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>Residential Leadership Seminar</td>
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<tr>
<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>Applicants for the Resident Assistant position. This 8-week, 1-credit course is part of the selection process.</td>
</tr>
<tr>
<td>Participant capacity (students/year)</td>
<td>Approximately 300/year</td>
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</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 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.)

The Integrative Reasoning outcome can be met by performance on the four reflective online discussion assignments during this course. They are scored on a rubric (attached) and a score of 10 or greater is required to achieve the outcome. The Intercultural Knowledge outcome can be met by performance on an immersion assignment in which the student is required to explore a different culture at a deeper than surface level. Their paper response to this experience is scored using a rubric (attached) and a score of 15 or higher is required in order to achieve this outcome.

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?

All sections of this course feature the same content, assignments, and grading criteria. Every effort has been made to ensure consistency.

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
### Online Discussion Questions (15 pts)

Several class sessions (3-4) will have an online discussion assignment. These are to be completed before the beginning of the following class. Online discussions are an opportunity to reflect on the course material and engage with classmates on a more critical level. Each student is expected to post a response to each question, read the responses of his/her peers, and respond to two classmates’ posts in a meaningful and thoughtful manner.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Proficient (3)</th>
<th>Approaching (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONNECTIONS</td>
<td>Synthesizes life experiences and classroom knowledge to deepen understanding of the topic.</td>
<td>Selects and develops examples of life experiences to display classroom knowledge.</td>
<td>Compares life experiences and classroom knowledge.</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applies knowledge, theories, or skills learned in class to answer questions or explore issues in original ways.</td>
<td>Applies knowledge, theories, or skills learned in class to answer questions or explore issues.</td>
<td>Applies knowledge, theories, or skills learned in class to contribute to the understanding of questions or issues.</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Communicates a response to the discussion topic in a manner that further enhances understanding of the topic.</td>
<td>Communicates a response to the discussion topic in a manner that provides an explicit connection to the topic.</td>
<td>Communicates a response to the discussion topic in a manner that provides a basic connection to the topic.</td>
</tr>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Reflects upon past experiences across multiple contexts and envisions a future self.</td>
<td>Evaluates changes in own learning over time and recognizes factors.</td>
<td>Articulates strengths and challenges</td>
</tr>
<tr>
<td>RESPONSE</td>
<td>Responds to at least two posts in a manner that critically expands on the discussion of the topic.</td>
<td>Responds to at least two posts in a manner that provides a contrast of ideas.</td>
<td>Responds to less than two posts or responds in a manner that simply agrees with thoughts of original post.</td>
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</tbody>
</table>

***Score of 10-15 required to meet Integrative Learning embedded outcome.***

The following four questions/prompts were used in Spring 2014:

1. We all carry with us a variety of identities (Examples: student, sibling, woman, athlete, artist, so on). What are your most salient identities and how do those identities play into your leadership style? How do those identities help or hinder your ability to build relationships with people who are different from you?
2. Why is listening important when dealing with difficult conversations and circumstances in the residence halls? Describe a difficult conversation you have had in the past. How would you apply the skills learned in this class to approach that conversation more effectively?
3. Tell us about a team you were part of. Talk about the following aspects of the team: why it worked or didn’t, what was accomplished, and how did everyone fit into the team. Was there a vision and common goal? Did everyone buy into the mission? Why or why not?
4. What have you learned through participation in this class? What skills will you now begin to practice as a student leader on Purdue’s campus?
**Immersion Assignment (20 pts)**

The purpose of immersion experiences is to go deeper than the surface level in regard to learning about a community and its values. Please note that one isolated experience cannot be reflective of the community as a whole and its values. That being said, immersion experiences such as this can be very influential in understanding the experience of some members of certain communities on our campus. Immersion experiences can also be dangerous in that they may isolate a community, make a community feel “on display,” or can be used to make assumptions that ultimately lead to misunderstandings or perpetuated stereotypes about the community.

Here are some things you should consider prior to the start of this project:

- Be intentional with the individual or program you choose so as to not tokenize certain people or communities. An example of tokenization is when one member of the community is expected to reflect the values of an entire community (i.e. you always turn to one specific Chinese student to answer questions about Chinese traditions).
- Be respectful of the space or event you attend.
- Be mindful of how and to whom you direct any questions you may have. It is best if you have a personal relationship with the person, but it can also be useful to talk with people who are directly involved in the community in which you are immersing yourself.
- Be aware of your reactions of being an outsider in the group. Think about how this may be similar to or different from this community’s everyday experiences.
- Reflect upon how your presence might feel for the community in which you are immersing yourself.
- Have an open mind to learn, but don’t expect to be tended to or taught.
- Learn as much as you can.

Attend a campus organized program. Interview individual(s) who helped put on the event. Find out the needs and values of the community and how the program met those needs from the program organizers. How did the program meet a community need? What needs were being met by the community? Would the needs of the community be similar to the residence hall or different? Why? What were some similarities or differences you share with this population based upon your observances at this event? How did this make you feel? How might this experience prepare you to be a Resident Assistant? How might this experience prepare you to be a better student leader in any organization on campus?

Once you have completed this portion of the assignment please write a reflection paper that is between 2 - 4 pages, double-spaced with one inch margins in 12 point font detailing this experience.
<table>
<thead>
<tr>
<th>Concept</th>
<th>Proficient (5)</th>
<th>Approaching (3)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELECTION</td>
<td>An identified community was selected that was new to the student and the rationale was given as to why this experience is outside of the student’s comfort zone.</td>
<td>An identified community was selected that was somewhat new to the student.</td>
<td>A familiar community was selected that the student was comfortable with.</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Demonstrates a critical understanding of the complexity of elements important to members of another cultural group (i.e. history, communication style, beliefs, values, practices)</td>
<td>Demonstrates an adequate understanding of the complexity of elements important to members of another cultural group.</td>
<td>Demonstrates a partial understanding of the complexity of elements important to members of another cultural group.</td>
</tr>
<tr>
<td>PERSPECTIVES</td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner towards feelings/needs of another cultural group.</td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to relate towards feelings/needs of another cultural group.</td>
<td>Identifies components of other cultural perspectives but responds only with own worldview.</td>
</tr>
<tr>
<td>APPLICATION/REFLECTION</td>
<td>The student thoroughly explained how the activity related to the student leadership experience and their personal development.</td>
<td>The student adequately explained how the activity related to the student leadership experience and their personal development.</td>
<td>The student gave little to no specifics on how the activity related to the student leadership experience or their personal development.</td>
</tr>
</tbody>
</table>

**Score of 14-20 required to meet Intercultural Knowledge embedded outcome**