



# UNLOCKING THE BENEFITS OF FUN

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# MEET THE TEAM



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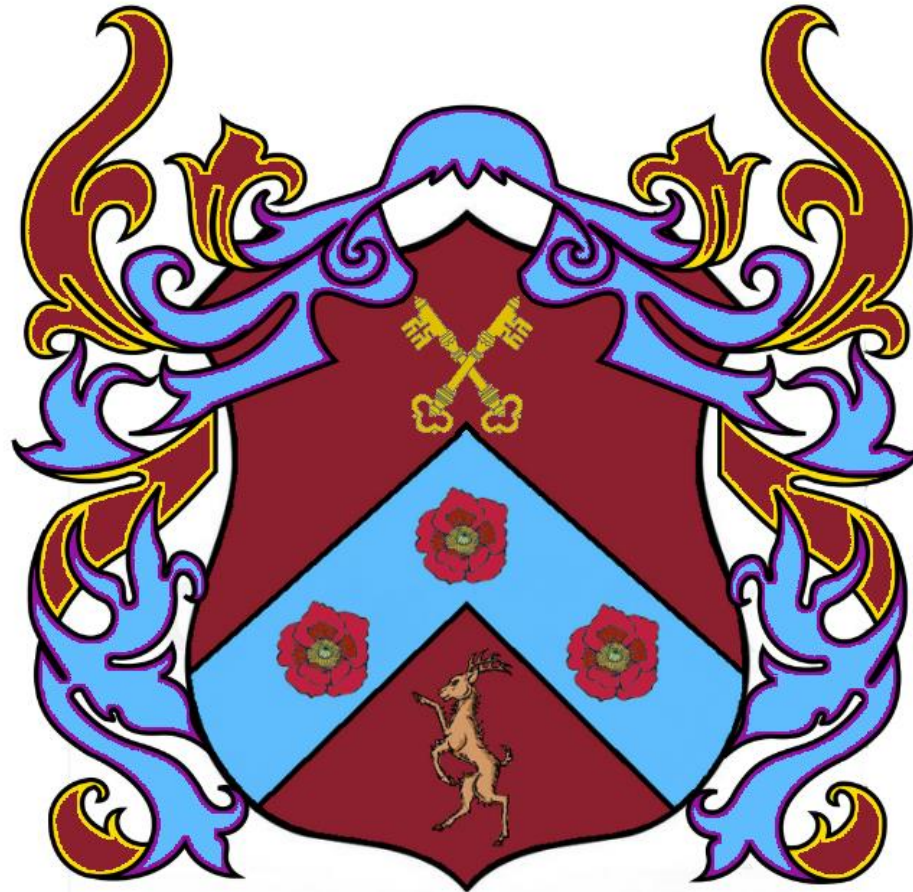
# OVERVIEW

- Institution Crest Analysis
- Mission and Vision Statements
- Overview of In-Person RA Training
- Missing Topics from In-Person Training
- F.U.N. Module Overview
- Foundational Information
- Understanding our Students
- Navigating our Work
- Assessment
- Closing

# CREST ANALYSIS

It is pivotal in higher education to weave the mission and values of an institution into all aspects of work at the institution.

We believe this crest symbolizes aspects of our mission and values and is a visual reminder of our work in higher education including our asynchronous residential training program.



## **Color: Maroon**

Patient in battle, and yet victorious

## **Color: Blue**

Truth and Loyalty

## **Acanthus Leaves**

Admiration of the Arts

## **Interlocking Keys**

Guardianship

## **Poppy**

Hope and Joy

## **Stag**

One who will not fight unless provoked; peace and harmony



# MISSION

Student Affairs and Residence Life advances the University's mission by facilitating student learning and development for maximizing academic and personal success. We create a positive, inclusive, and challenging learning environment that encourages self-motivation and fosters leadership development and life skills. Through engagement with our essential services and programs that promote intellectual, physical, and emotional well-being, our students transform their potential to match their highest aspirations.

# VALUES

We value a student-centered community where:

- Collaboration exists in the spirit of teamwork, learning and creativity
- Communication is respectful, open and continuous
- Integrity guides our sense of honesty, fairness, and compassion
- Diversity and inclusion are embedded in our work
- Innovative processes bring about the advancement of knowledge, personal growth, and sustainable change

We share these statements as a reminder of the mission and values of our Student Life Department in relation to the RA training we have developed for our student leaders at Bronson.

# TRAINING

CURRENT IN- PERSON RA  
TRAINING TOPICS OVERVIEW

- ☐ Creating Community
- ☐ Student Handbook/ Policy Overview
- ☐ Roommate Agreements/ Mediation
- ☐ Paperwork Basics
- ☐ Mock Duty
- ☐ Behind Closed Doors
- ☐ Bystander Intervention Training
- ☐ Title IX
- ☐ New Student Move-In Day

- Diversity and Social Justice
- Knowledge of Student Populations
- Helping Skills
- Interpersonal Skills
- Relationship Building
- Knowledge of Campus Resources
- Applicability of Gained Skills
- Social Media Skills

# MISSING TOPICS

TOPICS MISSING FROM IN-PERSON  
TRAINING TO USE FOR MODULES

# Outline of Modules



## Foundational Information

Packing Your Student's Parachutes  
Interactive Resource Hunt  
Using Empathy

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Release Date: **July 1, 2019**  
Completion Date: **July 15, 2019**



## Understanding Our Students

Diversity and Social Justice  
Student Populations  
Students with Disabilities

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Release Date: **July 22, 2019**  
Completion Date: **August 5, 2019**



## Navigating Our Work

Using Social Media  
Creating Healthy Boundaries  
Transitioning to a Career

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Release Date: **August 12, 2019**  
Completion Date: **August 26, 2019**



# PACKING YOUR STUDENT'S PARACHUTES

## Foundational Information

Training Section 1

## Module 1

Total Modules: 9

## TED Talk

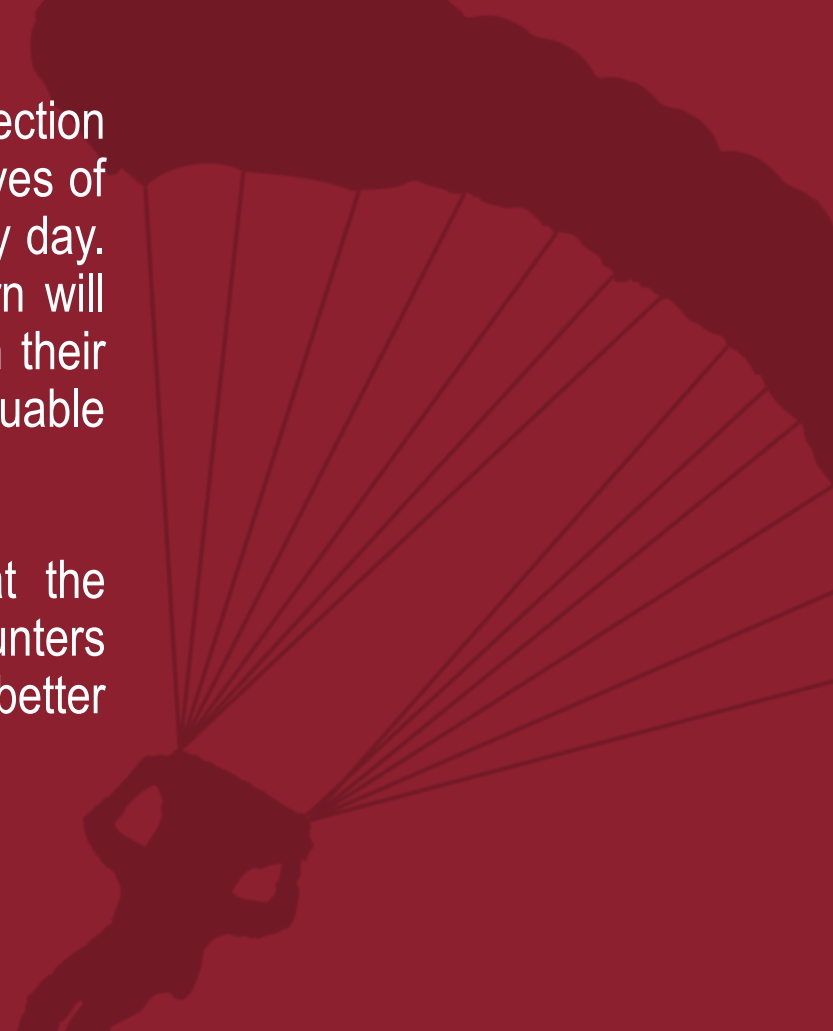
Format of Presentation

July 1, 2019

Release Date

Based off the story of Vietnam US Navy pilot Chares Plumb, the main goal of this section is for RA's to understand how important their role as a Resident Advisor is in the lives of the students in their communities despite the behind the scenes work they do every day. To be an RA, the detailed work, motivation, leadership, and experience they learn will benefit those in their communities even if they do not see an immediate return on their investment. Through this TED Talk, we want to show and remind RA's of their valuable work in this campus leadership position.

As the presenter, Alvin Sturdivant, Vice President of Student Development at the University of Seattle and the current President of ACUHO-I, will share his RA encounters as well as many years of Residence Life experience to relate with our RA's to better understand their role.



# INTERACTIVE RESOURCE HUNT

## Foundational Information

Training Section 1

## Module 2

Total Modules: 9

## Drone Footage & Information

Format of Presentation

July 1, 2019

Release Date

Benefiting from increasing technology, this module will use drone footage to show valuable campus resources to student staff members. When overseeing each building, an interactive component will be used to showcase where offices are located, important professionals working in each office, as well as how the office may be a resource to the RA and benefit for the students.

Some of the offices students will visit virtually include the Multicultural Center, Tutoring and Writing Center, offices of Academic Advisors, the Counseling Center, Student Life Office, Career and Professional Development Office, the Student Involvement Office, Campus Security office, and more.



# USING EMPATHY

## Foundational Information

Training Section 1

## Module 3

Total Modules: 9

## Case Studies- Short Stories

Format of Presentation

July 1, 2019

Release Date

To finish off the first section, we believe it is foundational for RA's to understand empathy. Empathy is an important skill to understand not only for the students living in their communities, but to access the needs of themselves. According to Cuzzo et al. (2017) "Empathy allows us to determine our own needs, discern the needs of others, build interpersonal relationships that are satisfying, and function effectively in stressful and challenging professional settings" (p. 61).

Through this training session, RA's will listen to short stories in a case study format from former RA's and professional staff members. Each scenario will share a difficult situation an RA faced and how using empathy, successfully resolved the scenario they faced.

CLIMB IN THE HOLE.  
EMPA & NEVER  
THY SAY  
"AT LEAST."  
BRENE BROWN

# DIVERSITY AND SOCIAL JUSTICE

**Understanding Students**

Training Section 2

**Module 4**

Total Modules: 9

**Interactive Recorded Skits**

Format of Presentation

**July 22, 2019**

Release Date

To grasp a better understanding of a socially just mindset, this section encourages our RA's to work towards a liberatory consciousness which will enable our student leaders to assist and understand the wide range of identities presented by students on campus. Topics focused around the Diversity and Social Justice module will include aspects of marginality, oppression, equity, microaggressions, and inclusion.

The session will be presented as recorded skits that are interactive with the students as they approach each scenario. As they RA's observe the training session, they will be involved with making decisions, finding solutions, supporting students, and gaining a better grasp on social justice. This module will benefit the RA's with their floor communities, but more importantly in their world outside of campus as they continue to be a positive influence in their communities.



# STUDENT POPULATIONS

**Understanding Students**

Training Section 2

**Module 5**

Total Modules: 9

**Webinar**

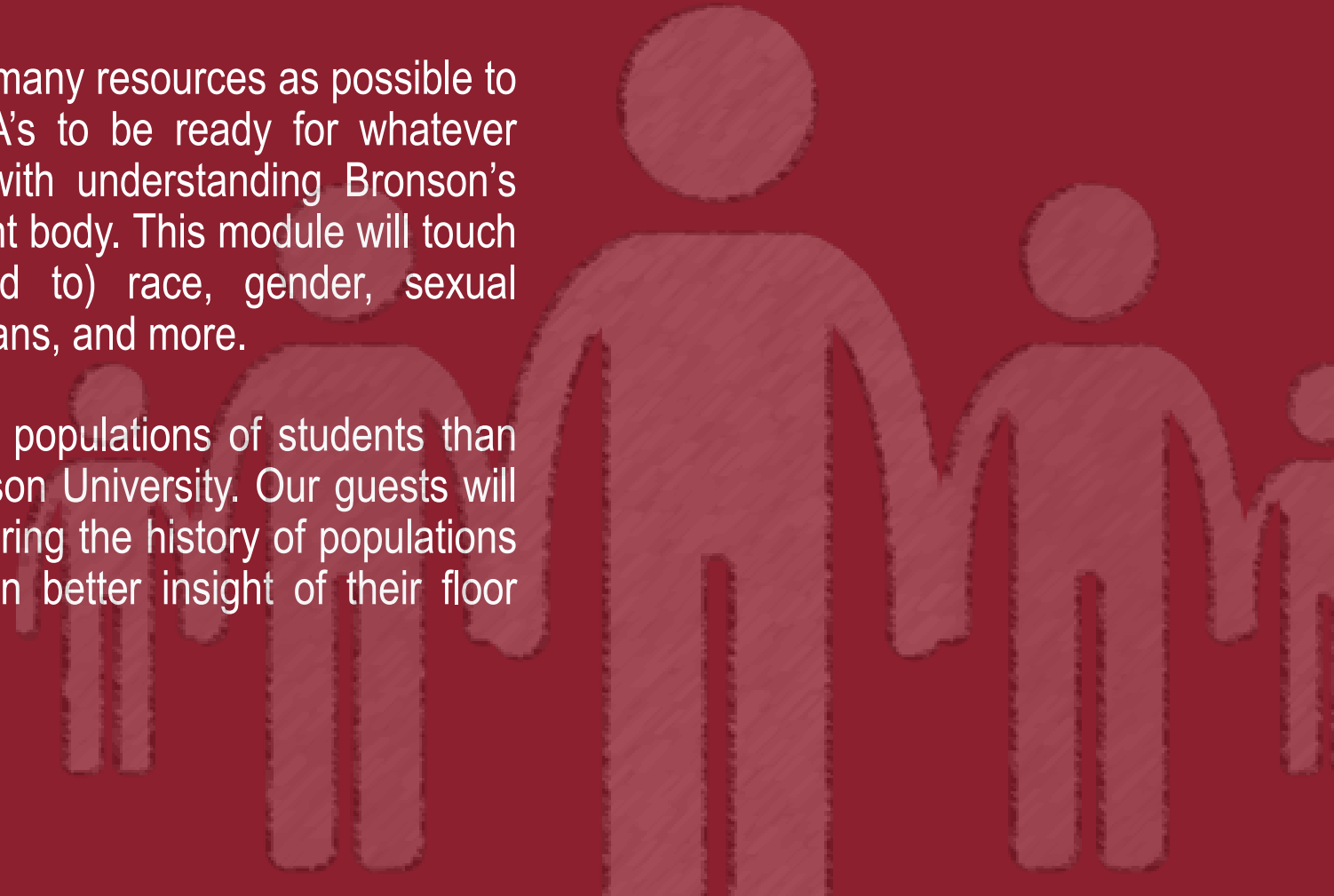
Format of Presentation

**July 22, 2019**

Releas22e Date

At Bronson, we want to provide our students as many resources as possible to be successful. This includes preparing our RA's to be ready for whatever challenges may come their way. This starts with understanding Bronson's student population created from a diverse student body. This module will touch on many identities (including but not limited to) race, gender, sexual orientation, religion, socioeconomic status, veterans, and more.

Who better to understand the current and past populations of students than professional staff members and alumni at Bronson University. Our guests will be invited to join in creating a short webinar sharing the history of populations and the current population at Bronson to gain better insight of their floor communities.



# STUDENTS WITH DISABILITIES

## Understanding Students

Training Section 2

## Module 6

Total Modules: 9

## TED Talk

Format of Presentation

July 22, 2019

Release Date

The final training section for assisting our RA's to better understand the students living in their communities, is to have knowledge of students living with both physical and mental disabilities. Some important aspects of this module will be on the importance of attaining an awareness towards a wide array of disabilities, retaining an individual's independence, and understanding the difference between helping skills and counseling skills.

As a valuable resource on campus, Bronson's Director of Disability Student Services will present this module in a Ted Talk format. They will share information about current trends with college students and the impact on our campus with our current student population.





# UTILIZING SOCIAL MEDIA

## Navigating Our Work

Training Section 3

## Module 7

Total Modules: 9

## Prezi

Format of Presentation

August 12, 2019

Release Date

As social media accounts amongst our student populations grows tremendously each year, adaptation to RA training is a must. Throughout this session, RA's will learn about all things surrounding social media and their RA role. This includes using social media as a recruitment tool for programming, advertising campus and community events, and building community.

Additionally, this module will also address the usage of their personal social media accounts in relation to their RA role. Sharing recent events, such as the story of a Facebook post by a Stanford University RA, will show RA's that their words and actions speak loudly while in a campus leadership position.

This training module will be presented using a Prezi format to keep RA's engaged, share experiences of how social media can positively impact their communities, and the digital footprint they leave as they post, share, and like various things on their social media accounts.

# CREATING HEALTHY BOUNDARIES

**Navigating Our Work**

Training Section 3

**Module 8**

Total Modules: 9

**Experienced Stories**

Format of Presentation

**August 12, 2019**

Release Date

Because of an RA's commitment to their communities, RA's sometimes find themselves in difficult relationship building situations. This module aims to educate our student staff about these experiences before they happen and the tools necessary to work through each situation appropriately. This module will include information on residents becoming too attached to their RA's and inappropriate or negative relationships between residents and RA's. A key component to this module is navigating these situations for both the health and well-being of the RA and the student alike.

Shared experiences from past and current RA's as well as from professional staff members will be the framework for this module. Through sharing these experiences, our RA staff will understand how these situations may come up when they are least expected and provide a resource to RA's who experience a similar situation during their time as an RA and through their next professional opportunity.

# TRANSITIONING TO A CAREER

## Navigating our Work

Training Section 3

## Module 9

Total Modules: 9

## Podcasts

Format of Presentation

August 12, 2019

Release Date

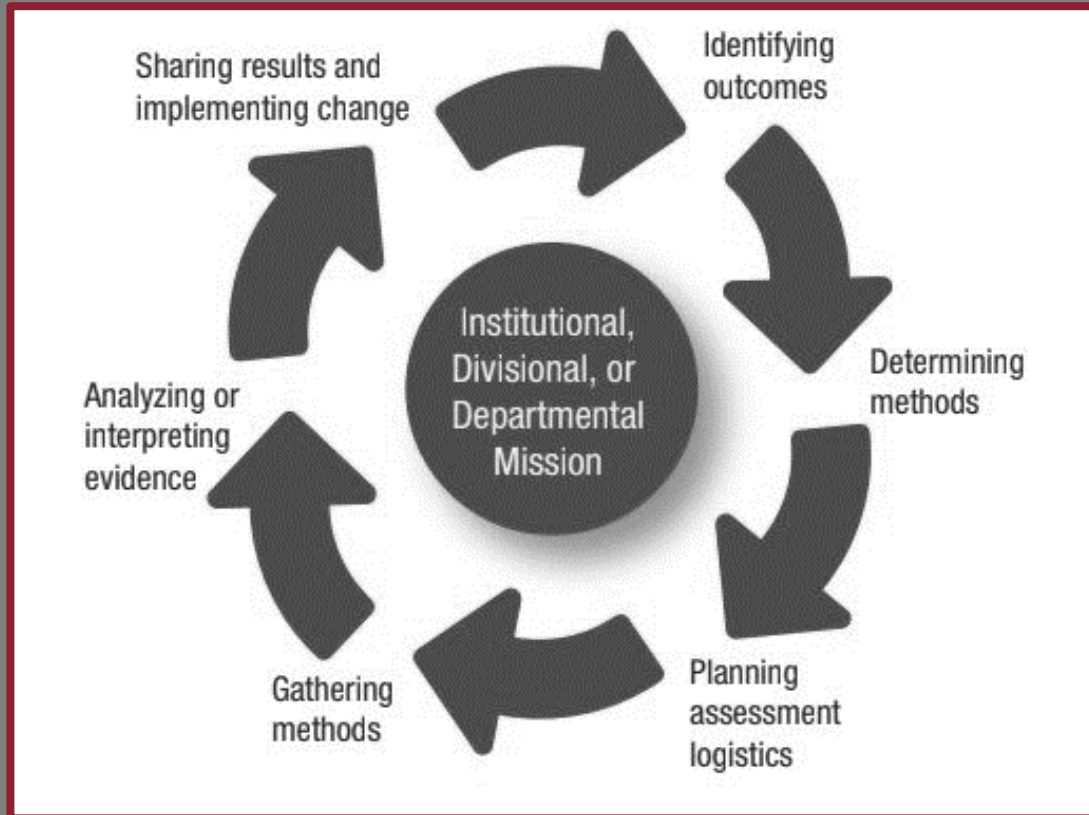
After this leadership position, what's next? This session is for RA's to understand how the skills they are developing in their RA position, will benefit them in their future careers regardless of their career path. Communication, Programming, Leadership, Organization, Interpersonal Skills, and Inclusivity are only a few transferable skills that will be addressed in the training session podcast. This will incorporate a discussion of many soft-skills that will prepare our student staff members to be their best in the post-collegiate careers.



As already mentioned, this discussion will be through a podcast format of two professional staff members at Bronson who can share in what employers are looking for in college graduates, displaying their experience well on a resume, and helping our student leaders get a job based off the experience will have as an RA.

# ASSESSMENT

Yousey- Elsener (2013) Model



- 1 Identifying Outcomes
- 2 Determining Methods
- 3 Planning Assessment Logistics
- 4 Gathering Methods
- 5 Analyzing or Interpreting Evidence
- 6 Sharing Results and Implementing Change

# IDENTIFYING OUTCOMES

## Did You Know?

Suskie (2015) recommends “limiting learning outcomes” (p. 124) and for this reason, each module in this training program will have only one desired learning outcome, for a total of nine total learning outcomes.



## Best Practices

Each outcome will be analyzed through our pre-test and post-test that all RA's must complete before beginning training (pre-test) and after completing training (post-test).

# DETERMINING METHODS

Using a mixed methods approach will allow us to gather information in multiple ways to gain a better insight on the benefits and drawbacks of each module.

A quantitative analysis will be done using pre-test and post-test surveys used to determine growth of our RA staff.

A qualitative analysis will be done using the individual module surveys for each of the nine training sessions.

From this, we developed the following instruments...



# QUANTITATIVE ASSESSMENT

# QUALITATIVE ASSESSMENT

## RA Training Pre-Test and Post-Test

### Section 1 Modules 1-3

My position as Resident Advisor makes a difference in the lives of my residents. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I have the ability to direct students to resources across campus. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I know how to practice empathy as a resident advisor. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

BACK NEXT

## RA Training Pre-Test and Post-Test

### Section 2 Modules 4-6

I know and understand how to embrace diversity and incorporate social justice into my work as a resident advisor. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I know and understand the different populations I might encounter as a resident advisor. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I know and understand how to work with students with disabilities. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

BACK NEXT

## RA Training Pre-Test and Post-Test

### Section 3 Modules 7-9

I know and understand how to utilize social media in my work as a resident advisor. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I know and understand how to create healthy boundaries between me and my residents. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I know and understand how to articulate the importance of my work as a resident advisor when transitioning to other careers inside or outside of higher education. \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

BACK SUBMIT

## Individual Module Assessment

\* Required

What are the three big points from this module? \*

Your answer

How can you connect the big points from this training session to your work as a resident advisor? \*

Your answer

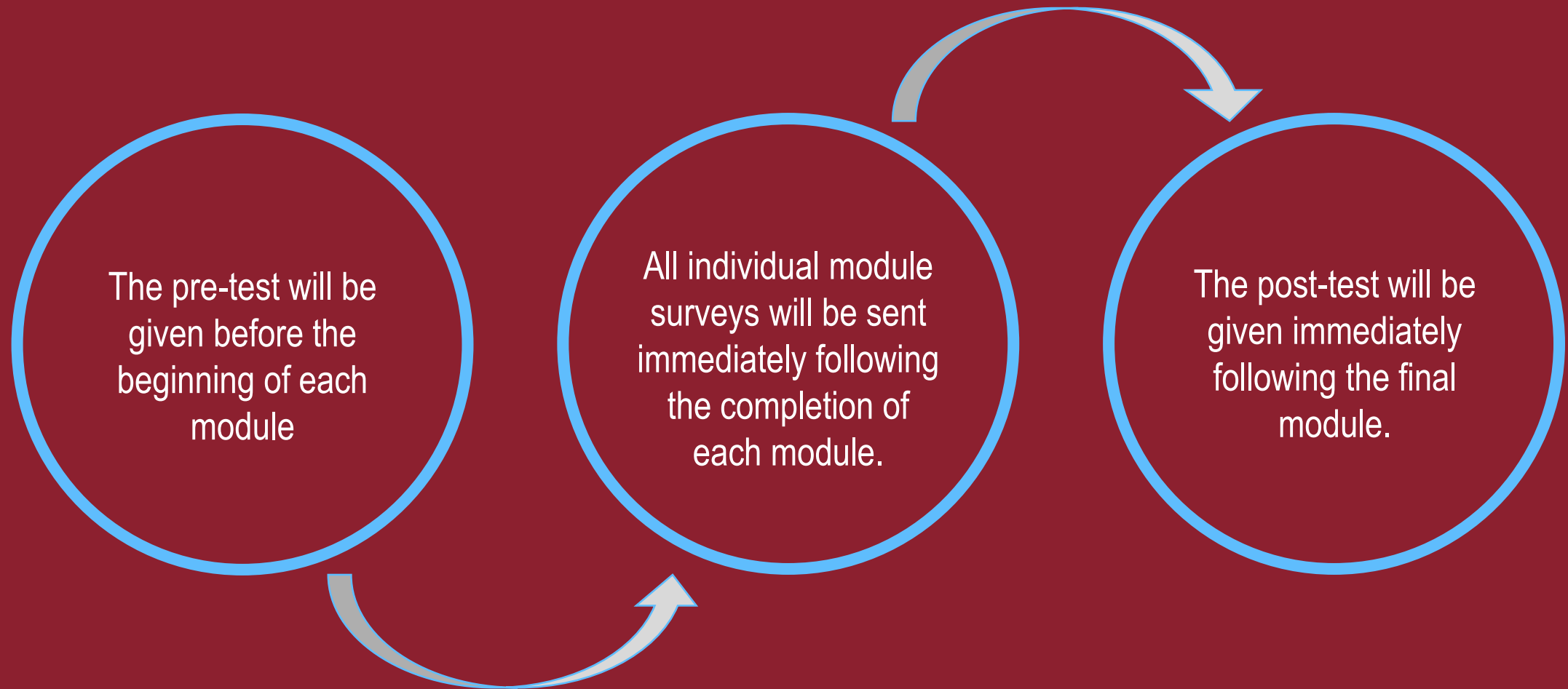
How could this module be improved? \*

Your answer

SUBMIT

Never submit passwords through Google Forms.

# PLANNING ASSESSMENT LOGISTICS



# FINAL ASSESSMENT STEPS

## Gathering Methods

This step takes place when students fill out the pre-test, post-test, and individual module surveys

## Analyzing and Interpreting Evidence

The results of the surveys are automatically compiled. More analysis will be done by the Residence Life team if needed.

## Sharing and Implementing Change

Results of our analysis will be shared with the entire Residence Life professional staff. If changes are necessary, they will be implemented.

**Revisit  
Step 1**

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Unlocking the Benefits of FUN:

Using Asynchronous Modules to Enhance R.A. Training at Bronson University

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## **Introduction**

The purpose of this paper is to serve as a supplemental document that allows us to give a more expansive and concise description reflecting our presentation.

## **Modules Overview**

### **Section I: (F)oundational Information (Modules I-III)**

Section I provides an introduction for the sections that follow. Our first module, “Packing Your Student’s Parachutes,” offers a speaker providing a TED Talk style presentation to help RA’s understand just how pivotal the RA role is in the lives of their residents. This module will orient and prepare students to the asynchronous training. We recommend Alvin Sturdivant, Vice President for Student Development at the University of Seattle and the current President of Association of College and University Housing Officers- International (ACUHO-I), as a speaker for this first module because he can speak to the importance of housing, residence life, and the RA position. Through this module, RA’s will gain a historical and practical understanding of how their work can and does influence students in their residential environment.

“Interactive Resource Hunt” is the second module of this section. In this module, we will use drone footage to take our RA’s for a comprehensive tour of the entire campus, including stops at many of the most important resources for our students (i.e., multicultural centers, tutoring offices, academic advising offices, the counseling center, and much more). This module will also include information about each of these functional areas, ensuring that our RA’s have enough information to make referrals and bring students to these resources. The learning outcome for this module is that RA’s have the ability to direct students to resources across campus.



The third module in this section, “Using Empathy,” serves as a crucial transition from the first section of modules to the second, and will help our RA’s develop empathy, an important helping skill. According to Cuzzo, Larson, Mattson, & McGlasson (2017), “Empathy allows us to determine our own needs, discern the needs of others, build interpersonal relationships that are satisfying, and function effectively in stressful and challenging professional settings” (p. 61). For an RA, these skills are vital because of the complex dynamics of working to build community and relationship development in the position. To teach empathy, this training will utilize case scenarios as recommended by Cuzzo et al. (2017) presented by former RA’s. The case scenarios, shared by former RA’s, will describe difficult situations they faced, and how using empathy successfully resolved the scenario. The learning outcome for this module is for students to know how to use empathy as an RA.

## **Section II: (U)nderstanding our Students (Modules IV-VI)**

The second section of modules builds upon our empathy module and includes information on skills necessary to work with a diverse group of students. This section encourages our RA’s to work towards a liberatory consciousness (Love, 2018) which will enable them to assist and understand the wide range of identities presented by students. With that in mind, our fourth module is “Diversity and Social Justice.” Topics covered in this module will include aspects of microaggressions, marginality, oppression, equity, and inclusion. This module will also utilize intervention methods as proposed by Stewart (2012). We plan to present this module with interactive recorded skits, allowing the user to choose how to approach situations. The skit evolves with the choices of the RA, enabling them to learn from and reflect on their choices. The learning outcome for this module is that students know and understand how to embrace social justice in their work as a resident advisor.

Our fifth module, “Student Populations,” will inform RA’s about the unique challenges faced by our diverse student body. This module will touch upon identities such as, but not limited to, socioeconomic status, race, gender, sexuality, religion, veterans, etc. The vast number of identities will allow RA’s to gain a comprehensive understanding of the student body. Further, this module will also address the intersections of these identities to complicate and resist the tactic of placing people in metaphorical boxes and limiting the individual experiences each resident brings. We plan to make this training in a webinar format, presented in a way not dissimilar from our empathy training, while including alumni, and professional staff from Bronson. The learning outcome for this module is that RA’s know and understand the different populations they might encounter as an RA.

The sixth module overall, “Students with Disabilities,” will cover current issues students with mental and physical disabilities face on college campuses. Some important aspects of this module will be about the importance of retaining an individual’s independence, attaining an awareness towards the wide array of disabilities, and understanding the difference between helping skills and counselling skills. The Director for Disability Resources will give a Ted Talk for this module. The learning outcome for this module is that RA’s know and understand how to work with students with disabilities.

### **Module Section III: (N)avigating our Work**

Our goal for the third section of modules is to help RA’s develop practical skills they can utilize during and after their time as an RA. Our seventh module, “Utilizing Social Media,” will teach RA’s how to utilize social media as a resource to build community. Topics will cover how to advertise events, how their personal social media presence (both positive and negative) can impact how their residents view them, and how the residents’ use of social media can influence

the campus community. We will utilize a Prezi format for this module. The learning outcome for this module is that RA's know and understand how to utilize social media in their work as an RA.

The second module in this section, and the eighth module overall, is "Creating Healthy Boundaries." Because of their roles in their community, RA's sometimes find themselves in complicated relationship dynamics. This module's aim is to educate RA's about relationship dynamics and give them tools to properly deal with them. For example, this module will include information on residents becoming too attached to their RA, residents fighting with their RA, and residents who attempt to establish an improper sexual/romantic relationship with an RA. A key component to this module is how identifying and handling these situations is both key for the health and wellbeing of the RA, and for the health and wellbeing of the student. This module will incorporate stories from past RA's with feedback on how to handle the situation from both the RA that shared the story and from professional staff members. The learning outcome for this module is that RA's know and understand how to create healthy boundaries between themselves and their residents.

The ninth and final module of our asynchronous training is "Transitioning to Career." The purpose of this module is to help RA's understand how they can market the RA skills when applying for positions in their future job and career searches. This will incorporate a discussion of soft-skills and how these are transferrable to almost any job. The method of presentation for this module will be a podcast that includes two different authors who are specialists on this topic. Our group desires to reach out to several authors from InsideigherEd.com and the Chronicle of Higher Education. The learning outcome for this module is that RA's know how to articulate the

importance of their work as an RA when transitioning to other careers inside or outside of higher education.

### **Using Assessment to Drive Practice**

To have a successful training program, outcomes must be clear. Suskie (2015) recommended “limiting learning outcomes,” and for this reason, each module in this training program will have a singular learning outcome, for a total of nine learning outcomes. We noted these learning outcomes in the description of each module. For the purpose of designing our assessment tools, the group used the Yousey-Elsener (2013) model to guide our assessment process. The Yousey-Elsener (2013) model has six steps: identifying outcomes, determining methods, planning assessment logistics, gathering evidence, analyzing and interpreting evidence, and sharing and implementing change.

Our methods for assessment and assessment logistics are within our visual presentation. Each RA must complete a pre- and post- test survey, as well as answer qualitative questions after each module to capture their voice. Analysis on quantitative and qualitative data will begin after the first module is complete. Finally, the group will derive findings, and generate a report and presentation to share within the residence life department, and then determine important changes for the next cycle of RA training. We envision a cyclical assessment process to ensure the long-term maintenance and improvement of the asynchronous training.

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