

# Living, Learning & Belonging

San José State University  
University Housing Services



## A Residential Life Programming Model Designed to Achieve Learning Outcomes & Enhance Community



During the college years, most students leave a familiar and predictable personal and intellectual world for a new, and sometimes frightening one, wrought with challenges and exciting opportunities. Living on campus puts them “*at the center of it all!*”

Much research has been devoted to examining the benefits of living on campus. Most prominently, the findings suggest there is a positive association between the campus living experience and shaping a student’s values and beliefs (aesthetic, cultural, and intellectual), and influencing a positive shift toward more inclusive racial-ethnic attitudes and an openness to diversity broadly defined (Pascarella & Terenzini, 2005).



In fact, social interaction in residence halls and other student life venues has been attributed with “the kind of relational learning that has a transformative impact on students’ lives.” (Bonfiglio, 2004).



Student development theory and research from higher education grounds our program and informs our work. These underpinnings shape the learning environment and outcomes that we intentionally identify and nurture in order to assist residents in their intellectual and personal growth.



Our students are amazing! They are our teachers and teach us every day. They think deeply about ideas, values and goals. They experiment with interpersonal relationships, wondering where they “fit in” and how they will make a difference in the world. Our most significant goal then, is to support them as they find these answers while making sure that their “home” at SJSU is a comfortable, well-maintained and stimulating place to learn.



To this end, University Housing Services strives to foster a physical and social environment that:

- facilitates learning
- promotes citizenship
- builds community

As professionals, we strive to find a balance for ‘nurturing and challenging,’ ‘protecting individual rights and promoting mutual responsibilities,’ as well as respecting individualism while focusing on community. The challenges and rewards rest with balancing these ideals given the diverse and complex needs of today’s students. We acknowledge, anticipate and find creative ways to honor and address the developmental stages and resulting needs through which most of our residents will travel; to support each student’s inherent desire to push toward “autonomy and mastery” while challenging them to take responsibility for their choices and behaviors and the community in which they live. As a result, our professional and paraprofessional staff are often mentors, coaches, advisors, tutors, guides, confidantes, sounding boards, and sometimes disciplinarians—supporting our residents as they master the challenges, stresses, and tension inherent in the college experience.

This publication is designed to give you a brief introduction to the philosophy and theoretical approach of the residential experience at San José State. To learn more, please visit our website at:

[www.housing.sjsu.edu](http://www.housing.sjsu.edu)

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Living on campus at SJSU is many things.  
But mostly it is about

**Living, Learning and Belonging.**



# Living, Learning & Belonging

## Nurturing An Inclusive Community



**COMMUNITY:** In his book *Campus Life: In Search of Community*, Ernest Boyer (1990) provided an influential model of community when he challenged higher education to create communities that are purposeful, open, just, disciplined, caring and celebrative. Building community necessitates that those in the community actually feel involved and responsible. The SJSU residential experience embodies these principles by intentionally shaping and designing the residential community with high quality programming and support services grounded in theory dedicated to student learning and success.

One has only to reflect on periods in one's own life to know that true community cannot be imposed, acquired or required. "Community" involves elements of ownership, responsibility, struggle, and sustainability. 'Real community, although challenging and taxing to build, creates in its members deeper personal awareness, appreciation for each other, and tolerance for the chaos and uncertainty of life experiences (Peck, 1987).' A sense of community is what keeps people feeling connected to each other, motivating them to make meaningful contributions.

**MATTERING:** Providing opportunities for residents to connect socially and intellectually with one another as well as faculty and staff members through programs and activities lets student know that they "matter." Students who feel they "matter" at an institution are more likely to persist and thrive than those who feel they are on the margins and not connected (Schlossberg, Lynch & Chickering, 1989). The concept of "mattering and marginality" provides insights about students who, unfortunately, see themselves as outsiders.

It can be daunting to consider how individual staff can provide a sense of community for thousands of students. However, the process first depends on the treatment of individuals. Specifically, a student's sense of community is most closely associated with being cared about and treated in a caring way as well being valued as an individual who is accepted unconditionally as part of the community (Cheng, 2004). Therefore, we start by being



approachable and interested in each and every resident. And, in spite of the fact that we cannot guarantee that a community will evolve, we design intentional programs with a spirit of enthusiasm infused throughout a welcoming residential life program.

Our communities and programs are designed to:

- Encourage free expression
- Accept and treat students as individuals
- Facilitate meaningful interactions with faculty and staff within the physical residential setting
- Provide active learning and social interaction
- Celebrate the traditions and heritage of SJSU
- Offer assistance and programs to students who might feel lonely, depressed, marginalized
- Foster positive relationships among ethnic & cultural individuals and groups
- Promote self exploration and values clarification
- Promote ownership and common expectations within the community

Community building programs will require participants to challenge their own assumptions about themselves and about others within the community, allowing the community itself to become agents of change. (Astin & Astin, 2000)

## The Residential Life Programming Model

The University Housing Services' Programming Model is based on Student Affairs standards for "best practices" and theoretical foundations of higher education administration. It offers our residents personal and academic growth opportunities which are measured against "learning outcomes" embedded within the model itself. In order to achieve these learning outcomes, the model melds a variety of theories and academic priorities into five specific areas: Multicultural Competence; Values & Identity; Communication; Lifelong Learning; and Civic Engagement. Simply stated, programming is a planned activity with individuals or student groups that is theoretically based and has as its intent the promotion of personal development and learning (Saunders & Cooper, 2001). Our programming model poses the questions: "what do we intentionally want our students to spend time doing?" and, "how can we increase the probabilities that they do just that?"

### MULTICULTURAL COMPETENCE

Multicultural Competence suggests a level of wisdom that is developed over time and through reflection. Multicultural competence, in this sense, is about understanding the many facets of multiculturalism and also the practice of "Inclusive Excellence" AAC&U (Williams, Berger & McClendon, 2005.). Inclusive Excellence is approached through four primary elements: (1) a focus on student intellectual and social development; (2) offering a purposeful development and utilization of organizational resources to enhance student learning and development; (3) attention to the cultural differences students bring to the residential experience and that enhance it; and (4) a welcoming community that engages all of its diversity in the service of student and organizational learning. Students will strive to learn from differences in people, ideas and opinions.

### VALUES & IDENTITY

These programs are designed to assist students in clarifying their values and defining their identities. It is within these areas of exploration where students begin to address the life-long questions of "who am I and how will I live my life?" By living on campus, students will be asked to consider and describe their own values and define who they are. Through these explorations students will increase the likelihood of understanding themselves and how they relate to others using more consistently stated values.

### COMMUNICATION

Communication is one of the greatest challenges in learning to live in a new community. These programs are designed to promote increased confidence and competence in the development of positive interpersonal relationships through effective communication. Specific attention focuses on the importance of personal communication skills in the workplace and how to appropriately respond to the communication styles of others. Additionally, students are encouraged to recognize barriers to good communication and to understand how to overcome them. Finally, a focus on active listening and conflict management are included as important features of this aspect of the program model.

### ACADEMIC DEVELOPMENT

Academics are the core of the University's mission. By focusing on academic growth, utilizing support services, and making connections with faculty students are better able to achieve their academic goals and graduate. These programs are intended to help students develop a sense of purpose within the institution, select a major field of study, become a better student, identify and prepare for a career path after college, and foster a desire to learn.

### LIFELONG LEARNING

Throughout all programs, students will be encouraged to develop life and leadership skills supported by a commitment to and an understanding that knowledge is transferable and their learning will continue for years to come after SJSU. Students will be provided opportunities to develop strategies and attitudes that maximize their leadership opportunities and personal success during and after college.

### CIVIC ENGAGEMENT

Programs encourage students to be active participants in their communities with a personal commitment to their communities. Programs will challenge students to recognize themselves as members of a larger social fabric and to consider social problems as matters that deserve their involvement. Also, programs offer avenues for students to examine the civic dimensions of issues, to make and justify informed civic judgments, and to take appropriate action.

# Living, Learning & Belonging

## Young Adult Development

Our programming model is designed to anticipate and address young adult developmental tasks and challenges prior to them becoming a “problem” for the student. One theoretical foundation for programming is the *7 Vectors of Psychosocial Development* (Chickering & Reisser, 1993). The *7 Vectors*, originally based on a homogeneous population of college students, has been built upon over the years, to address the developmental needs of a wider variety of students: women, students of color, students with disabilities, and gay, lesbian, bisexual, transgender, and questioning students. This theory illustrates the developmental phases and struggles or challenges through which a student might travel and the associated residential life programs. An understanding of student development and anticipated transitions is helpful to support student strategies for success (Attinasi, 1989; Padilla, Trevino, Trevino, & Gonzalez, 1997; Terenzini et al., 1994).

### (1) Achieving competence

This involves the development of intellectual and social abilities as well as physical and manual skills. Competence includes the ability to cope with life situations, achieve personal goals and achieve social and interpersonal competence.

### (2) Managing emotions

This task involves becoming aware of personal feelings and recognizing that these emotions provide information relevant to potential behavior or decisions. Once acknowledged, new and more useful patterns of expression can be achieved. Managing emotions often involves resolution of authority (child/parent, student/professor) relationships and managing sexual impulses.

### (3) Becoming autonomous

Mature autonomy requires emotional independence (freedom from continual reassurance and approval) and intentional independence (the ability to carry on activities, set goals, make decisions, cope with problems without always requiring help from others, although this may involve assimilating advice from trusted friends and family). Becoming autonomous also involves taking ownership for one’s decisions and also understanding interdependence and teamwork skills (recognizing that one cannot receive benefits from a social structure without contributing to it and that individual rights are balanced with social responsibility).

### (4) Mature (Freeing) interpersonal relationships

Mature relationships involve the ability to express greater trust, independence and individuality; less anxiety and defensiveness plus more friendliness, spontaneity, warmth and respect. One develops the capacity for genuine intimacy which involves vulnerability and includes appreciation for a wide range of personal styles, cultures, and beliefs.

### (5) Establishing identity

This task requires confidence in one’s ability to maintain inner-sameness and continuity; understanding one’s own physical and emotional needs, ethics, values, characteristics; and being comfortable in one’s sexual identification, social roles and tastes. One begins to answer developmental questions like, “Who am I?”

### (6) Clarifying purposes

Here an individual formulates appropriate and attainable plans and priorities that integrate vocational plans, personal goals and attributes into a fairly clear “sense of direction.” The developmental question to answer here might be, “Where am I going?” and “How can I make a difference?”

### (7) Developing integrity

This is where one’s values become personal and “real.” One builds upon their beliefs—developing ethical and humanizing habits and a sense of congruence in life between personal values and behaviors. One becomes more socially responsible and drops the “literal belief” in the absoluteness of rules adopting a more relative view. The question here: “What is the most right action in this particular situation?”

## Predictable Developmental Challenges

Young adults often travel similar paths through their psycho-social development, although each journey is affected by family-of-origin, culture, and personal attributes. The following framework, based on the 7 Vectors, helps to guide our basic programming strategies to address possible struggles facing our residents.



### First Year Students

#### Developmental Tasks:

1. Adjusting to living away from “home”: relating to family, home life, jobs, and friends while transitioning to being on one’s own
2. Developing and/or discovering one’s likes, interests, and preferences, apart from past “labels” or definitions of self given by others
3. Balancing social and academic demands and pressures

Possible Struggles: homesickness/detachment from family or significant others issues; depression; anxiety; inappropriate study/academic skills; lack of connection/social life/friends; loneliness; uncertainty about major and purpose in college; using unhealthy coping behaviors such as binge drinking, unprotected sex, promiscuity; roommate conflicts/relationship issues; isolation.

### Sophomores

#### Developmental Tasks:

1. Achieving competence in social and academic life
2. Establishing personal autonomy
3. Developing a sense of identity and purpose
4. Making important choices as an individual instead of as a group
5. Confirming a sense of career direction
6. Exploring values

Possible Struggles: anxiety/stress; doubting own abilities; uncertainty over choice of college and career; clashing of values with those different from self; detachment from family of origin; relationship and social struggles related to one’s place in the social structure; academic struggles; using unhealthy coping behaviors (see above). Note: End of first semester of sophomore year is a critical time related to belonging and persistence.

### Juniors

#### Developmental Tasks:

1. Choosing a career path (more focus on personal and academic life and job opportunities)
2. Increased commitment to intimate relationships including friendships and a better sense of interdependence
3. Better sense of values clarification. Increased self-confidence in purpose, role, beliefs, etc.

Possible Struggles: concerns with “right” career path; relationship issues; struggles with feelings of anxiety; depression and confusion; decision making difficulties; using unhealthy coping behaviors (see above).



### Seniors

#### Developmental Tasks:

1. Preparing for graduation - “the real world” and autonomy
2. Making plans for personal and career life beyond college
3. Deciding on “job” or graduate school
4. Deciding on the future of intimate relationships
5. Saying good-bye to meaningful relationships

Possible Struggles: anxiety about graduation- having “a plan” or clear path; decreased motivation; decision-making difficulties; feelings of panic, discouragement, confusion, and/or sadness; disconnecting prematurely from meaningful relationships.

“We never educate directly, but indirectly by means of environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference.”  
John Dewey (1924)

# Theoretical Foundations



Each program presented by our staff is grounded in learning outcomes. The following table provides an overview of some of the theories and research utilized to support the programming model as well as examples of programs that facilitate specific learning outcomes. (The codes in the "Learning Outcome" column relate to the theories and research listed at the bottom half of this page.)

UHS Programming Model Learning Outcome	Goal / Outcome	Examples of Developmental or Academic Experience
<b>Multicultural Competence:</b> LR1,LR5,CAS9,CAS14,GE1,GE5,GE7,SJSU7,SLI3, PGP7,SDS1,SDS2,SDS3	Students will be able to live, work, and play in an inclusive and diverse environment based on mutual respect and appreciation. Students will explore their personal identity (e.g., race, ethnicity, religious, cultural, gender, ability, nationality, sexual orientation, class) and engage in education and awareness about identities and cultures of other residents.	Speakers, movies, discussion groups related to diversity/difference, social justice, inclusiveness, preparing diverse ethnic/cultural foods, passive programs relaying historical facts about different cultures or protected groups, mediations
<b>Values &amp; Identity:</b> LR4,LR3,LR6,EP1,SJSU8,CAS3,CAS4,CAS5,CAS6,CAS8,CAS9,GE7,CAS10,CAS13,CAS14,CAS15,GE1,SJSU4,SLI3,SLI4,PGP2,SDS1,SDS2,SDS3	Students will clarify their values and personal identities. Upon leaving housing, students will be able to describe their own values - who they are as people and how they relate to others. They will act consistently with their stated values.	Value clarification programs that may challenge students' beliefs, debates on "hot topics," passive programming, information about stage-appropriate choices
<b>Communication:</b> LR1,LR5,LR6,CAS2,CAS9,CAS11,GE1,GE7,SJSU2, SLI2,SLI4,SLI5,SDS1	Students will possess strong interpersonal and communication skills that will assist with interpersonal relationships and professional situations. Students will appreciate and begin to understand a variety of communication styles.	Communication workshops, debates, discussion groups, social programs, roommate mediations, conflict resolution programs
<b>Lifelong Learning:</b> GE8,GE7,GE4,GE6,LR6,CAS16,GE3,LR1,LR7,EP1,CAS1,SJSU1,SJSU3,CAS6,SJSU5,SJSU6,SJSU8,GE2,GE1,CAS10,CAS8,SLI1,SLI2,SLI4,SLI5,PGP1,PGP3, PGP6,SDS1,SDS2,SDS3	Students will develop life and leadership skills with a commitment to knowledge that will be transferable in the years to come after SJSU. Students will connect deeply with and achieve their goals while gaining a clear and full understanding of their potential and lifelong direction.	Practical or useful skills such as cooking skills, personal finance, stress management, how to handle conflict, leadership development, involvement on campus, health issues, etc.
<b>Civic Engagement:</b> LR3,LR4,EP1,EP3,CAS7,CAS11,CAS12,GE2,GE3, GE5, GE7,GE8,SJSU7,SLI2	Students will be active participants in and take ownership of their personal communities and larger communities: the housing program, the university, the nation, and the world. Students will develop a personal sense of responsibility to these communities. Students will feel a strong connection to SJSU as alums.	Community service projects, attending sporting events on campus, discussion of and passive programming related to current events, "Get out the vote" participation, leadership positions
<b>Academic Development:</b> LR1, LR2, LR7, CAS1, CAS3, CAS6, CAS10, CAS16, SJSU1, SJSU5, SJSU6, SJSU8, SLI1, SLI2, SLI4, SLI5, PGP1, PGP3, PGP6, SDS1, SDS3	Students will develop an understanding of their academic potential and will better utilize campus resources to help them reach their academic goals. Students will develop a sense of purpose within the institution, select a major field of study, become a better student, identifying and preparing for a career path, and and develop a desire to learn.	How to register for class, study skills, report/essay writing, how to take notes, academic advising to create 5 year plan, resume writing workshop, interviewing skills, time management, etc.

Greater Expectations	Learning Reconsidered	CAS Standards	SJSU General Education Requirements	The Student Learning Imperative	Principles of Good Practice in Student Affairs
GE1: Empowered Learner GE2: Informed Learner GE3: Responsible Learner GE4: Continuous Learner GE5: Global Understanding GE6: Academic Preparation GE7: Transition to College GE8: Carefully Planned Learning Outcomes	LR1: Cognitive complexity LR2: Knowledge acquisition LR3: Humanitarianism LR4: Civic engagement LR5: Interpersonal / intrapersonal competence LR6: Practical competence LR7: Persistence and Academic achievement	CAS1: Intellectual growth CAS2: Effective communication CAS3: Enhanced self esteem CAS4: Realistic self appraisal CAS5: Clarified values CAS6: Career exploration CAS7: Leadership development CAS8: Healthy behaviors CAS9: Meaningful interpersonal relationships CAS10: Independence CAS11: Collaboration CAS12: Social responsibility CAS13: Satisfying / productive lifestyle CAS14: Appreciation of diversity CAS15: Spiritual awareness CAS16: Personal and educational goals	SJSU1: Broad understanding of sciences, social sciences, the arts, and humanities SJSU2: Ability to communicate SJSU3: Critical and creative thinking skills SJSU4: Ethical choices SJSU5: Information literacy SJSU6: Discipline and creative analytical thinking applied to complex issues and problems SJSU7: Multicultural and global perspective SJSU8: Intentional learners  EP1: Lifelong learning EP2: Integrity EP3: Leadership	SLI1: Complex cognitive skills—reflection and critical thinking SLI2: Apply knowledge to practical problems: vocation, family, other areas of life SLI3: Appreciation of human difference SLI4: Practical competence skills: decision, conflict resolution SLI5: Coherent integrated sense of identity, self-esteem, confidence, integrity, aesthetic sensibilities, civic responsibilities	PGP1: Engage students in active learning PGP2: Help students develop coherent values and ethical standards PGP3: Set and communicate high expectations for student learning PGP4: Systematic inquiry to improve student and institutional performance PGP5: Use resources effectively to achieve institutional mission and goals PGP6: Forge educational partnerships that advance student learning PGP7: Build supportive and inclusive communities
<b>Student Development Theories</b>		<b>San José State Educated Person Dialogue</b>			
SDS1: College Student Development (Chickering) SDS2: Inclusive Excellence (Williams, Berger & McClendon) SDS3: Mattering vs. Marginality (Schlossberg) SDS4: Involvement Theory (Astin) SDS5: Interactionist Theory (Tinto) SDS6: Community Building Model (Roberts) SDS7: Group Behavior (Lewin) SDS8: Communities (Boyer, Peck, Keeling & Berkowitz, Astin & Astin) SDS9: Ethical Development (Kohlberg, Fried, Aristotle) SDS10: Multicultural Competence (Pope & Reynolds, Bennett, Pedersen, Jackson & Holvino) Parker, Stanton Grande, Manning, Corvin & Wiggins, Sabini, Ponterotto and Borodovsky, McIntosh, Heims) SDS11: Conflict Resolution: Ury, Brett & Goldberg, Thomas-Killman Model	The Program Model was developed from research taken from a number of organizations and documents. The following is a partial list: ACPA & NASPA - <u>Learning Reconsidered</u> (2004), AACU - <u>Greater Expectations</u> (2002), SJSU - General Education Requirements (2005), CAS Professional Standards for Higher Education (2003). A list of references and resources used to compile this document can be found at <a href="http://www.housing.sjsu.edu/directors/index.htm">www.housing.sjsu.edu/directors/index.htm</a>				

# Living, Learning & Belonging

## Theme Communities



Theme Communities house groups of students together in order to support their academic and social transition to the university and/or are theme-based related to a particular academic or co-curricular interest. *The National Study of Living Learning Programs* (NSLLP) was the first empirical study of its kind to examine multiple student outcomes associated with living-learning programs/ Theme Communities. The NSLLP data indicated that, as a whole, “living-learning students” were more likely than their counterparts to engage in positive, strengthening activities such as discussing academics and social issues with peers or forging faculty mentoring relationships and reducing occurrences of negative behaviors such as binge drinking (2006).

When compared to peers at other institutions, SJSU residential students involved in the 2004 study reported:

1. Lower levels of academic preparation and achievement in high school
2. They found SJSU to be supportive academically and significantly more supportive related to campus climate issues
3. They studied and attended classes less, but worked more at jobs in order to pay for college
4. Less community service activities and more use of technology as entertainment; slightly higher levels of faculty mentoring relationships but significantly less “future related” academic related activities like study abroad, independent research or community service
5. They found the social transition to college somewhat “easier” than their peers, had higher levels of intellectual growth, increased academic and personal self confidence, and a greater appreciation of diversity
6. Probably the most dramatic difference between the SJSU cohort and their peers was the comparatively low level of alcohol use in college with 53% of respondents indicating that they either don’t drink alcohol or are drinking less since coming to college
7. Troubling though, SJSU students, when compared to their peers, reported a significantly lower “overall sense of belonging” on campus and satisfaction with their courses

The residential communities at SJSU will continue to grow and change in response to studies like NSLLP, student feedback and faculty and staff involvement. The benefits of Theme Communities over time include: improved academic achievement, higher retention rates, ongoing (positive) socialization, and increased faculty-student and student-student interaction.

Theme Communities	Description
Arts Village	Members of the Arts Village are dedicated to living in a community that fosters creativity and imagination. Students in the Arts Village represent majors in Visual and Performance arts as well as students who have a strong interest to the arts but are undecided in their academic major. The community involves the exhibition of their own original works, visiting galleries, and seeing performances. Through interacting both within their community and the community at large, members of the arts village will experience all of the varied forms art can take.
Community for Engineering Living and Learning (CELL)	Members of the CELL Community are focused on exploring and understanding the diversity of the engineering field while finding community with their fellow engineers. This community’s close ties with San Jose State University’s engineering department promotes a strong interest in solving tomorrow’s technological and engineering questions. Community members better overcome these challenges by sharing both their experiences and discoveries with their fellow members. Residents are then better equipped to achieving their full potential.
Business Innovation and Leadership Development (BUILD)	Members of the BUILD Community are focused on transitioning to university life through a learning community that involves them in engaging leadership activities and interactive programs, provides access to business related resources and networking opportunities throughout their time here at SJSU and beyond.
Global Village	Members of the Global Village actively engage students who have strong interests in social justice, globalization, and sustainability through shared experiences with other students from a variety of backgrounds. Residents are encouraged to challenge themselves about their personal values through the exploration of the values of other cultures. The community’s interests can be as broad as the economic conditions that fuel our country or to the political agendas and belief systems that fuel hearts and minds around the world.
Unity House	Members of the Unity House are dedicated to provide a specifically LGBTIA (Lesbian, Gay, Bisexual, Transgender, Intersex, and Ally) friendly atmosphere for students to live and interact. The community promotes understanding about sexual orientation, gender, and other identities to enhance students’ leadership skills and multicultural awareness.
Transitions	
Transfer Community	The Transfer Community is designed to meet the unique needs of transfer students. Programming will assist students in becoming familiar with SJSU and allow students to live with other students who are going through a similar experience.
Co-Ed Apartments	Requested by resident petition. These apartments are co-ed by apartment, but are designated as single gender bedrooms. Only students who specifically select this living option will be assigned to these spaces.
Intensive Academic	This community housed in Campus Village A promotes a “serious environment” for students who enjoy a quiet atmosphere. Residents create and maintain an optimal learning environment via consensus building through programming study skills, study groups, report writing, research skills, and career exploration.
Super Single	These units are provided for students who prefer to live in the residence halls and would like their own room.
Single Gender	These options are provided to residents who feel more comfortable living with people of their own gender. By request.

# Programming Definitions

**Active Programs** - Programs that require student physical participation. These programs are educational or social in nature and often have a facilitator or a presenter.

**Passive Programs** - Programs that do not require physical interaction. They are most often educational in nature (bulletin boards, newsletters, flyers, posters, blogs, etc.)

**Community Builders** - Programs that bring together residents in a social or civic manner. They allow students to build connections around a common interest or sense of purpose.

**Resident Advisors (RAs)** - Student staff that live within the residential communities. They conduct needs assessments of their communities within the first two weeks of the semester. All RAs have minimum requirements and work to achieve learning outcomes for each area of the Programming Model.



# University Housing Services Sample Programming Calendar



	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
<b>FROSH</b>	<ul style="list-style-type: none"> <li>-Tours of campus &amp; San José</li> <li>-Workshops about campus jobs</li> <li>-Social activities</li> <li>-Welcome week ice breakers and workshops</li> <li>-Fresh Time Capsule</li> </ul>	<ul style="list-style-type: none"> <li>-Social activities</li> <li>-Time management</li> <li>-Beat homesickness</li> <li>-Involvement/ clubs</li> <li>-Greek life</li> <li>-Resources</li> <li>-Library skills</li> </ul>	<ul style="list-style-type: none"> <li>-Social activities</li> <li>-Healthy eating – fight the freshman 15!</li> <li>-Fitness Culture night</li> <li>-Depression</li> <li>-Money management</li> <li>-Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>-Voting for Dummies</li> <li>-How to register for classes</li> <li>-Note taking</li> <li>-Motivation</li> <li>-Academic Advising</li> <li>-Choosing a major</li> <li>-What are you thankful for?</li> <li>-Finals prep</li> </ul>	<ul style="list-style-type: none"> <li>-Ice-skating in the Park</li> <li>-Surviving finals</li> <li>-What's the WST?</li> <li>-Holidays around the world</li> <li>-Midnight finals breakfast</li> <li>-Study Bucks</li> <li>-Glass etching</li> </ul>	<ul style="list-style-type: none"> <li>-New habits &amp; new beginnings</li> <li>-Self defense</li> <li>-Financial aid</li> <li>-Welcome back socials</li> <li>-New Year's resolutions</li> </ul>	<ul style="list-style-type: none"> <li>-Alcohol awareness</li> <li>-Battle of the sexes</li> <li>-Financial aid info</li> <li>-Understanding suicide and depression</li> <li>-Community service</li> </ul>	<ul style="list-style-type: none"> <li>-Leadership retreat</li> <li>-Root beer kegs</li> <li>-March madress</li> <li>-Disability awareness</li> <li>-Housing plans for next year</li> </ul>	<ul style="list-style-type: none"> <li>-Battle of the buildings</li> <li>-Study groups</li> <li>-Finals prep</li> <li>-Billiards and ping pong tournament</li> <li>-Hot dog eating contest</li> </ul>	<ul style="list-style-type: none"> <li>-How to say goodbye</li> <li>-End of the year banquets</li> <li>-Leadership receptions</li> <li>-Midnight finals breakfast</li> </ul>
<b>SOPH</b>	<ul style="list-style-type: none"> <li>-Social activities to re-connect</li> <li>-Motivation / goal setting</li> <li>-Movie nights</li> <li>-Community puzzle</li> <li>-Got resources?</li> </ul>	<ul style="list-style-type: none"> <li>-Study skills refresher</li> <li>-Major confusion</li> <li>-Drug awareness</li> <li>-Dating</li> <li>-Study groups</li> <li>-Tech Museum</li> <li>-Extreme cooking</li> </ul>	<ul style="list-style-type: none"> <li>-Values clarification</li> <li>-Service activities</li> <li>-Diversity</li> <li>-Money management</li> <li>-Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>-Social Justice</li> <li>-Eating Disorders</li> <li>-Study Aboard</li> <li>-Custodian appreciation week</li> <li>-Power of One—heroes</li> <li>-Butts and Guts</li> </ul>	<ul style="list-style-type: none"> <li>-Relaxation</li> <li>-Test anxiety</li> <li>-Learn to juggle</li> <li>-Progressive ethnic dinner</li> <li>-Hans massage and stress relief</li> </ul>	<ul style="list-style-type: none"> <li>-Learn new hobbies</li> <li>-Socials</li> <li>-Hall Idol</li> <li>-Condom Olympics</li> </ul>	<ul style="list-style-type: none"> <li>-Social activities</li> <li>-Career exploration</li> <li>-Depression</li> <li>-True Colors</li> </ul>	<ul style="list-style-type: none"> <li>-Skin cancer awareness</li> <li>-What's an internship?</li> <li>-Origami 101</li> </ul>	<ul style="list-style-type: none"> <li>-Condom Hunt</li> <li>-Drunk driving awareness</li> <li>-National Day of Silence</li> <li>-Battle of the buildings</li> <li>-Japanese Tea</li> </ul>	<ul style="list-style-type: none"> <li>-End of the year banquets</li> <li>-Leadership receptions</li> <li>-Midnight finals breakfast</li> </ul>
<b>JUNIOR</b>	<ul style="list-style-type: none"> <li>-Social Activities</li> <li>-Music in the Park</li> <li>-Game night</li> <li>-Great America</li> </ul>	<ul style="list-style-type: none"> <li>-Cooking skills</li> <li>-Hatha Yoga</li> <li>-Art Museum tour</li> <li>-Castle rock hike</li> </ul>	<ul style="list-style-type: none"> <li>-Diversity</li> <li>-Professional bra fitting</li> <li>-Intercultural Communication</li> <li>-Coming Out Week</li> </ul>	<ul style="list-style-type: none"> <li>-Intercultural communication</li> <li>-Food drive</li> <li>-Career planning</li> <li>-Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>-Hate free millennium</li> <li>-Burn out</li> <li>-On Holy Ground</li> </ul>	<ul style="list-style-type: none"> <li>-Winter sport field trips</li> <li>-Socials</li> </ul>	<ul style="list-style-type: none"> <li>-Depression</li> <li>-Chinese New Year</li> <li>-Open Mic Night</li> <li>-Red Dress campaign</li> </ul>	<ul style="list-style-type: none"> <li>-Cinequest</li> <li>-Love your breasts</li> <li>-Bowling fundraiser</li> </ul>	<ul style="list-style-type: none"> <li>-Aerobics</li> <li>-STIs Awareness</li> <li>-Room gardening</li> </ul>	<ul style="list-style-type: none"> <li>-End of the year banquets</li> <li>-Leadership receptions</li> <li>-Midnight finals breakfast</li> </ul>
<b>SENIOR</b>	<ul style="list-style-type: none"> <li>-Welcome Back</li> <li>-Bar Be Que</li> <li>-Movie Marathon</li> </ul>	<ul style="list-style-type: none"> <li>-Grad school exam prep</li> <li>-Salsa Dancing</li> <li>-Chess tournament</li> <li>-Cooking tips</li> </ul>	<ul style="list-style-type: none"> <li>-What can you do with your major?</li> <li>-Applying to grad school?</li> <li>-Resume writing tips</li> </ul>	<ul style="list-style-type: none"> <li>-Interviewing skills</li> <li>-Blood drive</li> <li>-Peace Corps</li> <li>-Red Dress campaign</li> </ul>	<ul style="list-style-type: none"> <li>-Last minute study tips</li> <li>-Romantic relationships!</li> <li>-Diplomacy tournament</li> </ul>	<ul style="list-style-type: none"> <li>-Controlling Anxiety</li> <li>-Socials</li> </ul>	<ul style="list-style-type: none"> <li>-Who needs a resume?</li> <li>-Soul Food Social</li> <li>-Depression</li> </ul>	<ul style="list-style-type: none"> <li>-Vagina Monologues</li> <li>-So, you don't have a job yet?</li> </ul>	<ul style="list-style-type: none"> <li>-Paying back student loans</li> <li>-Battle of the buildings</li> </ul>	<ul style="list-style-type: none"> <li>-How to say goodbye</li> <li>-End of the year banquets</li> <li>-Leadership receptions</li> </ul>
<b>GRAD</b>	<ul style="list-style-type: none"> <li>-Coffee house social</li> <li>-Tour of campus and San José</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> <li>-Library tour</li> <li>-Book club</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> <li>-Poetry jam</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> <li>-Hot topic debates</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> <li>-Research tips session for grad students</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> <li>-Careers seminars</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> <li>-Dating for Grad students</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> </ul>	<ul style="list-style-type: none"> <li>-Coffee house social</li> <li>-Midnight breakfast</li> </ul>