



POINT LOMA
NAZARENE
UNIVERSITY

STUDENT DEVELOPMENT

Residential Life and Student Conduct
ANNUAL REPORTS

2012-2013

Resident Assistant Development Intended Learning Outcomes 2012-2013

	Intended Learning Practical Outcomes Competence			Cognitive Complexity		Knowledge Acquisition, Integration & Application		Humanitarianism & Civic Engagement		Interpersonal & Intrapersonal 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 and Training	X	X	X	X	X	X	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. Throughout the year, training fall into the following 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

Resident Assistants engage with others constructively through meetings with their Hall staff, their RD 1/1, All RA meeting, and family groups which are comprised of other RAs from across campus. They also build relationships with their residents and create an environment that helps residents be successful. RAs become proficient at assessing assumptions and considering alternative perspectives by collaborating and problem solving during their RD 1/1, their Hall RA weekly meeting and in conversations with their residents. During bi monthly All RA meetings and Family groups, RAs are given opportunity to discuss developmental issues and are challenged and supported to think through new ideas and perspectives. They are given multiple opportunities to meet new people, build relationships and create space for different views and opinions to foster a rich diversity on the hall.

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

RA Training utilizes best practices in Student Development to create new insights as RAs prepare for the academic year. Student development theory is taught and discussed to help RA's better understand their own development as well as the development of their residents. The RAs take this new information combined with their own experience and live it out on the hall with their residents.

RAs are challenged to make connections between their classroom learning, the greater campus community, and their everyday life in the hall. These connections are often made through collaboration with faculty and different departments on campus. RAs are provided an opportunity to develop important life skills such as; time management, relationships with the opposite sex, professional goals, financial planning, and community service. As the RA's develop relationships with their staff and residents they learn to manage conflict, be an active member of a team, take up leadership and complete administrative tasks. Tasks include: turning in weekly reports, managing hall budgets, completing incident documentation, 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

During Family Groups, RA's are able to engage with a diverse group of RA's from across campus. They meet these individuals during August Retreat and learn about each other's life stories and personal struggles. These groups offer opportunity to engage global topics and their affect on the student experience. On the hall, Resident Assistants start the year with new residents. RA's create a space that each resident feels safe and supported, no matter their differences. RAs are trained how to collaborate well with other departments on campus to meet the diverse needs of residents.

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

RA trainings assist the RA in both gaining knowledge and integrating it into their work and lives. RAs use this knowledge and gain a holistic awareness through self reflection. Through conversations and discussions with their team, family group and RD they gain a greater sense of identity and their foundational beliefs and values in order to lead, and hold their peers accountable. 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. RAs are expected to work collaboratively in all areas of their role. RAs are coached to maintain civility in the challenging

situations that they experience to make residents feel respected and valued, and creating healthy dynamics on RA staffs. RAs are challenged to demonstrate a healthy balance between their social responsibility and 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

Resident Assistants are asked to set individual goals and RDs follow-up on these goals throughout the year and encourage the pursuit of them. 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. In building community Resident Assistants utilize email, Facebook, Google docs and other technology in order to promote and plan events and communicate with their residents. The RAs demonstrate leadership skills by creating a community on the hall, planning programs and building supportive relationships with their residents. RAs are given a set budget for their programming, and are expected to track their budgets and plan their programming accordingly.

Residential Life Student Conduct Intended Learning Outcomes

2012-2013

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
X	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

The following Learning Outcomes are currently in progress and will be refined in the next year. The following outcomes are:

- 1) Students who participate in the student conduct process will demonstrate insight into the connectedness of their actions, specifically how their behavior affects aspects of their life and the PLNU community.

- 2) Students who participate in the student conduct process will define and analyze their personal & educational goals.

- 3) Students who participate in the student conduct process will experience the process as restorative and educational in our Christian, Wesleyan context.

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. This time allows the student to reflect on how their actions affected aspects of their life and the PLNU community and analyze and define their personal and educational goals. 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, including the connectedness of their actions, specifically how their behavior affects aspects of their life and the PLNU community. 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. They also have the opportunity to define and analyze their personal and educational goals. Upon the completion of the growth plan, the student is asked to reflect on the process and share what they have learned. The majority of students who have completed the growth plan process have indicated during the closure meeting that the process has helped them better understand their own personal and educational goals.

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 and allows them to define and analyze their personal and educational goals.

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 restorative 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. The student is challenged to reflect on the incident and take other perspectives into account, including the connectedness of their actions, specifically how their behavior affects aspects of their life and the PLNU community. They also have the opportunity to define and analyze their personal and educational goals. 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.

**Residential Life Student Experience Intended Learning Outcomes
2012-2013**

Intended Learning Outcomes	Cognitive Complexity			Acquisition, Integration & Application				& Civic Engagement			& 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

Description

The office of residential life has outlined three learning outcomes for all students living in the residential buildings at Point Loma Nazarene University:

- 1) PLNU’s residential students will identify Res Life staff as a resource to campus services.
- 2) PLNU’s residential students will develop authentic, caring relationships in varied contexts.
- 3) PLNU’s residential students will recognize the benefits of living in campus housing.

In order to illustrate how residential students have met these outcomes, the above learning outcomes competency rubric is utilized. The evidence is taken from the RA experience, Residential Life Programing, and the residential life survey.

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 campus experience for residential students is a close knit environment which creates a need for students to interact with a diverse set of people, tasks, and values systems. Nearly all residential students live with a minimum of one other roommate. They live in proximity to a small group of students either on their floor, unit, or apartment building, and they interact with their residence hall. In this arrangement students are faced with daily opportunities to engage cognitive complexity by maneuvering through roommate conflict, accessing hall leadership, attending hall programing, participating in student conduct, and navigating confrontation and attachment to the people who live around them.

Our residential living model provides ample opportunity for social interaction and through meaningful dialogue in relationships built students have a place to be transparent and work out their ideas and assumptions. Here they can be challenged by the residential life staff, fellow students, and professors and staff, and ask honest questions about how to live in community and imitate Christ.

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

The residential life experience provides on-campus students with multiple opportunities to create new ideas and integrate those ideas into their personal development. These opportunities were outlined above in the cognitive complexity section. In addition the physical setting of the residence halls provides students with space to study, meet for class projects, and discuss how their studies interact with their actual life. 80% of students surveyed stated that they believed their residence hall is well suited to be used for study and academics. The residential life staff is also trained to interact with the residents holistically, including dialogue with students' about their intellectual journey and life issues that prove complex and challenging. These challenges are met with high levels of support from the residential life staff.

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

The campus population is diverse along the lines of race, ethnicity, culture, ability, socio-economic background. Students have numerous opportunities to participate in meaning making experiences for the further development of their own identity and their knowledge of the global community. RA's often host programmatic opportunities for students to act in the service of others. Many times RA's advertise the campus programs and will make those events into their official weekly hall/unit program.

Campus residents have the opportunity to participate in student congress and represent their residence hall on behalf of the campus community, and this is also a unique way to serve. Students learn about gathering data from their peers, making appropriate decisions for the campus environment, and how the campus functions as an organization.

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

As stated previously, the Resident-RA relationship is critical in the process of knowledge acquisition and integration. Engagement with others on the floor level and with the entire hall can present residents with challenges, and the role of the RA is purposed to provide ample support. When students are willing to engage, their experience exposes them to higher levels of intrapersonal and interpersonal development. They must learn to navigate disagreements, collaborate with others, care well for themselves, and maintain personal integrity and congruence. PLNU residential life believes that creating a sense of belonging and mattering in the hall supplies foundational trust for this development to occur. 88% of residents surveyed agree that 'their hall leadership team has taken adequate measures to foster a good sense of community on my floor.'

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

Students living in residence are asked to maintain all residential policies and standards during their time of enrollment and housing. Students receive this information via the mandatory all hall meeting, posters/flyers, and the weekly emails from their Resident Directors. Students are expected to read and act on all electronic communication to ensure the safety and well being of the community. This includes health and safety inspections, building closedown procedures, and any policy explanations or reminders. 97% of residents surveyed agreed that the residence hall policies and procedures were explained and made available to them. Also the campus facilities department requires students to submit work orders when anything is broken in the residence hall, and they encourage students to dispose of waste properly through the trash, recycle, and donation bins. Finally, when students register for housing they utilize an online system which requires competent use of technology.