about your community *and* individual residents.

Target date: December 4, 2009, May 7, 2010 for revised version.

Here are some questions and prompts to reflect upon in your conversations with supervisors and colleagues:

****Be prepared to discuss this with your supervisor in your next one-on-one meeting.**

Students who...

- ❖ *seem to be struggling personally*
- ❖ *are actively involved on campus*
- ❖ *deemed as a "loner"*
- ❖ *not well accepted by others*
- ❖ *indicated family problems*
- ❖ *expressed relationship concerns*
- ❖ *are homesick*
- ❖ *tend to be over extended*
- ❖ *may be depressed or suicidal*
- ❖ *have jobs*
- ❖ *are stressed about money*
- ❖ *seem to be struggling academically*
- ❖ *seem to be struggling with sexual identity issues*
- ❖ *may have an eating disorder*
- ❖ *are significant noise makers*
- ❖ *feel most culturally wary or unsafe*
- ❖ *may have a problem with alcohol*
- ❖ *may have a problem with other drugs*
- ❖ *expressed health concerns*
- ❖ *are student athletes*
- ❖ *are affiliated with a sorority or fraternity*
- ❖ *could be peer helpers/mentors for others*
- ❖ *will be leaving UI at the end of the semester*
- ❖ *YOU feel uncomfortable with (and why)*

For Spring

- ❖ *Students who were pleased with their GPAs*
- ❖ *Students who are returning to University Housing next year*
- ❖ *Students who are NOT returning to UI next year*