



STUDENT DEVELOPMENT ANNUAL REPORTS

2011 - 2012

Introduction & Summary Page from the Vice President

Mission Statements

PLNU

Point Loma Nazarene University exists to provide **higher education** in a **vital Christian** community where **minds are engaged** and challenged, **character is modeled** and formed, and **service** becomes an **expression of faith**. Being of **Wesleyan** heritage, we aspire to be a learning community where grace is foundational, **truth** is pursued, and **holiness** is a way of life.

Student Development

Student Development at PLNU champions the holistic, God-inspired potential of each student by facilitating multiple engagement opportunities to learn, grow and serve.

Summary of SD Learning Outcomes

**Student Development Learning Outcomes
2011-2012**

Intended Learning Outcomes	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Student Development	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**Point Loma Nazarene University Student Development
Intended Learning Outcomes By Department
2011-2012**

Intended Learning Outcomes	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Student Development Departments																								
Athletics																								
Engagement & Retention																								
Department of Public Safety																								
Residential Life																								
Student Conduct																								
Student Success & Wellness																								

Student Development Learning Outcomes Key

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities
- 11= Participates in relevant governance systems

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources



STUDENT DEVELOPMENT

Residential Life and Student Conduct ANNUAL REPORTS

2011 - 2012

Introduction & Summary Page from the Dean of Students and Director of Residential Life.

The purpose of Residential Life at PLNU is to collaborate with students, faculty and staff to develop a Christ centered living, learning environment. Our values are as follows:

Vital Christian Community. We believe that the PLNU residence halls are an important place where we encounter the challenging and rewarding aspects of living in a Christian community.

Learning. As part of the PLNU experience, our priority on learning is based on the belief and understanding that living in the residence hall creates opportunities for holistic development. Through programming as well as the experience of community living, we are engaged and challenged on a daily basis.

Training and Professional Development. Our commitment to training and professional development is based on a pedagogy that utilizes best practices in higher education, established PLNU policy and procedure, the emerging experiences of all participants, as well as wisdom and insight from our Christian community.

Collaboration. We regularly look for opportunities to collaborate strategically and effectively with all members of the PLNU community.

Our report for the 11/12 academic year evaluates Student Conduct and Resident Assistant development. These two aspects of our work represent a significant portion of our time and investment of resources. A review of the reports indicate a high correlation to the mission, values, goals and aspirations of the university, the Office of Student Development, and the purpose and values of Residential Life.

In conjunction with this new reporting and evaluating mechanism, it is also clear from this report that the Office of Residential Life will benefit greatly from continued use of learning outcomes as a means to grow, shape and refine programs and efforts.

Respectfully submitted,

Jeff Bolster
Dean of Students and Director of Residential Life
PLNU Office of Spiritual Development
September 19, 2012

Student Conduct Response Intended Learning Outcomes 2011-2012

Intended Learning Outcomes	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Student Conduct Response																							
Developmental Response Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Student Conduct Response Learning Outcomes

Description

When a student violates the Student Handbook, Residential Life responds in a way that creates opportunities for the student to take responsibility for his or her actions and grow from the experience in a holistic way.

This 21-day developmental response plan consists of parental contact, a meeting with the Resident Director, followed by a meeting with the growth plan team consisting of: the student’s academic advisor, Resident Assistant, Resident Director, and Dean of Students. This team co-creates a growth plan with the student, outlining meaningful work to be completed prior to the closure meeting. The group re-convenes when the student completes the growth plan assignments; the student shares his or her learning throughout the process, and the incident is closed.

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

The student is challenged to participate with the growth plan team to develop outcomes for his or her response. The growth plan team challenges the student to reflect on the incident and take other perspectives into account. During the meeting, the Resident Director and Resident Assistant share their perspectives of the incident and the impact that it had on them and the community. Upon the completion of the growth plan, the student is asked to reflect on the process and share what they have learned.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

During the Developmental Response Growth Plan, students are many times asked to read an article, a book, or attend a lecture, or ministry opportunity that would give the student insight into the lives of others, themselves and in turn gain a deeper understanding of their situation. Students must assimilate information, make connections between what they read or experience, as well as link curricular ideas and activities with what they are learning about themselves. The academic advisor brings insight from the classroom and the field that the student must grapple with as he/she works through the growth plan. Many times the growth plan incorporates work in the students' field of choice.

Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities
- 11= Participates in relevant governance systems

Students work alongside campus leaders in co-creating an individualized growth plan that will encourage personal growth and greater understanding of their involvement in a greater community. As part of this, students are asked to look at the tension between their choices and how those choices impact the world around them. Through the process, students are engaged in a conversation that assists them in taking inventory of their life experiences, and are often challenged to be involved in a cross-cultural or new social experience such as; involvement in homeless outreach, Mexico ministry, or volunteering in an area where they have not yet had the opportunity. The intended outcome of such conversations is to encourage reflection on the part of the student and connect them to a more global perspective.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

The growth plan development process requires the student to engage in discussion with others about who they are and why they are at PLNU. He or she is then challenged to take this and make meaning from their experience. Often this is done by reflecting on reading articles, working with others in service oriented programs, or engaging in discussion with their Resident Director, Resident Assistant, Dean of Student, or faculty member. He or she is working alongside the same individuals who are creating the growth plan with him or her. At the end of this growth plan, the student is able to give and receive feedback on the process.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

Throughout this process, students inventory their strengths (from the formal Strengths quest testing that all students enter into) and where they have utilized those during their college experience in leadership opportunities. Students are encouraged to utilize university resources to research ideas and options for involvement, and are charged with the task of assimilating this information and their experience of the growth plan process into a summary paper.

Resident Assistant Development Intended Learning Outcomes 2011-2012

Intended Learning Outcomes	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
Residential Life Programming	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X					X	X

Resident Assistant Development Learning Outcomes

Description

Residential Life Programming encompasses all of the efforts that RDs and RAs make in partnering with our residents in creating a living environment that promotes holistic development. Programming occurs on various levels of community, including: all-campus, individual halls, individual floors/units/apartments, and one on one interaction between staff and residents. Also, programs are created in various formats. Passive programming is a format where a staff creates an experience for a resident that they can seek out individually and on their own time. Examples include an educational bulletin board or giving out a small gift during finals week of study snacks to each resident. Active programming is a format where a staff creates an experience with specific actions that are executed with that group of people during that time. Examples would include a floor going out to an all-campus event together or a hall hosting a beginning of the year kickoff party. Finally, programs are created with various goals in mind. Many programs focus heavily on community goals, where staff creates space for residents to interact and build long-lasting relationships. Residential life also values programs that have educational goals, where staff creates interactions that lead residents to think in new ways or acquire knowledge. Many of our programs have goals that intersect with both community and educational outcomes being met. The following report will highlight a range of programs that PLNU Residential Life accomplished and illustrate how learning outcomes were met during the 2012-2013 academic school year.

Create a description of the Res Life area that this part of the report covers.

Cognitive Complexity

1= Engage with others in constructive ways

Residential Life helps others engage in constructive ways by facilitating social opportunities to build community. Examples of this are all hall competitions, educational forums, relationship panels, floor trips, prayer and worship nights, 1 on 1 intentional contact, creating hall esthetics, and ownership of their living space. In regards to these community events such as a residential hall competition event, students are broken up into teams and work together in positives ways to build character among one another. An example of this team bonding experience was at Hendricks Hall. At this event called *Hendricks Olympics*, an RA shared, “My students on my floor were able to talk to other students they had seen, but never really interested before. This event was allowed time for people to really get to know each other and build stronger friendships.”

2= Assess assumptions and considers alternative perspectives and solutions

Residential Life has creating programming intentionally to create space for alternative perspectives and solutions so that students would be challenged in their worldview and intellectual development. Examples of these are guest speakers, educational forums, all campus topical discussions, and upper cohort life application forums. One speaker this past year was Dr. Yarhouse who spoke on sexual diversity. An RA recently shared, “Me and my friends never really talk about Homosexual issues and how to deal with those who are homosexual. Although I am not gay, I have a new understanding on how to respect people for who they are... they are people, not on their life choices.”

3= Openness to new ideas and perspectives

Residential Life programming creates opportunities for critical thinking and openness to new perspectives. An example of the diversity was chapel guest speaker Dr. Yarhouse who spoke on sexual diversity. His lectures informed the campus community on different perspectives on homosexuality and healthy ways to consider, interpret and articulate the topic. One male RA said in his weekly report to his RD, “My friends and I often talk about sex and sexual attraction. Not anything new on this topic. When Dr. Yarhouse spoke on gay and lesbian issues, I couldn’t relate, but I did get a better understanding of the culture and how to respect people as people and especial as people needing love.”

Knowledge Acquisition, Integration and Application

4= uses experience and other sources of information to create new insights

Residential life programming uses experience and other sources of information to create new insights through many of our educational forum programming. For example, Nease Hall hosted two panels in spring semester; one was on sexuality and one was on relationships. They invited staff and faculty, including Hadley Wood, Laurie Mikolaycik, Sophie Callhan, and Michael Clark. The following quote is from a Nease West RA on 2/2/2012 about interaction she had after these panels, “I talked to Amanda a lot about her relationship with Billy. I also had a great conversation with Becca and Domonique following up about the Nease Sex Talk and we discussed a lot of questions they had.” Another great example is the farmer’s market trip the RD of Nease, Sara Morrill, hosted. She took several freshman women to the Ocean Beach farmers market, helping our freshman expand their experiences beyond campus and into the community. Finally, one of the best educational programs we provided this year was the “Life after Loma” forum series that our upper cohort halls hosted. See domain 6 for more details on that program.

5= seeks new information to solve problems

Residential life assists residents in seeking new information to solve problems by providing opportunities that intentionally meet specific development needs. For the lower cohort, many RDs utilize the roommate contracts for the residents to utilize as they navigate learning how to live in the close proximity of another peer. When room draws approached this year, each residence hall hosted an information night in order to help their residents understand the specific workings of the room draw housing process. Also many of our RAs spend their time making intentional contact with their residents one on one, where certain emotional and family issues arise in conversation. Many times this leads our staff to resource our residents to the counseling services in the wellness center. The following is a quote from an RA report concerning a student that was having issues with boundaries with her mother, “Amanda Mitchell’s mom came to talk to me on Saturday morning after talking with Kayleigh (*the RD*) and I was able to help calm her down and reassure her about Amanda’s well-being at school. She thanked me and hugged me afterward. She also sent me a message on facebook the next day thanking me again and said that she felt better after talking with me.” This resident eventually ended up seeking more counseling on the situation. This is one of many examples of how our residents seek our information from our staffs.

6= Makes connections between curricular and co-curricular learning

Residential life makes connections between curricular and co-curricular learning through inviting faculty and staff into our programming efforts. The upper cohort hosted a series forum called Life After Loma. The first forum was to provide financial advice for juniors and seniors who were planning for the complexities of paying rent, tracking a budget, and paying of loans after graduation. The second forum focused on general wisdom and advice from speaker Bob Goff on how to embrace life to the fullest in light the dreams that will be pursued with the knowledge they had know acquired in school. Also this year, Brian Becker went throughout many of the male residential living areas in an effort to recruit more male participants in our international short-term missions program, Loveworks. Brian's availability helped some residents to be more open to a new experience that would stretch what they had learned in and outside of the classroom through a multicultural, international experience. In addition, one of the most significant partnerships residential life made this year was with faculty in hosting book clubs for *The Immortal Life of Henrietta Lacks*. Students and professors read through this book together and gathered weekly in the residence hall to discuss the ethical questions the reading brought forth.

7= Engages in experiential activities in preparation for the workforce

Preparing for the workforce largely occurs in the classroom setting with the acquisition, processing, and practical application of academic knowledge. In the residential life setting, our experience proves that much of our time is spent in preparing residents for the workforce through for character development and interpersonal skills. Our RAs spend time working with residents in building strong community through social programming. Examples include a freshman floor taking the shuttle to Mission Valley AMC theaters to catch a movie, or a group of senior apartments in Flex who gather together for dinner at the ARDs apartment. The most significant place this kind of development has taken place has been in roommate mediation. When conflict arises between roommates, the roommate conflict process begins with the roommates having to discuss together the problem. If they find no common ground, the RA is invited in as a mediator. If at that point no agreement is found, then the RD is also invited in as a mediator. This process teaches our residents how to healthily confront others. The following is a quote from an RA report that highlights a portion of this process, "My highlight was that Nicole talked with her roommate Ashley about boundaries for the room (regarding lights, late night skype and phone calls in the room, etc.) on Tuesday night. Nicole brought the issue to me and I told her she needed to discuss it with Ashley because they had never talked about it. Nicole jokingly said, can't you just tell her and I said no. Nicole was telling me that she always avoids conflict and that she thought she would throw up if she confronted Ashley. I told her that God cares more about her character than her comfort and that if she went into the conversation with a calm attitude of love she would be fine. She seemed really against it, but later that night, I was studying in the hallway and heard the end of their conversation about it. I talked to Nicole after and she thanked me for pushing her just a little bit. She said she knows God has been giving her opportunities to work on her fear of confrontation and she has been ignoring it so she appreciated my push. The conversation went well and they both said at the end of the conversation that they feel like they have a clean slate. 😊"

Humanitarianism & Civic Engagement

8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

Residential Life and its programming have engaged with students on a variety of levels to bridge the gap between conversations lacking in ethnic and social diversity. We have achieved this by providing healthy opportunities of interaction through floor level community meals. In this example the RA and his students bought pizza for an autistic student for his birthday. Although most of the student on that floor had never had interactions with someone with Asperger syndrome, it was an opportunity for students to be open to others who are different than they are. RA Luke from a predominately male residential hall said in one of his weekly reports, "My guys on my floor never really interacted with Vicente, my autistic student. Vicente is mostly shy, and works almost every night. This opportunity to just sit down and have pizza as guys and just hang out took away any stigma of what autism is about. We all began to see Vicente like a brother and from that moment on, we have seen Vicente more on the hall."

Interpersonal/Intrapersonal

12= Pursuit of knowledge is integrated with beliefs, values, and action

Residential Life Programming assists students in integrating their pursuit of knowledge with beliefs, values and actions through one on one contact, modeling within our events, and floor programs. Through one on one contact with students, Residential Life Staff have the opportunity to come alongside students who are struggling to decide what they believe, what they value, and how they will live their lives. Residential life staff use passive programming by intentionally connecting with students and seeking out opportunities to discuss where students are at in their beliefs, values, and actions. A second way that Residential Life Programming is pursuing this domain is through modeling at events. Residential Life Staff intentionally plans events that model the integration of the pursuit of knowledge with beliefs, values and actions. One example of this is panel discussions that are hosted by Residential Life to help students process and engage with issues that they are facing such as: life after college, sexuality, homosexuality, relationships, and body image. These panels encourage students to integrate their pursuit of knowledge with their beliefs, values and actions. Finally individual floor programs also assist students in integrating their pursuit of knowledge with their beliefs, values, and actions. These floor programs have included prayer meetings, worship nights, discussion groups, book groups, and times to get together for meaningful conversations with residential life staff as well as other staff and faculty members of PLNU.

13= Manages conflict constructively

The purpose statement of Residential Life is, “to partner with our residents in creating a living environment that promotes holistic development.” This is a broad purpose that certainly encompasses the learning outcome of students managing conflict constructively. The Roommate Conflict Process is a residential life program that empowers students to manage conflict constructively. Provided that the conflict situation does not violate any part of the student handbook, the student is required to attempt to address the conflict with their roommate without involvement from the Residential Life Staff. If the student makes an attempt at resolving the conflict and the problem persists then a Resident Assistant will intervene to mediate the conflict. This mediation will require the participation of both roommates as they seek a living agreement that will resolve the differences that are causing a conflict. This process involves each party sharing their side of the story without being interrupted and working together to find a resolution. If the conflict persists after this intervention meeting, the students will meet with the Resident Director who will listen to the students about the conflict and write up an agreement that both students will sign as a contract of expectations. If the conflict persists and the students have gone through the entire Roommate Conflict Process, the Resident Director may decide to facilitate a room change. The emphasis in this process is on helping students learn to manage conflict constructively and independently so that they will be better prepared for conflict situations in the future.

14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)

Residential Life Programming is designed to promote a healthy awareness of self within the students of PLNU. This is accomplished through programs that involve the whole person as described below: Physical- yoga and yogurt, Hendricks Olympics, and Wiley Games; Intellectual- study groups or study break snacks; Spiritual- prayer meetings, worship nights, and One on One Conversations between students and Residential Life Staff; Occupational- One on one conversations with Residential Life Staff; Emotional- One on one support and counsel with Residential Life Staff, debriefing broad forums towards counseling opportunities with individual students; Social- Most of our programs promote a healthy social life by providing a safe space to interact with other students; some examples include The Nease Fiesta, Finch/Wiley Fiesta, Hall Christmas Parties, and programs centered around gathering students to create community.

15= Practices self-efficacy

The practice of self-efficacy is promoted through Residential Life Programming in many ways that vary across the lines of gender, cohort, and residence hall. In all residential life programming there is the interventions that happens at the one on one level where Residential Life Staff intervene in a student’s life to speak value, worth, and sense of self into the heart and mind if a student who may be dealing with a variety of challenges (cutting themselves, eating disorders, body image struggles, etc.). On a broader programming scale, residential life also promotes self efficacy through Residential Life Staff creating spaces for affirmation, be it a meeting focused around affirmation, a note box that affirms the qualities of each student, or simply praising a student for a job well done. As students journey through their time at PLNU the

programming evolves from community and social base building, to helping students make decisions for the direction of their life, to helping students make healthy choices and positive movement towards graduation, and finally assisting students with the realities of life after college and equipping them for the things that they will face. In these varied programs and approaches, Residential Life Programming promotes students self efficacy.

16= Works collaboratively with others

Residential Life Programming encourages students to work collaboratively with others in a variety of ways. In floor programming students are forced to work together and collaborate along lines of hall décor, physical competitions, group hikes where students must work together as a team and other events where students collaborate with Residential Life Staff to help promote and execute the program. Another type of hall programming that promotes student collaboration is when Residential Life hosts other departments to come and share about opportunities that they offer for students to work collaboratively with others. Some of these opportunities include LoveWorks short-term mission trips and internships, study abroad opportunities, and sustainability to encourage students to work collaboratively for the good of the environment.

17= Demonstrates civility when engaged in controversy

Residential Life Staff often engage with students along the lines of controversial issues such as: sexuality, homosexuality, different theological perspectives, poverty, and environmental responsibility among others. Within this engagement Residential Life Staff seek to provide students with tools for thinking about controversial topics and relating with others in a tone of respect where differing viewpoints are valued. The programming that happens along the lines of controversy is often on the one on one level with residential life staff and students, but there are situations that have arisen where all hall or all campus programming has been more appropriate. One example is that Dr. Yarhouse was invited to PLNU in the 2011/2012 year to give students tools and conversation starters around the topic of sexuality and homosexuality. The large group gatherings to interact with Dr. Yarhouse were Student Development Programming, but many in the Residential Life Staff, took the opportunity to offer a smaller forum for discussion where students could wrestle with the topics and learn to act civilly when engaged in controversy around the themes of sexuality and homosexuality. As a result of these programs from Student Development and Residential Life, students were equipped to demonstrate civility when engaged in controversy.

18= Demonstrates that self-interest is balanced by a sense of social responsibility

Once again the Residential Life Statement of Purpose is “to partner with our residents in creating a living environment that promotes holistic development.” At the core of Residential Life’s purpose is the desire for students to learn to interact and live together in a healthy community. Along these lines students are forced to interact with others on a daily basis following the guidelines set out for them by Residential Life. Residential Life has set out many explicit guidelines, rules, and codes of conduct that help students to balance their self interests and social responsibility. Some of these include the PLNU Community Living Agreement, Quiet Hours, PLNU’s Alcohol and Substance Use Policy, Open House Hours, and expectations in regards to Sustainability and the Environment. In these ways among others, Residential Life Programming comes alongside students to shape them into people who demonstrate that their self-interest is balanced by a sense of social responsibility.

Practical Competence

19= Sets and pursues individual goals

Through our RAs having daily contact with our residents, they are trained to challenge their peers and talk through their choices and what direction they are headed. The weekly RA report asks the RA to describe meaningful contact the RA had in the past week. The following quotes are responses that shows who this learning outcome is accomplished daily:

3/2/2012 “I was able to chat and pray with Bronwyn which was awesome! I still need to talk to her about where she would like to work though (I haven’t forgotten). I had a good talk in the bathroom with Jill. Also, I had a quick chat with Bri and we were just able to share what was going on quickly so I know how to pray for her.”

2/20/2012 “There wasn’t much this week, but I got to visit with Elise and Alyson this week talked about nursing and all the stuff going on. Then Michal came to me just needing to talk and unload a little so it ended up turning into a three hour talk about how to take care of ourselves. It was really great. Otherwise nothing much, unless I can call Kasey a resident and say that we had a lot of good one on one time this week, she even came and napped in my room while I worked on my project.”

2/8/2012 “This past week, I got to have breakfast with Kirtstyn and Masey. It was really nice to talk to them and see their plans for next year. “

11/7/2012 “Had a heart to heart with Emily Gardner about weight issues”

22= Demonstrates leadership skills

Residential Life programming has demonstrated leadership skills through the entire process of RA development. RA’s empowers residents to help lead floor programming throughout the year, managed conflict, helped residents come along side one another, and carried out rules and policies. RA’s enforce quiet hours, community living agreements, and enforce open hall visiting hours. In April, 2012 one RA was greeted at 1am by one of his students on his floor. That student who greeted him was intoxicated. That RA had to make a leadership decision. Would he call the RD, or just let the student slide? That night, the RA called the RD and at the end of a growth plan the RD, Dean of students, and faculty advisor, saw an amazing increase of maturity in the student who drank. Although growth did not happen overnight, the process of 3-4 weeks gave the RA and student time to talk, work together in the growth plan, and see new perspectives. Another RA who writes in his weekly report shares this about leadership to his RD: “Last night I had to tell Cameron to turn off his radio. It was so loud and most of us on the floor couldn’t even study. It sucked that I had to tell him to turn it down or I’d have to fine him, but in the end we worked it out.” Situations like these happen frequently in both male and female residential halls and not limited to cohort. Learning follow through and leadership for RAs is almost an everyday opportunity.

23= Demonstrates effective stewardship of resources

Residential Life demonstrates effective stewardship in its programming by promoting sustainability. Examples of this are creation care week, community gardening, green fund initiative, recycling awareness, and water waste. In regards to practice a stewardship of our resources and minimizing waste, each residential hall is equipped with purified water stations that allow students to use their own water bottles.

**Resident Assistant Development Intended Learning Outcomes
2011-2012**

Intended Learning Outcomes	Cognitive Complexity			Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence						Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
RA Development																								
August Training	X			X																				
RA/RD 1 on 1	X	X		X	X	X	X					X		X					X	X				
Hall Staff Meetings	X				X		X						X				X	X					X	X
All RA Meetings	X	X														X								
Cohort Meetings	X		X	X												X								
Family Groups	X	X	X					X						X										
Community Building	X	X	X			X	X	X				X	X		X	X	X	X	X		X	X	X	X

Resident Assistant Development Learning Outcomes

Description

Resident Assistant Development covers the learning that takes place during the training, development, and experience of Resident Assistants at PLNU. For this report we have divided RA Development into seven main categories: August Training, RA/RD 1 on 1, Hall Staff Meetings, All RA Meetings, Cohort Meetings, Family Groups, and Experiential Learning.

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Outcome 1

Resident Assistants engaged with others constructively in many ways. During their RD/RA 1/1's, the RA communicated and shared with their RD, not only about their residents, but also about themselves academically, emotionally, spiritually, socially and physically. The RD worked with the RA to set personal goals and also help maintain good self preserving boundaries. The RA participated in several different meetings. One of them was the hall staff that they work with closely. In these meetings they worked together as a team to help their residents have a good living experience. In the All RA Meeting and Cohort Meetings, RA's worked with other RA's across campus. They learned about the developmental differences that make up the population of the residents they serve. In Family Groups, they engaged with other RA's in a very intimate setting, opening up and sharing their life and lessons they have learned. Community Building was where they lived out their lives with their residents. They built relationships with their students and created an environment that helped students be successful.

Outcome 2

Resident Assistants worked closely with their RD's. During their 1/1's they collaborated and assessed problems that occurred among the hall and the individual residents. They might be dealing with roommate conflict or an individual crisis on the hall. They learned to assess a situation and knew the response needed. The All RA Meeting was a place that gave RA's a platform to talk about what was happening in their lives. Students brought up topics that they were dealing with that they wanted other RA's to speak into. Topics were created by the RA's and at times, personal and hard to talk about with others. Family Groups was the place where these topics were broken down and talked about. As a group, they became vulnerable and supported the views and opinions of others. RA's worked with their residents to create space on their halls for conversation and difference in opinions. Sometimes this was just working with two roommates having conflict, or spending listening time with a student struggling. It also occurred, in conversation after a chapel, where the speaker talked about something controversial or off the mainstream belief.

Outcome 3

Residential Life decided that the differences in the development of the students RA's serve was an important reason in dividing the meetings and RA's in these specific cohorts. During Cohort Meetings, Resident Assistant's were given information about the development of the specific student that they served this year. They learned the needs of their residents and how they could support them through their time here at PLNU. Family Groups was another place that RA's learned about others and their views. Each opportunity that was given during Family Group time, helped stretch individuals to share life stories and also to listen to the stories of others. As Resident Assistants lived on the halls with their other hall mates, they were given lots of opportunities to meet new people, build relationships and create space for different views and opinions. The diversity of their halls was rich with people's stories and having this space to live and learn was an incredible place to serve.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Outcome 4

As we began in the August RA Training the Office of Residence Life used best practices in student development and past experience to create new insights RA's to utilize as they prepare for the academic year. RA's gathered once a month in groups based on the student cohort they serve and Student development theory was used to help RA's better understand their residents. RA's also received insight and support from their fellow RA's during the Hall Staff Meeting times. RD's met 1 on 1 with RA's weekly or bi-monthly to facilitate a personal and professional mentoring relationship.

Outcome 5

In 1 on 1's their supervising RD the RA's seek new information and counsel to address issues with their residents and develop strategies for intentional community building. The Hall Staff Meetings were valuable learning opportunities for seeking out new information to build intentional floor programming and all-hall events.

Outcome 6

RD's used the 1 on 1 meetings to allow RA's time to process how classroom experience and knowledge informed their work with residents and their RA staff. RA's built passive and active programs using curricular experiences. Professors were engaged in Hall Programming by participating on panels which discussed important life skills and dynamics such as relationships with the opposite sex, professional goals, financial planning, and community service.

Outcome 7

RA's had the opportunity to engage in experiential leaning through their 1 on 1's with their RD's. At this time the RD's given critical feedback about their performance and help craft effective strategies for community building on the hall. As the RA's develop relationships with their residents they also participate in giving and receiving constructive criticism, mediating conflict, and making a group effort towards a common goal such as a hall program, or living agreement. RA's also engage in professional preparation through navigating how to contribute within an staff through Hall Staff Meetings, participation in All Hall event planning, and by maintaining consistent enforcement of Residence Life policies. RA's manage administrative takes as well, some examples include: turning in a weekly report to their RD, managing a hall budget for hall programs, completing documentation for residents involved in student conduct and health and safety violations, and communicating Hall Policies and procedures.

Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities
- 11= Participates in relevant governance systems

Outcome 8

During Family Groups, RA's were able to engage with the other RA's in their group. This was a group of RA's that was not a part of their hall staff and had both males and females, and crossed cohort lines. They met these individuals during August Retreat and during the course of the year, became a "family". They learned about each other's life stories and personal struggles. On the hall, Resident Assistants started the year with a new batch of students. Some familiar, but mostly new students with different expectations of what the year would be like. RA's created a space that each individual person felt safe and supported, no matter their differences.

Outcome 9

RA development did not address this learning outcome.

Outcome 10

RA development did not address this learning outcome.

Outcome 11

RA development did not address this learning outcome.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Outcome 12

Resident Assistants integrate knowledge with beliefs, values, and action in their RA/RD 1 on 1 and in their community building. RAs often come to their 1 on 1 meeting with knowledge they have gained and are struggling to integrate into the rest of their lives. This meeting becomes a time when the knowledge can be integrated with their beliefs and action. Coming out of these meetings, RAs are asked to have this integration of knowledge, beliefs and values impact their actions towards their residents.

Outcome 13

In Hall Staff Meetings conflict often arise about differences in programming ideas, delegation of work load, and fulfillment of expectations. RAs are expected to manage this conflict constructively in order to achieve the objectives of the staff. In building community with their residents, RAs are expected to be a part of mediating conflict between residents. Managing this conflict in a way that allows all parties to continue towards their educational goals is an important responsibility of the RA role.

Outcome 14

In the RA/RD 1 on 1 meeting and their Family Group meetings RAs gain holistic awareness of self. In the RA/RD 1 on 1 RAs are asked to reflect on all areas of self in order to ensure that they maintain a level of health that allows them to continue to serve their students. When RDs notice that an RA is not aware enough of their selves, they give this feedback to the RA and encourage better awareness and health. Family Groups serve as an opportunity to share these areas of self with their peers and support each other in these areas.

Outcome 15

Leading a group of peers requires a good deal of self-efficacy. RAs must have a strong sense of identity and their foundational beliefs and values in order to lead, and hold their peers accountable. Practicing self-efficacy is crucial in building healthy community with their residents.

Outcome 16

RAs are expected to work collaboratively in most areas of their role. In Hall Staff Meetings RAs work together with the other RAs from their residence hall to implement programming, respond to challenges, and support residents. In All RA Meetings RAs bring their experiences and perspectives and work as a Res Life team to utilize these experiences in informing the work of Res Life. In Cohort Meetings RAs work with other staff that work with the same cohort of students to design programming that meets these needs, and to better understand the experiences of the students within the specific cohort. In their community building efforts RAs must work with all of their residents to create a community that respects all members, and encourages the success of each resident.

Outcome 17

In Hall Staff Meetings controversy often arise about differences in programming ideas, delegation of work load, and fulfillment of expectations. RAs are expected to manage this conflict constructively in order to achieve the objectives of the staff. In building community with their residents, RAs are expected to be a part of mediating conflict between

residents. Maintaining civility in the challenging situations that RAs experience is key to making residents feel respected and valued, and creating healthy dynamics on RA staffs.

Outcome 18

RAs must balance their personal interests with the social responsibility that they carry. They frequently sacrifice their own desires for the good of their residents. This sacrifice and commitment to social responsibility is fundamental in building community that supports residents. Because of their role in the university, RAs often develop a strong sense of social responsibility and a healthy balance with their personal interests.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

Outcome 19

As part of the RA/RD 1 on 1 Resident Assistants are asked to set individual goals for the year. RDs follow-up on these goals throughout the year and encourage the pursuit of them. These goals are often pursued through the work of Community Building in the residence hall. In these ways Residential Life works with Resident Assistants to encourage them to set and pursue individual goals.

Outcome 20

Resident Assistants are expected to turn in weekly reports that reflect their work and any challenges on the hall. These reports are reviewed and discussed in the RA/RD 1 on 1. Feedback is given on these reports and they are expected to be coherent and effective. RAs are also expected to build relationships with their students that require coherent and effective communication that utilizes both verbal and non-verbal communication.

Outcome 21

In building community Resident Assistants utilize email, facebook, and other technology in order to promote the event, and communicate with their residents. Google docs is also utilized to track budgets, and plan events.

Outcome 22

The Resident Assistant role is one that requires demonstrating leadership roles. These are most demonstrated in two areas: In the Hall Staff Meetings RAs must work together to plan and implement programming, respond to hall challenges, and complete Res Life tasks. These opportunities give RAs the opportunity to demonstrate leadership skills by taking the lead on specific programming events for the staff. RAs also demonstrate leadership skills in community building efforts with their residents. The RA sets the environment of the community, plans programming and builds supportive relationships with their residents. In all of these ways they demonstrate leadership skills.

Outcome 23

In Hall Staff Meetings, and in their community building efforts Resident Assistants are expected to demonstrate effective stewardship of resources. RAs are given a set budget for their programming, and are expected to track their budgets and plan their programming accordingly. They are also given budgets for all-hall programming and must plan the event to fit within the given allocation.