

## MISSION

“Residence Life is committed to the development of a *safe* and *inclusive* living-learning *community* which fosters academic, social, cultural, and personal growth. Our initiatives and services are infused with the values of respect and responsibility for self, others, and the Penn State community.

## THEORETICAL FRAMEWORK

The theory that supports our work with students is Marcia Baxter-Magolda’s theory of Self Authorship and the Learning Partnerships Model. Via this model, staff work as partners in learning with students to validate their ability to learn, situate learning in the learners’ experience, and define learning as a collaborative exchange of perspectives. A quote from a participant in a study of young adult learning, published by Baxter Magolda (2001, p.119) helps to describe this process:

“Making yourself into something, not what other people say or not just kind of floating along in life, but you’re in some sense a piece of clay. You’ve been formed into different things, but that doesn’t mean you can’t go back on the potter’s wheel and instead of somebody else’s hands building and molding you, you use your own, and in a fundamental sense change your values and beliefs.”

## CO-CURRICULAR OUTCOMES

The Co-Curricular outcomes are the topics that we will educate students about past the point of knowledge. These are also the outcomes that we will assess. The topics below were selected based upon staff feedback as well as aligning with the mission of Residence Life at Penn State.



## INFORMATION SHARING OUTCOMES

The information sharing topics are topics that help students be successful at Penn State. They are topics in which students will be provided information, but we will not focus on deeper levels of learning with students on these topics. The topics were selected based upon staff feedback and literature about student success in college as well as priorities of Student Affairs and the institution as a whole.

- University Resources
- Academic Resources and the academic timeline
- Title IX resources
- Bias Incident Reporting resources
- Healthy Living topics (in partnership with Health Promotions & Wellness)
- Developing a connection to the campus (via Welcome Week programming and partnership with NSO)
- Resource responsibility (how to recycle and how to conserve resources)

### CO-CURRICULAR OUTCOMES

Topic	Knowledge Level Outcome	Comprehension Level Outcome	Application Level Outcome
<b>Inclusive Language and Action</b>	Identify the words/phrases associated with the inclusive language campaign	Distinguish between the intent and impact of their language choices	Appropriately challenge peers to reflect on their language choices
<b>Conflict Resolution</b>	Identify residence hall resources to assist with conflict resolution	Describe two strategies for resolving conflict in the residence hall community	Employ conflict resolution strategies when faced with a conflict in the residence halls
<b>Community Standards</b>	Recall code of conduct policies that affect the on-campus environment (alcohol, drugs, noise, piggybacking, locking doors, fire safety)	Discuss the role the code of conduct plays in the residence hall community.	Apply knowledge of the code of conduct to make decisions that are in the best interest of themselves and the community
<b>Bystander Intervention</b>	Identify the three steps of an active bystander	Describe the role being an active bystander plays in creating a safe community	Practice active bystander behaviors

### INFORMATION SHARING OUTCOMES

Topic	Knowledge Level Outcome
<b>University Resources</b>	Identify university resources
<b>Academic Resources/Academic Timeline</b>	Identify academic resources and recall the academic timeline
<b>Title IX Resources</b>	Identify Title IX resources
<b>Bias Incident Reporting Resources</b>	Recall how to report a bias-motivated incident
<b>Healthy Living Topics (w/OHPW)</b>	Identify campus health services and resources
<b>Forming a Campus Connection</b>	Identify opportunities to get involved on campus
<b>Resource Responsibility</b>	Identify appropriate containers to recycle on campus