Co-curricular Program Based Learning Outcomes Nomination Form

Criteria to include when nominating a co-curricular program with embedded learning outcomes:
- Program name and Department.
- Participant capacity (is there a set participation limit?)
- Narrative description of which embedded learning outcomes are addressed, and how.
- Description of learning activities to be used to achieve the learning outcomes.
- Description and specific examples of assessment methods used.
- Description of how the assessments will be used to determine if the criteria for the learning outcomes have been met.
- Description of how program experiences and assessment methods will be consistent from year to year and from section to section if multiple sections are used.
- Evidence of support by the department nominating the program.

<table>
<thead>
<tr>
<th>Name of Department/Unit nominating the program</th>
<th>Housing &amp; Food Services / University Residences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Program or Activity being nominated</td>
<td>Resident Assistant position</td>
</tr>
<tr>
<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>Participation is based upon an application and selection process. The selection process includes two interviews and completion of an 8-week classroom component.</td>
</tr>
<tr>
<td>Participant capacity (students/year)</td>
<td>Approximately 290/year</td>
</tr>
</tbody>
</table>
| Activity offering frequency | ☒ Fall  
☐ Spring  
☐ Summer |
| Embedded learning outcomes addressed in the nominated program/activity | ☐ Creative Thinking  
☐ Critical Thinking  
☐ Ethical Reasoning  
☐ Global Citizenship and Social Awareness  
☒ Intercultural Knowledge  
☒ Leadership and Teamwork  
☐ Quantitative Reasoning  
☐ Integrative Knowledge  
☐ Written Communication (levels 2 and/or 3)  
☐ Information Literacy (levels 2 and/or 3) |
| Please describe the specific assessment methods by which it will be determined | Attached are documents for some of the training sessions Resident Assistants |
**Title:** Social Justice and Inclusion (Centralized)

**Timeframe:** 60 Minutes

**Prepared By:** Eddington

**Overview & Purpose**
Social justice in the context of Residence Life is "a personal and professional commitment to the intentional and interactive process of understanding privilege, disadvantage and oppression while working toward a more equitable institution."

**Pre-requisites (pre-learning experience)**
What was already learned or was required to be learned prior to this presentation? SJI & You!

<table>
<thead>
<tr>
<th>Learning Objectives/Outcomes</th>
<th>Content Being Covered</th>
<th>Key Points to Emphasize</th>
<th>Instructional Techniques or Methods</th>
<th>Estimated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The participants will be able to...</td>
<td>Importance of SJI</td>
<td>This is OUR community. People matter.</td>
<td>Slideshow with video</td>
<td>30 minutes</td>
</tr>
<tr>
<td>The participants will be able to understand and describe in their own words three distinct reasons that social justice and inclusion is important.</td>
<td>There are a plethora of opportunities that are starting to engage your communities in learning, growing, and celebrating each other's stories.</td>
<td>Opportunities include: Coffee Houses, Affinity Groups, BGR/RA Rotations, Documentary Viewings, Cards/Posters, Bulletin Boards</td>
<td>Knowledge Sharing</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

**Assessment Plan:**
After attending documentary sessions, follow up with RAs on lessons learned, how they'll take the knowledge gained and go forth with it, etc. Throughout the year, make this a part of the 1:1s: Guided questions regarding various networks.

**Instructional resources and equipment needed:**

<table>
<thead>
<tr>
<th>For Program Presenter:</th>
<th>For Learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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Overview & Purpose
Social justice in the context of Residence Life is "a personal and professional commitment to the intentional and interactive process of understanding privilege, disadvantage and oppression while working toward a more equitable institution."

Pre-requisites (pre-learning experience)
What was already learned or was required to be learned prior to this presentation?
SJL & You!

Learning Objectives/Outcomes
The participants will be able to...

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<tbody>
<tr>
<td>• Importance of SJI</td>
<td>• How do you approach conversations that are uncomfortable?</td>
<td>Debate</td>
<td>30 minutes</td>
</tr>
<tr>
<td>• Acknowledging different points of view.</td>
<td>• How do you understand another person's experience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Acknowledging different experiences</td>
<td>• How do you empathize with another person's experience that is different from yours?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If you see issues happening, there will be plans in place to respond and help students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This is OUR community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• People matter.</td>
<td></td>
<td></td>
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Assessment Plan:
After attending documentary sessions, follow up with RAs on lessons learned, how they'll take the knowledge gained and go forth with it, etc.
Throughout the year, make this a part of the 1:1s: Guided questions regarding various networks.

Instructional resources and equipment needed:

For Program Presenter:  
For Learners:
Title: Social Justice and Inclusion (Neighborhood)

**Overview & Purpose**
Social justice in the context of Residence Life is "a personal and professional commitment to the intentional and interactive process of understanding privilege, disadvantage and oppression while working toward a more equitable institution."

**Pre-requisites (pre-learning experience)**
What was already learned or was required to be learned prior to this presentation?
SJI & You!

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</table>
| The participants will be able to... | Importance of SJI | - Stories from campus events are your residents.  
- This is OUR community.  
- People matter. | News coverage of hate/bias incidents. | 15 minutes |
| The participants will be able to understand and describe in their own words three distinct reasons that social justice and inclusion is important. | Conversation starters.  
Proactive approach to issues. | - How do you approach conversations that are uncomfortable?  
- If you see issues happening, there will be plans in place to respond and help students.  
- Connecting with our residents from the beginning is PART OF WHAT WE DO.  
- When larger issues are happening, we should be thinking of how it is potentially impacting our students, check-in with students, and support students. | Small group discussion | 10 minutes |

**Assessment Plan:**
After attending documentary sessions, follow up with RAs on lessons learned, how they'll take the knowledge gained and go forth with it, etc. Throughout the year, make this a part of the 1:1s: Guided questions regarding various networks.

**Instructional resources and equipment needed:**

**For Program Presenter:**

**For Learners:**
Title: StrengthsQuest (Community)

Timeframe: 90 minutes  
Prepared By: Eddington

Overview & Purpose

Staff will learn the fundamentals behind StrengthsQuest/StrengthsFinder. They will investigate how their own strengths can be utilized in their lives, their leadership opportunities, and in their teams/groups that they work in on a daily basis.

Pre-requisites (pre-learning experience)

Staff will need to complete the StrengthsFinder assessment.

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<tr>
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<tbody>
<tr>
<td>The participants will be able to...</td>
<td>Participants will reflect on how Strengths can interact with each other by listing how they see how their top 5 Strengths interacting.</td>
<td>• Continue to continue to investigate the Top 5 strengths, and how they will play together. • Strengths manifest differently in different people.</td>
<td>Top 5 and Insight Reports of Top 5</td>
<td>30 minutes</td>
</tr>
<tr>
<td>New participants will be able to evaluate how their own Strengths can be used in their leadership role by listing examples of how they see their personal Strengths being utilized to accomplish job tasks.</td>
<td>Working with your personal Strengths in mind – a Strengths Mindset</td>
<td>• Specific Strengths do not mean you cannot complete a job task. Strengths help us accomplish them in different manners. • Integrate Strengths to conversations with students. &quot;Keep Strengths in mind during the program planning process.&quot;</td>
<td></td>
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Returning participants will be to reflect on what changes they can make to be a more effective leader using StrengthsQuest by creating an action plan to include their communities, teams and themselves.

<table>
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<tr>
<th>Community Development</th>
<th>Specific Strengths do not mean you cannot complete a job task. Strengths help us accomplish them in different manners.</th>
<th>Top 5 and Insight Reports of Top 5</th>
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<td><strong>Integrate Strengths to conversations with students.</strong></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td><em>Strengths to better plan programs</em></td>
<td></td>
</tr>
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</table>

Assessment Plan:
- StrengthsFinder Assessment
- Observation of common language of StrengthsQuest/StrengthsFinder jargon
- Responses to guided questions throughout training/the school year on how the student leaders are implementing/utilizing strengths-based leadership in various ways.

How will you ensure the objectives are being met?
- 1:1s throughout the year
- Observation of common language of StrengthsQuest/StrengthsFinder jargon
- Responses to guided questions throughout training/the school year on how the student leaders are implementing/utilizing strengths-based leadership in various ways

**Instructional resources and equipment needed:**

**For Program Presenter:**
- Action Plan Template for Returners and New
- Activities from the Gallup site for beginners and intermediate students
- StrengthsQuest cards

**For Learners:**
- Top 5
- Insight Reports
- Writing Utensil
**Title: StrengthsQuest (Community)**

*Timeframe:* 90 minutes  
*Prepared By:* Eddington

### Overview & Purpose
Staff will learn the fundamentals behind StrengthsQuest/StrengthsFinder. They will investigate how their own strengths can be utilized in their lives, their leadership opportunities, and in their teams/groups that they work in on a daily basis.

### Pre-requisites (pre-learning experience)
Staff will need to complete the StrengthsFinder assessment.

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<td>Continue to investigate the Top 5 strengths, and how they will play together. Strengths manifest differently in different people.</td>
<td>Top 5 and Insight Reports of Top 5</td>
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<td>New participants will be able to evaluate how their own Strengths can be used in their leadership role by listing examples of how they see their personal Strengths being utilized to accomplish job tasks.</td>
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<td>Specific Strengths do not mean you cannot complete a job task. Strengths help us accomplish them in different manners. Integrate Strengths to conversations with students. *Keep Strengths in mind during the program planning process</td>
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*Note:* *Keep Strengths in mind during the program planning process*
Returning participants will be to reflect on what changes they can make to be a more effective leader using StrengthsQuest by creating an action plan to include their communities, teams and themselves.

- Community Development

- Specific Strengths do not mean you cannot complete a job task. Strengths help us accomplish them in different manners.
- Integrate Strengths to conversations with students.
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  "Strengths to better plan programs"

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<th>Top 5 and Insight Reports of Top 5</th>
<th>90 Minutes</th>
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Assessment Plan:
- StrengthsFinder Assessment
- Observation of common language of StrengthsQuest/StrengthsFinder jargon
- Responses to guided questions throughout training/the school year on how the student leaders are implementing/utilizing strengths-based leadership in various ways.

How will you ensure the objectives are being met?
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**Instructional resources and equipment needed:**

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<tbody>
<tr>
<td>Action Plan Template for Returners and New Activities from the Gallup site for beginners and intermediate students StrengthsQuest cards</td>
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</table>

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<tr>
<th>For Learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 5 Insight Reports Writing Utensil</td>
</tr>
</tbody>
</table>
Title: Student Leadership Development  
(Central)

Timeframe: 60 minutes  
Prepared By: Eddington

### Overview & Purpose

What will be learned and why it is useful.

RAs will be able to examine different leadership styles, how theirs will affect their community, and how they can better develop their skills.

### Pre-requisites (pre-learning experience)

What was already learned or was required to be learned prior to this presentation?

No pre-requisites

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| Participants will be able to identify core components of the Komives Relational Leadership model by diagramming the model. | Discussion of what it means to be a leader. | * Komives Relational Leadership model  
* Leadership is a varied definition, and is different for many folks. | Slideshow | 5 minutes |
| Participants will be able to identify various leadership styles by listing which leadership style(s) resonate with them. | Typical leadership styles with examples of how the leadership style would be exhibited. | * Many different styles of leadership.  
* Values clarification | Slideshow and personal reflection | 15 Minutes |
| Participants will learn what it takes to become an effective leader by identifying a person whom they admire and their journey to leadership. | Personal leadership values identified in others | * Creating a frame of reference of leadership styles  
* Potential impact of personal values on leadership style  
* Understand the journey of leadership | Discussion (dyads) | 15 minutes |
| Participants will determine ways to connect their personal leadership style by brainstorming as list of how this style will meet the needs of a community. | Understanding of themselves as leaders.  
* It's important to know your community and its needs. | * Community development  
* Importance of inclusion  
* Importance of knowing personal biases as a leader  
* Our duty to create a safe community | Slideshow and Large Group Participation | 15 Minutes |
| Participants will investigate ways to create a vision for their community by creating action plans for student buy-in. | * Vision-casting  
* Creating buy-in | * Why it’s essential to have a vision for your community  
* Relationship building is essential in creating buy-in. | Slideshow and reflective activities | 10 Minutes |
**Assessment Plan:**
- Discussions between REC/SR and RA during first round of 1-2-1s.
  - RA submits action plans for review by Wednesday of second week of training.
  - Focus on leadership styles the RA identifies with and review action plans.

**Instructional resources and equipment needed:**

<table>
<thead>
<tr>
<th>For Program Presenter:</th>
<th>For Learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powerpoint</td>
<td>- Worksheet for Komives Relational Leadership Model</td>
</tr>
<tr>
<td></td>
<td>- Worksheets for Vision Casting &amp; Action Plans</td>
</tr>
</tbody>
</table>

**Room Design (if any):**

Lecture Hall

(Adapted from Caffarella, p. 194)
# Leadership and Teamwork Rubric

**Definition**

Leadership and Teamwork are interpersonal skills and behaviors under the control of individuals and team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to organizational and team discussions). The leader is one who practices management as a teachable skill with technical and administrative aspects which serve to direct people for the good of the enterprise. Leadership is the art and science of getting the job done through the willing efforts of others.

<table>
<thead>
<tr>
<th></th>
<th>Proficient 3</th>
<th>Emerging 2</th>
<th>Developing 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributes to Team Meetings</strong></td>
<td>Helps the team move forward by articulating the merits of alternative ideas or proposals.</td>
<td>Offers alternative solutions or courses of action that build on the ideas of others.</td>
<td>Offers new suggestions to advance the work of the group.</td>
</tr>
<tr>
<td><strong>Facilitates the Contributions of Team Members</strong></td>
<td>Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others, as well as noticing when someone is not participating and inviting them to engage.</td>
<td>Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</td>
<td>Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</td>
</tr>
<tr>
<td><strong>Individual Contributions Outside of Team Meetings</strong></td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.</td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.</td>
<td>Completes all assigned tasks by deadline; work accomplished advances the project.</td>
</tr>
</tbody>
</table>
| **Fosters Constructive Team Climate** | Supports a constructive team climate by doing all of the following:  
- Treats team members respectfully by being polite and constructive in communication.  
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.  
- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  
- Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any three of the following:  
- Treats team members respectfully by being polite and constructive in communication.  
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.  
- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  
- Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any two of the following:  
- Treats team members respectfully by being polite and constructive in communication.  
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.  
- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  
- Provides assistance and/or encouragement to team members. |
| **Responds to Conflict** | Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. | Identifies and acknowledges conflict and stays engaged with it. | Redirecting focus toward common ground, toward task at hand (away from conflict). |

*Adapted from AAC&U Core Value Rubrics*
# Intercultural Knowledge and Effectiveness Rubric

**Definition**

A set of behaviors, attitudes, and policies that come together to enable systems, agencies, or professionals to work effectively in cross-cultural situations.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Proficient 3</th>
<th>Emerging 2</th>
<th>Developing 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural self-awareness</strong></td>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
</tr>
<tr>
<td><strong>Knowledge of cultural worldview frameworks</strong></td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Empathy</strong></td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Verbal and nonverbal communication</strong></td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on these differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on these differences.</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td><strong>Curiosity</strong></td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td><strong>Openness</strong></td>
<td>Initiates and develops interactions with culturally different others. Suspects judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
</tr>
</tbody>
</table>

*Adapted from AAC&U Core Value Rubrics*
if the student has completed the program/activity to a level of success that indicates achievement of this learning outcome. (Remember: It is not the program that achieves the learning outcome, but the student demonstrates achievement of the outcome by successful completion as measured by the assessment.)

complete prior to beginning the role. Additionally, Resident Assistants receive continual training and one-on-one coaching throughout the year on these and other skills. The primary method of assessment will be the rubrics provided by the University Senate Educational Policy Committee for the embedded outcomes (see attached). Resident Assistants will be evaluated using these rubrics within the final month of the academic year. The person evaluating them will be their supervisor, the same individual responsible for coaching them throughout the year on these and other skills. Resident Assistants will need to score 12-15 on the Leadership & Teamwork rubric and 14-18 on the Intercultural Knowledge & Effectiveness rubric in order to receive credit for the respective outcomes.

| How will you ensure students receive a consistent degree of engagement with the program/activity and an equitable opportunity to achieve the embedded learning outcome(s) across multiple offerings/sections? | Participants learn throughout the year through training, in-services, and on-the-job application. Intercultural skills and leadership are two of the core focuses of the Resident Assistant position and all participants receive many opportunities to learn, practice, and engage in these skills. Engagement in this educational process is required as part of the job. |
|

Please attach documentation for the nominated program/activity that illustrates how the learning outcome(s) and its associated performance criteria (see VALUE rubrics) will be achieved by successful completion of the nominated program/activity.

Submitted by:

Name: Michael Seals
Department: Housing and Food Services

Signature of department head/director recommending that this program/activity be considered for approval as meeting an embedded outcome of the Outcomes-based Core Curriculum

Kevin Maurer