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>
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</thead>
<tbody>
<tr>
<td>Title of the Program or Activity being nominated</td>
<td>Women’s Leadership Series</td>
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<tr>
<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>The targeted group of students includes women residing within University Residences. Women must be nominated to participate in this program.</td>
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<tr>
<td>Participant capacity (students/year)</td>
<td>Approximately 70/year</td>
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| 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 | During this initiative, participants attend a number of events in which they are exposed to different philosophies of leadership and |
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.)

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?

The program is centrally coordinated and all participants will receive a similar experience. Participants must attend all events to receive credit.

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 & 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
WOMEN’S LEADERSHIP SERIES

Series Learning Outcomes:
- Participants will determine their leadership style and how it relates to their career path.
- Participants will interact with mentors and coaches among other women.
- Participants will demonstrate an understanding of their past leadership skills and how they can use their enhanced skills to improve programs and opportunities within University Residences and the Purdue Campus.

Reflective Questions – Assessment:
1. In your own words, describe your leadership style. How can you apply this style to be successful in your career?
2. What are the three most important things you learned from interactions with your mentor/coach? How do these things make you a stronger leader?
3. How have you demonstrated your leadership skills through campus opportunities in the past? Knowing what you have learned during this initiative, what would you change? How will you apply what you have learned through the Women’s Leadership Series to improve campus in the future?

Assessment Rubric (outcome attainment requires score of 7):

<table>
<thead>
<tr>
<th>Concept</th>
<th>Proficient (3)</th>
<th>Approaching (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEADERSHIP STYLE</td>
<td>The student demonstrates a thorough understanding of her leadership style and identifies specific methods for applying it to her career.</td>
<td>The student demonstrates an adequate understanding of her leadership style and/or identifies broad methods for applying it to her career.</td>
<td>The student demonstrates a partial understanding of her leadership style or identifies no methods for applying it to her career.</td>
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<tr>
<td>LEARNING FROM MENTORS</td>
<td>The student identifies three distinctive lessons learned from mentors during the course of the WLS and critically explains how these things make her a stronger leader.</td>
<td>The student identifies three distinctive lessons learned from mentors during the course of the WLS and adequately explains how these things make her a stronger leader.</td>
<td>The student fails to identify three distinctive lessons learned from mentors or fails to adequately explain how the lessons make her a stronger leader.</td>
</tr>
<tr>
<td>REFLECTION AND APPLICATION</td>
<td>The student sufficiently describes how she has demonstrated leadership skills in the past and specifically outlines how she will implement the skills learned during the WLS to improve an aspect of campus life.</td>
<td>The student sufficiently describes how she has demonstrated leadership skills in the past and adequately summarizes how she will implement the skills learned during the WLS to improve an aspect of campus life.</td>
<td>The student does not sufficiently describe how she has demonstrated leadership skills or fails to adequately discuss how she will implement the skills learned during the WLS.</td>
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