Resident Assistant Guide to Programming in Living Learning Communities
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Diversity

Ivy Hall

The Diversity Living Learning Community’s mission is to guide our residents toward developing an understanding and an appreciation for people of diverse cultures, ethnicities, gender groups, religious affiliations, physical abilities, sexual orientations, and socio-economic classifications. As such, students will be exposed to individuals of various backgrounds and they will be asked to participate in programs highlighting the uniqueness of various groups.

Learning Outcomes

1. Become Knowledgeable of self as it relates to your cultural identity
2. Be exposed to Knowledge about issues of oppression and the effect it has on different cultural groups
3. Obtain Knowledge about elements involved in social change
4. Promote diversity concerns across campus

Learning Opportunities

- Day of Service
- MLK Day
- Hip Hop Tour
- Veterans Day Celebration
- RA Monthly Building Programs
- RA passive programs
- GA weekly programs involving study halls
- Faculty Member monthly programs
- CD monthly programs

Assessment Opportunities

- EBI
- Focus Groups
- LLC Pre & Post Assessments
- Student Attendance at Programs
- Comparative data in the National Study of Living Learning Programs (NSLLP)
- Student Grades
- Students developing relationships with faculty outside of the classroom
Global Citizenship

Global Citizenship is dedicated to exploring individual responsibilities in local and global contexts. This community will have a strong focus on personal and social relationships, universal equality, and socioeconomic and environmental issues worldwide.

Learning Outcomes

1. Examine and articulate what it means to be a Global Citizen
2. Explore and reflect upon local and global concerns
3. Develop specific skill sets while participating in civic engagement
4. Promote Global Citizenship concerns across campus

Learning Opportunities

- Day of Service
- MLK Day
- Constitution Day
- Auto Stops
- Volunteer Fair
- RA Monthly Building Programs
- RA passive programs
- GA weekly programs involving study halls
- Faculty Member monthly programs
- CD monthly programs

Assessment Opportunities

- EBI
- Focus Groups
- LLC Pre & Post Assessments
- Student Attendance at Programs
- Comparative data in the National Study of Living Learning Programs (NSLLP)
- Student Grades
- Students developing relationships with faculty outside of the classroom
Creative Arts  
*Juniper Hall*

The Creative Arts Living Learning Community explores the personal, social, and cultural value of all forms of visual and performance art. This community seeks to explore how art defines the ways individuals view themselves and the world around them.

**Learning Outcomes**

1. Explore and reflect on various forms of art
2. Develop a critical response that defines one’s relationship to art
3. Experience art that is outside of one’s dominant cultural lens
4. Participate in experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to art.

**Learning Opportunities**

- Day of Service
- MLK Day
- Monthly Plays
- Monthly Open Mic Nights
- RA Monthly Building Programs
- RA passive programs
- GA weekly programs involving study halls
- Faculty Member monthly programs
- CD monthly programs

**Assessment Opportunities**

- EBI
- Focus Groups
- LLC Pre & Post Assessments
- Student Attendance at Programs
- Comparative data in the National Study of Living Learning Programs (NSLLP)
- Student Grades
- Students developing relationships with faculty outside of the classroom
Positive Living

Maple Hall

The Positive Living Learning Community was created to support students interested in living in an environment that gives students the opportunity to participate in experiences to develop habits that support lifelong health and well being. The Positive Living Learning Community will promote wellness in six dimensions which are occupational, emotional, physical, social, intellectual, and spiritual. Programs will focus on academic adjustment, nutrition, physical health, general wellness, and personal expression.

Learning Outcomes

1. Students will be prepared on how to develop healthy friendships, healthy sexual behaviors, and the ability to interact comfortably with others in community environments.
2. Students will be given opportunities to be a part of challenges and experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to holistic health.
3. Students will be exposed to activities that seek meaning and purpose in human existence; in this process students will share diverse multi-cultural experiences beliefs that display an array of spiritual backgrounds
4. Students will be given the opportunity to analyze a wide range of feelings in them as well as in others.

Learning Opportunities

- Day of Service
- MLK Day
- Monthly Night Out to Movies
- Annual NY Trip
- National Day Without Stigma
- Cancer Awareness Day
- Yoga Classes
- RA Monthly Building Programs
- RA passive programs
- GA weekly programs involving study halls
- Faculty Member monthly programs
- CD monthly programs

Assessment Opportunities

- EBI
- Focus Groups
- LLC Pre & Post Assessments
- Student Attendance at Programs
- Comparative data in the National Study of Living Learning Programs (NSLLP)
- Student Grades
- Students developing relationships with faculty outside of the classroom
The Sustainability Living Learning Community will educate and expose students to the need for tangible sustainable solutions through the explorations of issues involving energy conservation, healthy social systems, and public accountability of business, government, media, and the non-profit sector. Students will be challenged to define and analyze the ecological integrity, ethics, values, and moral worth of society and the campus microcosm.

**Learning Outcomes**

1. Articulate ways to reduce negative environmental impact by gaining a consciousness of everyday living with the environment.
2. Gain an awareness of sustainability efforts on campus and their importance to the campus community.
3. Connect with students from other communities and inspire them to take an interest in sustainable living.
4. Gain a new skill set and environmental perspective by participating in college, community, state, or national sustainability projects.

**Learning Opportunities**

- Day of Service
- MLK Day
- Day of Service
- Monthly Outdoor events
- Annual Camping Trip
- RA Monthly Building Programs
- RA passive programs
- GA weekly programs involving study halls
- Faculty Member monthly programs
- CD monthly programs

**Assessment Opportunities**

- EBI
- Focus Groups
- LLC Pre & Post Assessments
- Student Attendance at Programs
- Comparative data in the National Study of Living Learning Programs (NSLLP)
- Student Grades
- Students developing relationships with faculty outside of the classroom
Programming Requirements

The Resident Assistant has the most important role in the process of programming. You are the brainstormer, planner, facilitator, and evaluator for each of these enrichment opportunities, and without you, our department would not be successful, our students would be more introverted and less social, and our buildings would be less like communities and more like hotels!

PPA’s

What is a PPA?

A PPA is a form that includes the program title, date, program purpose, learning outcomes addressed, supplies needed, and a plan of execution. All RA’s must complete a Program Plan Assessment (PPA) by the set due date prior to the implementation of any program.

Where do I get a PPA?

PPA’s can be found on the goStockton portal, feel free to complete them online and print them out.

Programming in Living Learning Communities

The LLC RA’s are responsible for conducting two programs a month that meet the requirements of the LLC learning outcomes. One of the programs should be passive such as a campaign, or a door-to-door program and the other program should be an experiential program that involves the LL students congregating in the main lounge, within the campus community, or surrounding community. In addition, LLC RA’s are expected to change their bulletin boards monthly, conduct monthly building meetings with their residents, attend monthly LLC committee meetings, and advertise for all LLC events. All RA’s are expected to uphold all the requirements outlined in their job description.

Programming Requirements for LLC RA’s

1. Bulletin Board per month.
2. Passive Program per month.
3. Experiential program a month with help of CD.
4. Building meeting per month. First one on September 2nd from 11am to 12pm.
5. LLC Committee meeting per month
6. Upper Class Experience Program per semester.

Monthly Meetings

The first week of every month all LLC Complex Directors, Faculty members, and Resident Assistants, are required to meet. The purpose of the meeting is to evaluate the previous month initiatives and to discuss the plan to address the new learning outcomes for the current month, as well as to address any issues such as chaperones for trips, and resources needed.
Programming Weeks

In an effort to form community, safety, and predictability within the Living Learning Communities programs will be conducted by either a Residential Life staff or a faculty member on a biweekly basis. The weeks are adaptable and can be conducted by the Faculty Member (FM), Complex Director (CD), or Resident Assistant (RA) interchangeably.

Living Learning Student (LLS)

Living Learning Students (LLS) are expected to attend a minimal of five programs a semester two of which must be an event sponsored by their FM. The LLS is also required to attend both the Welcome events in the Fall and the Closing event in the Spring.

Complex Director (CD)

The CD is responsible for the overall operation of the LLC they are assigned to ie. Budgeting, scheduling of programming space, contracts, logistical management of all programming. Further the CD will conduct biweekly meetings with the LLC RA and monthly meetings with the LLC faculty member. The CD is also responsible for ensuring all learning outcomes are upheld, focus groups executed, assessment data collected and analyzed, and experiential activities completed. In addition, LLC CD’s are to uphold all the requirements outlined in their job description.

Faculty Member (FM)

The FM is responsible for conducting 3 programs a semester within the LLC that adhere to the learning outcomes outlined for the LLC. The FM will be responsible for meeting the LLC learning outcomes requirements for each program employed and for completing a Program Plan Assessment (PPA). The FM is required to attend and present at both the LLC welcome event in September and the closing event in May.

Resident Assistant (RA)

The LLC RA is responsible for conducting 2 programs a month that meet the requirements of the LLC learning outcomes. One of the programs should be a passive program such as a campaign, or a door-to-door program and the other program should be an experiential program that involves the LL students congregating in the main lounge, within the campus community, or surrounding community. In addition, LLC RA’s are expected to change their bulletins monthly, conduct monthly building meetings with their residents, attend monthly LLC committee meetings, and advertise for all LLC events. In addition, LLC Ra’s are to uphold all the requirements outlined in their job description.
September LLC Checklist

Programs

Week 1 Opening Reception Welcome Event (NSLLP)

Week 2 RA Program

Week 3 RA Program

Week 4 CD Program (experiential activity)

Assessments Due

Benchmark National Study of Living-Learning Programs (NSLLP)

LLC Pre-Assessment

Interest Focus Group 1 (Send Via Email in August)

Learning Outcomes 1 & 2

Diversity

- Knowledge of self as it relates to your cultural identity
- Knowledgeable about issues of oppression and the effect it has on different cultural groups

Global Citizenship

- Examine and articulate what it means to be a Global Citizen
- Explore and reflect upon local and global concerns

Creative Arts

- Explore and reflect on various forms of art
- Develop a critical response that defines one’s relationship to art

Positive Living

- Students will be prepared on how to develop healthy friendships, healthy sexual behaviors, and the ability to interact comfortably with others in community environments.
- Students will be given opportunities to be a part of challenges and experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to holistic health.

Sustainability

- Articulate ways to reduce negative environmental impact by gaining a consciousness of everyday living with the environment.
- Gain an awareness of sustainability efforts on campus and their importance to the campus community.
October LLC Checklist

Programs

Faculty Program Week 1
RA Program Week 2
RA Program Week 3
CD Program Week 4 (experiential activity)

Assessments Due
None

Learning Outcomes 1 & 2

Diversity
- Knowledge of self as it relates to your cultural identity
- Knowledgeable about issues of oppression and the effect it has on different cultural groups

Global Citizenship
- Examine and articulate what it means to be a Global Citizen
- Explore and reflect upon local and global concerns

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- Students will be prepared on how to develop healthy friendships, healthy sexual behaviors, and the ability to interact comfortably with others in community environments.
- Students will be given opportunities to be a part of challenges and experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to holistic health.

Sustainability
- Articulate ways to reduce negative environmental impact by gaining a consciousness of everyday living with the environment.
- Gain an awareness of sustainability efforts on campus and their importance to the campus community.
November LLC Checklist

Programs

Faculty Program Week 1
RA Program Week 2
RA Program Week 3
CD Program Week 4 (experiential activity)

Assessments Due
Focus Group 2
Post-Test National Study of Living-Learning Programs (NSLLP)

Learning Outcomes 3 & 4

Diversity

- Knowledgeable about elements involved in social change
- Promote diversity concerns across campus

Creative Arts

- Experience art that is outside of one’s dominant cultural lens
- Participate in experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to art.

Global Citizenship

- Develop specific skill sets while participating in civic engagement
- Promote Global Citizenship concerns across campus

Creative Arts

- Experience art that is outside of one’s dominant cultural lens
- Participate in experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to art.

Positive Living

- Students will be exposed to activities that seek meaning and purpose in human existence; in this process students will share diverse multi-cultural experiences beliefs that display an array of spiritual backgrounds
- Students will be given the opportunity to analyze a wide range of feelings in them as well as in others.

Sustainability

- Connect with students from other communities and inspire them to take an interest sustainable living.
- Gain a new skill set and environmental perspective by participating in college, community, state, or national sustainability projects.
December LLC Checklist

**Programs**

RA Closing Program Week 1

RA Campaign Program Week 2

**Assessments Due**

LLC Post-Assessment

**Learning Outcomes 3 & 4**

**Diversity**

- Knowledgeable about elements involved in social change
- Promote diversity concerns across campus

**Creative Arts**

- Experience art that is outside of one’s dominant cultural lens
- Participate in experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to art.

**Global Citizenship**

- Develop specific skill sets while participating in civic engagement
- Promote Global Citizenship concerns across campus

**Creative Arts**

- Experience art that is outside of one’s dominant cultural lens
- Participate in experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to art.

**Positive Living**

- Students will be exposed to activities that seek meaning and purpose in human existence; in this process students will share diverse multi-cultural experiences beliefs that display an array of spiritual backgrounds
- Students will be given the opportunity to analyze a wide range of feelings in them as well as in others.

**Sustainability**

- Connect with students from other communities and inspire them to take an interest in sustainable living.
- Gain a new skill set and environmental perspective by participating in college, community, state, or national sustainability projects.
January LLC Checklist

Programs

RA Welcome Event Week 3

RA Program Week 4

Assessments Due

LLC Pre-Assessment 2

Learning Outcomes 1 & 2

Diversity

- Knowledge of self as it relates to your cultural identity
- Knowledgeable about issues of oppression and the effect it has on different cultural groups

Global Citizenship

- Examine and articulate what it means to be a Global Citizen
- Explore and reflect upon local and global concerns

Creative Arts

- Explore and reflect on various forms of art
- Develop a critical response that defines one’s relationship to art

Positive Living

- Students will be prepared on how to develop healthy friendships, healthy sexual behaviors, and the ability to interact comfortably with others in community environments.
- Students will be given opportunities to be a part of challenges and experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to holistic health.

Sustainability

- Articulate ways to reduce negative environmental impact by gaining a consciousness of everyday living with the environment.
- Gain an awareness of sustainability efforts on campus and their importance to the campus community.
February LLC Checklist

Programs

Faculty Program Week 1
RA Program Week 2
RA Program Week 3
CD Program Week 4 (experiential activity)

Assessments Due
EBI Assessment

Learning Outcomes 3 & 4

Diversity
- Knowledgeable about elements involved in social change
- Promote diversity concerns across campus

Creative Arts
- Experience art that is outside of one’s dominant cultural lens
- Participate in experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to art.

Global Citizenship
- Develop specific skill sets while participating in civic engagement
- Promote Global Citizenship concerns across campus

Creative Arts
- Experience art that is outside of one’s dominant cultural lens
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Positive Living
- Students will be exposed to activities that seek meaning and purpose in human existence; in this process students will share diverse multi-cultural experiences beliefs that display an array of spiritual backgrounds
- Students will be given the opportunity to analyze a wide range of feelings in them as well as in others.

Sustainability
- Connect with students from other communities and inspire them to take an interest sustainable living.
- Gain a new skill set and environmental perspective by participating in college, community, state, or national sustainability projects.
March LLC Checklist

Programs

Faculty Program Week 1

RA Program Week 2

Spring Break

RA Program Week 4

Assessments Due

None

Learning Outcomes 1 & 2

Diversity

- Knowledge of self as it relates to your cultural identity
- Knowledgeable about issues of oppression and the effect it has on different cultural groups

Global Citizenship

- Examine and articulate what it means to be a Global Citizen
- Explore and reflect upon local and global concerns

Creative Arts

- Explore and reflect on various forms of art
- Develop a critical response that defines one’s relationship to art

Positive Living

- Students will be prepared on how to develop healthy friendships, healthy sexual behaviors, and the ability to interact comfortably with others in community environments.
- Students will be given opportunities to be a part of challenges and experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to holistic health.

Sustainability

- Articulate ways to reduce negative environmental impact by gaining a consciousness of everyday living with the environment.
- Gain an awareness of sustainability efforts on campus and their importance to the campus community.
April LLC Checklist

Programs

Faculty Program Week 1
RA Program Week 2
RA Program Week 3
CD Program Week 4 (experiential activity)

Assessments Due

LLC Post-Assessment
Focus Group

Learning Outcomes 3 & 4

Diversity
- Knowledgeable about elements involved in social change
- Promote diversity concerns across campus

Creative Arts
- Experience art that is outside of one’s dominant cultural lens
- Participate in experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to art.

Global Citizenship
- Develop specific skill sets while participating in civic engagement
- Promote Global Citizenship concerns across campus

Creative Arts
- Experience art that is outside of one’s dominant cultural lens
- Participate in experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to art.

Positive Living
- Students will be exposed to activities that seek meaning and purpose in human existence; in this process students will share diverse multi-cultural experiences beliefs that display an array of spiritual backgrounds
- Students will be given the opportunity to analyze a wide range of feelings in them as well as in others.

Sustainability
- Connect with students from other communities and inspire them to take an interest sustainable living.
- Gain a new skill set and environmental perspective by participating in college, community, state, or national sustainability projects.
May LLC Checklist

Programs

RA Program Week 1
RA Program Week 2
Closing BBQ with SET

Assessments Due

Final National Study of Living-Learning Programs (NSLLP)

Learning Outcomes 1 & 2

Diversity

Knowledge of self as it relates to your cultural identity
Knowledgeable about issues of oppression and the effect it has on different cultural groups

Global Citizenship

Examine and articulate what it means to be a Global Citizen
Explore and reflect upon local and global concerns

Creative Arts

Explore and reflect on various forms of art
Develop a critical response that defines one’s relationship to art

Positive Living

Students will be prepared on how to develop healthy friendships, healthy sexual behaviors, and the ability to interact comfortably with others in community environments.
Students will be given opportunities to be a part of challenges and experiences that encourage the process of intellectual growth, creativity, discovery, process, and evaluation as it pertains to holistic health.

Sustainability

Articulate ways to reduce negative environmental impact by gaining a consciousness of everyday living with the environment.
Gain an awareness of sustainability efforts on campus and their importance to the campus community.
Four Steps to a Successful Program

STEP 1: Brainstorming and Gathering Resources
Often, when we think of programming, we limit ourselves by imagining gatherings in an area of the building at a set time that last about an hour. This is OK for some programs, necessary for others, but definitely not the only way! There are so many ways to decentralize programming, depending on your topic.

For Example:
If you are planning a health program relating to binge-drinking, how about making an interactive bulletin board that last for a few days, instead of a boring lecture in the lounge? Or:
If you’re addressing women’s history month, put related trivia in mailboxes and under doors, and sponsor a contest where the entries w/ the most correct answers wins a prize…

As you gather your ideas, you should be gathering resources. This includes making contacts with the people and/or organizations, books, and web sites that will provide you with the help you need to put together your program. Always check out the extensive list at the end of this binder.

Ask other staff members, faculty, clubs, and students, for ideas too. Remember that thinking creatively almost always pays off!

**Do**
- Use the web.
- Use other RAs and CDs.
- Get help from your residents.
- Use off-campus resources.
- Take creative risks.

**Don’t**
- Repeat unsuccessful programs.
- Make last minute (short notice) calls or changes in day/time
- Have a pessimistic attitude.
- Only research one resource.
- Focus only on your interests.
STEP 2:
Proposal, Scheduling the Event and Communicating to Staff

Before you schedule your program, you must give your CD a Program Plan. This form is due to your CD on the due date of the month BEFORE your program.

ONE BIG HELPFUL HINT:
Plan ahead! Work with your CD and staff early in the semester to come up with what learning outcome you will be tackling each month, this way, you can brainstorm for the entire semester. This will save you time, and prevent you from scrambling, making last minute phone calls, and throwing together a lame program!

Scheduling/Communicating to Staff:
Ask potential presenters at least 2 weeks before you would like your event. Make sure the space you are using (if needed) is available at that time. Don’t schedule against large campus events. Once the event is confirmed, advertise to your residents ASAPMark it on your calendar.

Do

Give presenters ample notice.
Choose appropriate time/locations.
Let CD and RA staff know.
Confirm the day before.

Don’t

Schedule against major campus events.
Forget to plan on funding for program.
Schedule events right before breaks.
**STEP 3:**

**Advertise and Plan Details**

- Posters of course (at least one per corridor, lobby, bathrooms and stalls, near water fountains, as door tags.) Posters should have intrigue. “Drug Education Program at 8 p.m. in not intriguing. “Drugs, Chicken & Drinks” at 8 p.m. in the lounge is. (The program included chicken & mocktails as refreshments.)
- Posters should be bright and simple.
- Posters should be put up 2 to 3 days before the event, and taken down immediately after.
- Posters should not be your only advertisement.
- Building wide text messaging.
- Personal door- to- door invitations (especially for your own residents.)
- Facebook
- Stockton Television Station
- Stockton ARGO
- Last minute recruiting, i.e. “There’s an event in 5 minute, come on down…” Offer rewards and incentives (raffles and prizes to be given out at the end of the event.)

**Planning Details:**
1. Be sure you’ve confirmed with your presenter(s).
2. Do you have everything you will need? Is it set up and ready?
3. Did you remind the other RAs?
4. Arrive early to greet your presenter.
5. If your event is in a lounge (lakeside, trlc, classroom), set up the lounge to facilitate conversation: move the seats in a closer circle, throw out any garbage, etc.

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make intriguing signs.</td>
<td>Forget to get all supplies.</td>
</tr>
<tr>
<td>Use voice mail.</td>
<td>Forget to do last minute recruiting.</td>
</tr>
<tr>
<td>Go door to door and personally invite.</td>
<td>Hang signs the same day.</td>
</tr>
<tr>
<td>Advertise in strange places.</td>
<td>Make signs that blend in.</td>
</tr>
<tr>
<td>Offer rewards/incentives.</td>
<td></td>
</tr>
</tbody>
</table>
STEP 4:
Hosting and Evaluating the Event

Hosting your program (if it’s the gathering type) can make or break its success. A sluggish, bored
and inattentive host will create a similar audience. Here are some tips that you should always follow.

1. Introduce the program and thank attendants for coming.
2. Don’t leave or interrupt.
3. Avoid serving refreshments or giving out prizes in the beginning.
4. Do watch the time. If you are facilitating, politely cut lengthy discussion. Most students won’t
want to commit more than an hour to most programs.
5. Remain excited and attentive.
6. Thank the presenter(s) and the attendants at the end.
7. Make up a thank you card ahead of time, and the attendants sign it. The next day send it to the
presenter(s).

If your program involves a more creative approach (like the interactive bulletin
board) be sure that you update it as needed in a timely fashion. Don’t slack, or your
participants will.

Evaluation should be quick and simple. Be sure to fill out the bottom half of the
Program Plan and turn it in to your CD. Keep in mind areas that needed
improvement, and be sure to give yourself credit for a successful event.

Remember that few numbers does not mean failure. The level of enjoyment and
learning for those who do attend is most important.

Do                                           Don’t

Set up lounge to facilitate interaction.     Serve refreshments first.
Greet your presenter and introduce them.    Leave or interrupt.
Welcome all attendants.                     Forget to thank presenter/attendants.
Involve self and residents.                 Be discouraged with poor attendance.
Take a head count.                          Neglect opportunities to improve future events.
Evaluate the program within 24 hours.

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Helpful Websites

1. http://www2.stockton.edu/