

THE GILBERT/HARRINGTON EXECUTIVE SUMMARY ON THE SOPHOMORE YEAR EXPERIENCE

The Office of Residence Life offers a focused learning priority that directs the intentional educational efforts of all professional and student staff within the residence halls. The priority reads, "Citizenship: Become an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to a sustainable society at a local, national, and global level." This priority is further delineated by twelve learning outcomes, or competencies.

(See: www.udel.edu/reslife/about/competencies.htm).

Taking direction from the Office of Residence Life's educational priority and learning outcomes, the literature and historical knowledge on sophomore students nationwide and at the University of Delaware, respectively, and the educational experiences each student should have had in their first year, the Gilbert/Harrington (G/H) 2007-2008 curriculum focuses on global citizenship with specific emphasis on career exploration. Using these lenses, each student will be asked to explore how differences in equity impact our society; to estimate his/her congruence with the citizenship values outlined by the Office of Residence Life; to understand what knowledge is necessary for the development of a sustainable society, on a global level; to learn how to develop and sustain interdependent relationships; and to learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable global society. The aim is to graduate students with a true global perspective, recognizing the consequences and implications of their chosen action and inaction not only for themselves, but for the broader global society.

WHY GLOBAL CITIZENSHIP?

The reality is that "educating students for a global future is no longer elective" (Musil, 2006, p. 1). In fact, a study by the Association of American Colleges and Universities (AAC&U) called to light the importance of global knowledge and engagement and identified it as an "indispensable learning outcome for all students in all majors" (AAC&U, 2004). The G/H curriculum identifies

global citizenship as a perspective or frame of mind: While being a global citizen is certainly participatory and inspires action to take place, the focus of education and exploration in G/H is to contribute to each student's global-mindedness. Through living and participating as part of the G/H community, each student will explore his/her connection and responsibility to the global community of which he/she is an integral part. The aim is to facilitate an understanding in each student that individual actions have an impact globally and, where that understanding exists, there is a further obligation to make that impact positive. Through one-on-one meetings between Resident Assistants (RA) and students, floor meetings, and other opportunities, each student is challenged to explore this concept, create a global identity or perspective, and prepare themselves to be the informed and engaged citizen the world wishes for.

WHY CAREER EXPLORATION?

The focus on career exploration exists for a variety of reasons. First, as an academic institution, the University of Delaware is certainly focused on connecting students' passions with vocational options and career paths. The G/H curriculum seeks to support that goal. Second, literature informs a clear need to maintain connections with sophomore students as they enter their sophomore year with expectations of high levels of investment following First Year Experience programs. The highly practical and tangible element of career exploration fulfills that expectation without underrating a student's ability. Finally, the focus on career exploration compliments the other educational focus in G/H: Global Citizenship.

THE COMPLIMENTARY NATURE OF GLOBAL CITIZENSHIP AND CAREER EXPLORATION

The two areas of global citizenship and career exploration, though important independently, also have some very clear and relevant connections making them substantially more significant interdependently. Career exploration in G/H is largely a starting point, a way to connect to students on a topic that is of obvious importance to them and lends itself to the conceptual understanding of being a "Global Citizen." For example, through a student's identification of his/her true passions, a further discovery of potential vocational options, and the connection of the two, we assert that there is an increased likelihood that a person will continue in that vocation for an extended period of time, will explore the possibilities within the field, and ultimately has

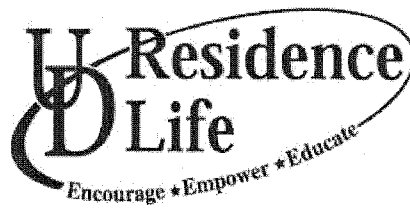
more opportunity to make sustainable contributions on a local and global level. Career exploration lends itself seamlessly to this end because contribution to the development of communities that are socially just as well as environmentally and economically responsible is intrinsically linked with responsible global citizenship. Ideally, the career choice of a student, his/her global perspective, and sense of civic responsibility established as an undergraduate student inspires action motivated by internal passion. When this motivation is imbedded it will then sustain far beyond a student's undergraduate career.

RESOURCES

- American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington DC: authors.
- Musil, C.M. (2006). *Assessing global learning*. Washington, DC: Association of American Colleges and Universities.

Gilbert & Harrington Complex Curriculum 2007-2008

The University of Delaware
Sophomore Year Experience



University of Delaware
Office of Residence Life

Table of Contents

Office of Residence Life Educational Priority, Outcomes, & Goals	2
▪ Figure 1. Competency Chart.....	3
The Educational Outcomes & Narratives for the Sophomore Year	4
Literature Review: Sophomore Students	6
The Gilbert/Harrington Student.....	7
The Gilbert/Harrington Curriculum: A History	11
The Gilbert/Harrington Curriculum Rationale	12
The Gilbert/Harrington Outcomes & Goals.....	16
The Gilbert/Harrington Sequence of Learning.....	18
The Gilbert/Harrington Strategies.....	23
▪ One on Ones	24
▪ Roommate Agreements	26
▪ Floor Meetings	27
▪ Hall Director Office Hours	32
▪ Check-in & Check-out	33
▪ Floor-Level Passive Programming	35
▪ Curricular Showcases	42
▪ Programming	44
Gilbert/Harrington Community Council Leadership.....	45
Gilbert/Harrington Learning Communities.....	46
Assessment Plan	47
References.....	50

Office of Residence Life Educational Priority, Outcomes, & Goals

The Office of Residence Life offers a focused learning priority that directs the intentional educational efforts of all professionals, staff, and students in each of the eight residential complexes:

Citizenship: Become an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to a sustainable society at a local, national, and global level.

This educational priority of citizenship is delineated by twelve learning outcomes, or competencies. Learning outcomes are defined as the knowledge, skills, and behaviors that students should achieve as a result of living within the residence halls. Below are those defined learning outcomes that each student should achieve by the time they finish their undergraduate education:

1. Understand how your social identities affect how you view others
2. Understand how differences in equity impact our society
3. Understand your congruence with citizenship values
4. Understand how others influence you
5. Understand the impact of your decisions
6. Understand the power of an individual in a community
7. Understand the knowledge necessary for the development of a sustainable society
8. Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.
9. Learn how to develop and sustain interdependent relationships.
10. Learn to contribute to the creation and maintenance of a sustainable community.
11. Learn the skills necessary to be a change agent.
12. Demonstrate civic engagement toward the development of a sustainable society.

The Office of Residence Life utilizes these competencies as a developmental map for student learning. Collectively and sequentially, these competencies are the building blocks or steps towards a student's realization of the educational priority as established by the Office of Residence Life. The specific and intentional learning each student should experience and grow from is further defined by year-specific learning goals. Some competencies and/or learning goals are achieved during a student's first year in the residence hall, some during later years, and others span a student's undergraduate career. The "competency chart," which outlines the learning outcomes and goals, is detailed in Figure 1. Gilbert/Harrington will focus on the five sophomore-year learning outcomes functioning to advance student learning towards the twelfth and final competency: demonstrate civic engagement toward the development of a sustainable society.

Figure 1. Competency Chart

Competency	1 st	2 nd	3 rd	4 th
1. Understand how your social identities affect how you view others. A. Each student will understand their social identities which are salient in their day-to-day life. B. Each student will be able to express an understanding of how their social identities influence their views of others.	X X			
2. Understand how differences in equity impact our society. A. Each student will learn about the forms of oppression that are linked with social identity groups. B. Each student will recognize that systemic oppression exists in our society C. Each student will recognize the benefits of dismantling systems of oppression.	X	X X		
3. Understand your congruence with citizenship values: ▪ Human suffering matters. ▪ My actions have a global impact. ▪ What I do and don't do civically and politically matters. ▪ Social problems are everyone's responsibility.	X	X X	X	
4. Understand how others influence you.	X			
5. Understand the impact of your decisions.	X			
6. Understand the power of an individual in a community. A. Each student will know how to critically examine their individual contributions to groups to which they claim membership. B. Each student will learn how to contribute to the creation and actualization of community expectations.	X X			
7. Understand the knowledge necessary for the development of a sustainable society. A. Each student will be able to define sustainability. B. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability. C. Each student will be able to explain how systems are interrelated.	X	X X		
8. Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society. A. Each student will know the resources and the skills needed to pursue their vocational interests.		X		
9. Learn how to develop and sustain interdependent relationships. A. Each student will learn how to develop a peer group that is supportive of their personal and academic success. B. Each student will recognize the benefits of relationships with people of other social identities.		X X		
10. Learn to contribute to the creation and maintenance of a sustainable community. A. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.			X	
11. Learn the skills necessary to be a change agent.			X	
12. Demonstrate civic engagement toward the development of a sustainable society.				X

The Educational Outcomes & Narratives for the Sophomore Year

Each of the competencies is meant to be achieved during different years of a student's time in the residence hall. Gilbert/Harrington, as a predominately sophomore complex, builds on those competencies achieved during the first year at the University of Delaware but focuses primarily on those competencies that are to be realized by the end of the sophomore year. The Office of Residence Life competency chart indicates the five sophomore year competencies, stated below, as the necessary education for students in their second year at the University of Delaware. Included are the narrative descriptions of each competency that provide context for an otherwise widely interpretable statement.

Competency Two: Understand how differences in equity impact our society.

Narrative: Citizens capable of contributing to the development of a sustainable society must first develop empathy. This empathy will be developed through an advanced awareness of oppression and inequity that exists at a local and national level. Students will become aware of inequities, examine why these inequities exist, understand the concept of institutionalized privilege, and recognize systematized oppression (e.g. individual, institutional, and societal). Students will also examine forms of oppression related to specific social identities (e.g. race, ethnicity, gender, sexual identity, SES, religion, and age) and will recognize the benefits of dismantling systems that support this oppression. By having this knowledge, students can then learn how to change these systems and other systems which impact equity of resources.

Competency Three: Understand your congruence with citizenship values:

Narrative: The Office of Residence Life has identified four core values essential for students to be good citizens: That human suffering matters, that an individual's actions have a global impact, that what a person does and does not do civically and politically matters, and that social problems are everyone's responsibility. These values have been chosen because they speak to the interconnection between individuals, communities, and their impact on society at a local, national, and global level. A key objective is to prompt reflection and cognitive dissonance among students. Students will need to have knowledge of and articulate their own values in relation to the values identified above. As a student evaluates their congruence with these values, they must choose whether or not it resonates with their values and then will be able to define their role as an agent of change around sustainability.

Competency Seven: Understand the knowledge necessary for the development of a sustainable society.

Narrative: When students have the knowledge of how sustainable societies are developed, they are better informed of their role in its development. In the first year of college, students will learn and be able to define sustainability including the triple bottom line of having a society which is socially just, and communities which are economically and environmentally responsible. These content pieces can be easily interwoven into many of our cornerstone strategies and already exist as part of the competencies which should be achieved concurrent to this one.

In the second year, students will reflect upon how their lives are influenced by and their actions have an impact on the development of healthy environments, the practices of a socially just society, and the maintenance of viable global economies. Students will expand their knowledge on the triple bottom line of sustainability and seek to gain a greater understanding of the symbiotic relationship between them. By having reflected on these areas and beginning to connect their role, students will be well equipped to begin with taking action on the creation of a sustainable society.

Competency Eight: Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.

Narrative: Students must see how any vocation can contribute to the development of a sustainable society. Students will learn the knowledge and skills necessary to pursue their vocational interests. By already having reflected upon their values, students must also journey to discover their true passions. When a student can connect their personal passion(s) to vocational options, they are more likely to continue with that vocation for an extended period of time. By having this time within a vocation, a person can explore the possibilities within a field. Through this exploration, a person has more options for finding ways their vocational actions can contribute to the development of communities which are socially just, and environmentally and economically responsible.

Competency Nine: Learn how to develop and sustain interdependent relationships.

Narrative: Interdependency is crucial to citizenship and, ultimately, the development of a sustainable society. To be an active and engaged citizen, one must first recognize the interconnectedness of all humans. Without the knowledge that influence is reciprocal, whether intended or not, how to develop relationships that have a mutually beneficial nature, and then how to sustain those relationships, one cannot begin to truly act as a self-motivated (and therefore lasting) citizen of the global community. Similarly, the development of interdependent relationships provides foundational knowledge towards becoming a citizen that contributes to the global goal of sustainability.

A student who has attained this competency recognizes that all humans, regardless of how independent-minded they feel, ultimately rely upon others for identity, support, and challenge. Achieving this learning outcome, a student will be able to fully examine how his/her peers have potential to both add value and inhibit progress toward personal aspirations. Further, a student will recognize the advantage of multiple and diverse perspectives from which he/she can cultivate his/her own lens. Ideally, a student will then possess a stronger sense of which relationships lead to personal and academic success. From a staff perspective, we will work to stimulate significant reflection on how the student defines success and promote the evaluation of relationships as they aid or hinder the student's defined-success, growth, and opportunities for challenge.

The idea of partnering is key within this learning outcome. In any partnership, there are obligations to both give and to receive and an idea that higher degrees of success can be achieved by developing interdependent relationships with those who have both similar and very different perspectives than ones own.

Literature Review: Sophomore Students

While critical career choices can be made during the sophomore year, for many students the sophomore year lacks definition. First-year students have easily recognizable needs – their adjustment to new environments and situations is evident. Juniors and seniors are preparing to enter the world beyond their undergraduate studies – their needs are also apparent. Sophomores' needs, on the other hand, are much less obvious. They understand their way around their university, but they are not as clearly established and connected to career opportunities as upper-class students. Sophomores want to be confident in what they are doing, but many still need guidance. Attempts to understand sophomores and their needs are mixed and limited. As such, researchers are less consistent in their findings and less likely to agree on what exactly sophomore students need from their college and university faculty and administrators. One source has attempted to bring major findings and conclusions about sophomores into a concise collection, though. Major findings are as follows:

- Sophomores receive less attention from their colleges and universities than any other undergraduate class.
- Many sophomore students experience a “slump” during their second year of undergraduate study. This slump is characterized by lower grades, higher college attrition, less motivation, and a reduction in happiness with the college experience.
- Sophomores expect more from their college and university faculty and administrators than first year students. As such, efforts need to be made to assess sophomore satisfaction and improve service to these students.
- The sophomore slump can often be accentuated by dissatisfaction with success in one's chosen major. Many sophomores can benefit from classes and programs designed to help them choose a major and a career with which they feel comfortable and challenged.
- Sophomores do not only seek help in major and career choice challenges. They also feel somewhat lost in their personal development. College and university professionals can enhance the sophomore experience by addressing the personal and social growth of these students both in and outside of the classroom. Housing policies specifically designed to focus on these needs will increase the success of sophomores (Schreiner & Pattengale, 2000).

Colleges and universities that have implemented a purposeful sophomore year experience and continue to assess its effectiveness have generally put emphasis on the following educational priorities:

- Personal development
- World view
- Academic success and career exploration
- Community service and citizenship
- Leadership
- Health and wellness
- Multicultural education

(Compiled through an extensive internet review of colleges and universities)

The Gilbert/Harrington Student

Before the Gilbert/Harrington curriculum can shape the complex-specific educational goals and strategies to meet the needs of our sophomore students, we must consider who our students are. We look first to the characteristics of the University of Delaware student, then to what we know about a student's first year in the residence hall, to our own observations of sophomore students on east campus, and finally to some of the demographic information of Gilbert/Harrington students specifically.

Based on data from the Office of Institutional Research and Planning, Housing Assignment Services, and casual observations by professional and student staff members of over 7000 on-campus residents, we could assess the following characteristic generalizations about the student body at the University of Delaware:

- There is a relatively low attrition rate of students: of all full-time bachelor's degree-seeking undergraduate students who entered the University of Delaware as freshmen in fall 2005, 90.3% were again enrolled in fall 2006.
- While 93% of first-year students live on campus, only 47% remain on campus in their upperclass years.
- The majority of students are traditional-aged undergraduates: 4% of undergraduate students are 25 or older and the average age of all full-time students is 20.
- The breakdown of degrees conferred between July 1, 2005 and June 30, 2006 are as follows: Business/Marketing (16.4%), Social Sciences (14.1%), Education (12.2%), Health Professions and Related Sciences (6.0%), Family and Consumer Sciences (5.8%), Engineering (5.6%), Psychology (5.5%), English (5.1%), Biological/Life Sciences (4.9%), Visual and Performing Arts (4%), Agriculture (2.9%), History (2.9%), Communication/Journalism (2.6%), Parks and Recreation (2.4%), Computer and Information Sciences (2.1%), Interdisciplinary Studies (1.8%), Physical Sciences (1.4%), Foreign Language and Literature (1.1%), Engineering Technologies (0.6%), Philosophy and Religious Studies (0.5%), Mathematics (0.5%), Area and Ethnic Studies (0.5%), Liberal Arts/General Studies (0.2%)
- The University of Delaware student population represents limited racial diversity whereby 83.1% are Caucasian and 16.9% are minority.
- Many students belong to upper-middle socio-economic class families
- A majority of students are civically engaged or participate in community service for credit; self-satisfaction is not a typical motivation.
- Many students have a "what's in it for me?" attitude.

This information influences the manner in which we will seek to engage our student population in a mutual learning partnership. The low attrition rate is indicative of students' overall satisfaction with the university. The sophomore students who live in Gilbert/Harrington are truly here because they want to be; they already have one year under their belt and they elect to return. The Gilbert/Harrington staff does not need to be overly concerned with pacifying students, instead, there is room to focus on true education. The significant drop in underclassmen to upperclassmen housing trends could be due to many factors, but for sophomore students in Gilbert/Harrington this means that probably at least half of their friends have off-campus housing. The pressure to lead an independent lifestyle as their peer counterparts do is likely high. Those students who decide to live on campus their sophomore year hopefully choose to do so because they enjoyed their first year experience in the residence halls. Though, it is likely that there are financial motivations as well. Knowing that

there are few non-traditional students living in our residence halls, specifically Gilbert/Harrington, allows us to move forward with curriculum design without the creation of a separate set of learning goals for a unique population. The sheer volume and variety of degrees conferred indicates that approaches to career exploration and citizenship development need to be somewhat generalized. An understanding of the racial breakdown of campus and that many students are of a higher socioeconomic status indicates that residence hall education should be approached from an exploration of privilege and oppression thus meeting our students where they are developmentally. The last two points which speak to students' hesitancy to engage in an activity without understanding their personal gains provides information for how we should approach students or "sell" our education. Approaching students without letting them know the benefits of their involvement and participation would likely fail. This information also provides us with something to work towards changing. If by the end of a student's residence hall experience they can start thinking with a "what's in it for you" or "what's in it for us" attitude, then we have accomplished something significant. There is also a clear need to battle apathy and engender a strong sense of civic responsibility and commitment among our students to their immediate community (their floor) as well the world beyond. Broadening student horizons, inspiring them to be curious and intrigued by pressing national and global issues, and encouraging them to figure out their own convictions and take a firm stand on them, are certainly among the most important educational priorities our staff members need to embrace if we are to provide a purposeful and meaningful experience for our students.

The next step in anticipating the shape the Gilbert/Harrington curriculum should take is a consideration of the curriculum design in the first-year areas from where we inherit students. Based on historical housing information, we know that a majority of Gilbert/Harrington students come from the Rodney and Dickinson first-year complexes. This allows us to work with essentially the same group of students for two years. The First Year Experience program in Rodney and Dickinson provides students with a solid base that helps them successfully transition into the university environment. Dickinson's focus on the three elements of sustainability is rich in opportunity to mobilize each student to take action and make a difference in the world around them. The Dickinson staff asks students to explore influences, primarily related to social economic status, and evaluate how it impacts patterns of consumption and conservation towards a sustainable society. In Rodney, the staff focuses on a student's need to feel a sense of belonging, a sense of purpose, and a sense of self. With an emphasis on personal connections, students learn how to maneuver through college gaining valuable education both inside and outside the classroom.

While Dickinson and Rodney take unique approaches to a student's education, their curricula both contain an emphasis on the same first year competencies. Therefore, we can expect the Gilbert/Harrington student to understand how their social identities affect how they view others, know the forms of oppression linked to social identity groups, understand that human suffering matters - or at least test their value congruence, understand how others influence them, understand the impact of their decisions, and understand the power of an individual in a community. Knowing that most students should have achieved these learning outcomes before moving into Gilbert/Harrington helps to direct the Gilbert/Harrington curriculum.

The third and final step in understanding the Gilbert/Harrington student is a consideration of staff's observations. Based on many informal interactions as well as more formal discussions with students and Residence Life staff members, we can conclude that the Gilbert/Harrington students are generally very well interconnected socially. Most students request to live in Gilbert/Harrington with their roommates and friends; this creates a more challenging environment for our handful of transfer

students, the few junior and senior students in single rooms, and those students who do not enter the sophomore year with a pre-established circle of close friends. These close knit social circles can also present problems for student staff who try to form personal connections with each student and the community (as a whole) alike. Without the innate motivation to make connections within their floor community as first-year students have, sophomore students can often present themselves as distant and disengaged. In fact, some upperclass students have even admitted to not knowing the first names of everyone on their floor as late as April or May.

While Gilbert/Harrington students, as a general rule, do not hit a low point with social interaction, the infamous sophomore “slump” often manifests itself in other ways through low GPA, reduced academic motivation, and insecurity in a career choice. With the pressure of the first year behind them, and the load of responsibility of the senior year far away, Gilbert/Harrington students tend to utilize the sophomore year to “check out” and have a good time. These last points detail the need to have “Career Exploration” as a pivotal element of the Gilbert/Harrington curriculum. For this reason, the Gilbert/Harrington staff strives to create a sense of urgency among our students – sending the message that if by the sophomore year students have not taken full advantage of the academic and personal development opportunities the University faculty and administration provides (to list just a few examples: study abroad, internships, career guidance, research opportunities, graduate school exploration, leadership opportunities, connection/relationship with a faculty member, programs challenging ones personal convictions, etc.), and have not assumed a personal commitment to a career, they are really missing out. By the junior and senior year, it may be too late to catch up. In addition, the sophomore year tends to be the last year our students live on campus – the opportunities for students living off campus are far more difficult for students to become aware of and take advantage.

In addition to the above mentioned struggles that Gilbert/Harrington students face during the sophomore year, minority students living on east campus face additional challenges. East campus has traditionally been perceived as an intolerant and non-inclusive environment; unfortunately, sometimes these perceptions were validated by acts of hate against a particular community member or minority group. Students of color have been reluctant to sign up to live in Gilbert/Harrington, and those who do tend to struggle with establishing a support network. Even a number of Residence Life student staff members are uncomfortable with a placement in Gilbert/Harrington and many cycle-out of the east-campus position after one year due to their own needs for social support. The need to provide a solid support network for our minority students is unmistakably apparent. It is also crucial to simultaneously work to combat the underlying issue of intolerance, and not just treat a symptom. Therefore, the Gilbert/Harrington staff and student leaders need to remain fully committed to educating and continually challenging our student population on issues of diversity.

The last area for consideration is the demographic statistics on the Gilbert/Harrington student population. Below is a breakdown of Gilbert/Harrington students by classification, gender, under-represented groups, and student GPAs. The breakdown by classification informs us that the majority of students are in fact sophomores; those students classified as freshmen are technically going into their third semester of college and it is likely many of the identified juniors are second-year students with extra credits. The gender and underrepresented groups breakdown is very similar to the University of Delaware average. Finally, the GPAs for Gilbert/Harrington and Dickinson students are listed. Though the statistical significance of the differences between these numbers was not assessed, at face value, the numbers do not appear far off from one another. Though intuitively this does not validate the sophomore slump phenomenon for Gilbert/Harrington students, it shows that while in the first year there are adjustment issues responsible for lower GPAs, there are no such reasons for sophomores.

Information below is based on fall 2005 demographic data provided by UD's Housing Assignment Services.

Gilbert/Harrington Student Profile: Classification (based on academic credit)

Sophomores with freshman class standing:	90	(7 %)
Sophomores:	935	(77 %)
Juniors:	125	(10 %)
Seniors:	69	(6 %)
Total:	1,219	

Gilbert/Harrington Student Profile: Gender

Men:	496	(41 %)
Women:	723	(59 %)

Gilbert/Harrington Student Profile: Students of Under-represented groups (self-identified)

Asian/Pacific Islander:	45	(4 %)
Black:	33	(3 %)
Hispanic:	63	(5 %)
Non-Resident Alien:	3	(0.2 %)
Native American:	3	(0.2 %)
Other/Multiracial:	11	(1 %)
Total:	158	(13.4%)

Gilbert/Harrington Student Profile: Student GPAs

Grade Point Averages and Percentages			
Semester	Below 2.0	2.0 – 3.0	Above 3.0
Fall 2004	104 (8.4%)	619 (49.9%)	517 (41.7%)
Fall 2005	83 (6.7%)	639 (51.5%)	518 (41.8%)

Dickinson Student Profile: Student GPAs

Grade Point Averages and Percentages			
Semester	Below 2.0	2.0 – 3.0	Above 3.0
Fall 2004	124 (17%)	311 (43%)	290 (40%)
Fall 2005	79 (11%)	341 (47%)	305 (32%)

The Gilbert/Harrington Curriculum: A History

The Gilbert/Harrington curriculum traditionally focused on six main areas that, to a large degree, resembled six mini-curricula. The areas corresponded with essential education we thought necessary for sophomore students; they included: Career and Academic Success, Leadership and Involvement, Diversity Education, Global Awareness, Community Service, and Health and Wellness. While the intention behind each of these six areas was sound, it proved too much to take on and after the first year of implementation, a decision was made to create three primary areas of focus and three secondary areas of focus. In theory, it made sense; in practice, mistakes were repeated. By year three of Gilbert/Harrington's curriculum (the 2006 - 2007 academic year), the spirit of all six areas still existed, but there *was* a clear focus from staff on three areas specifically: Career and Academic Success, Global Awareness, and Diversity Education. Presently in Gilbert/Harrington we are operating under the guidance of this curriculum. Still, though, there is a disconnect - in some key instances - between what is written in the curriculum and what is done in practice. There is also a disconnect among the three areas themselves. Unfortunately, even three areas of focus are proving a challenge in implementation. These experiences paired with the Office of Residence Life's recent focus on sustainability, requires the Gilbert/Harrington curriculum to shift once again to a more narrowly focused and educationally sound document.

The Gilbert/Harrington Curriculum Rationale

Taking direction from the department's educational priority, learning outcomes, and goals, the literature on sophomore students, and the working knowledge of the "stereotypical" Gilbert/Harrington student, we can now explore and shape what this means for those sophomore students at the University of Delaware who live in Gilbert and Harrington.

Gilbert/Harrington's 2007-2008 curriculum focuses on "Global Citizenship" with specific emphasis on "Career Exploration." Global citizenship is not only in line with the educational priority of the Office of Residence Life, but it has also been a fundamental element of the Gilbert/Harrington curriculum since its conception. Building on the curricular education of the first-year areas, the Gilbert/Harrington curriculum directs each student to take action locally not only for the benefit of that local community, but to take action for the benefit of the global community of which they are an integral part. Using this lens, each student will be asked to explore how differences in equity impact our society, to estimate his/her congruence with the citizenship values outlined by the Office of Residence Life, to understand what knowledge is necessary for the development of a sustainable society, on a global level, to learn how to develop and sustain interdependent relationships, and to learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable *global* society.

It is this last point that has traditionally been, and will ultimately be, a significant focus of the Gilbert/Harrington curriculum. Therefore, it deserves further detailing of its connection and place within the sophomore year experience. First-year residence hall curricula, guided by their own set of learning outcomes and goals, focus on the floor community as a microcosm of society. They look to the local and national society in the education of freshman students. The Gilbert/Harrington curriculum, building on those educational experiences, takes it to the next level and spotlights, almost exclusively, a student's role in and connection to the global community. The aim is to graduate students who can recognize that their actions have impact globally and that they have a choice to make that impact positive.

The reality is that "educating students for a global future is no longer elective" (Musil, 2006, p. 1). In fact, a study by the Association of American Colleges and Universities (AAC&U) called to light the importance of global knowledge and engagement and identified it as an indispensable learning outcome for all students in all majors" (AAC&U, 2004). One necessary component of a global education is understanding what it means to be a "global citizen." Or, for the purposes of this curriculum, what is global citizenship?

Defining either word independently is much easier than discovering them as a unit. The word "global" is easily translated into "worldwide" or "universal." "Citizenship" is most often defined in some political or legal sense and is typically that which ties an individual to a sovereign state. However, there is also a more positive definition of citizenship regarding it as an expression of activism. Coupled, it seems that global citizenship might be the "universal rights" of peoples to live and work under transnational norms. However, this definition is too literal and simply transplants that which would be someone's geographical location or resident country with "the world." It implies only a responsibility of the "sovereign state" to the citizen and not vice versa. Macalester College's Institute for Global Citizenship takes a different, warmer, approach to this definition in stating "global citizenship begins at

home, with a commitment to live responsibly, to regard human beings as fellow citizens, and to be proactive in seeking the common good” (2007, p. 1). However, this definition still does not inform a very clear direction for student education. In each of these definitions, a key element is missing. In the first, we run into trouble because global citizenship cannot be connected to a specific geographic location. In the second, the definition moves directly to action-steps. While being a global citizen is certainly participatory, it is not simply an action; it is mostly a perspective or frame of mind. Walking down the street you would not be able to tell if someone was or was not a “citizen of the world” nor would you be able to witness just a few actions and properly assess that the individual is approaching them as a global citizen. Robert Hanvey in his article titled Global Education presents five dimensions of a global perspective. By first fostering a global perspective in students and then providing opportunities for action, then true global citizens will begin to emerge.

Summarized, Hanvey’s five dimensions of a global perspective are (1) perspective consciousness, (2) state-of-the-planet awareness, (3) cross-cultural awareness, (4) knowledge of global dynamics, and (5) awareness of human choices. Hanvey defines perspective consciousness as “the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one’s own” (1982, p. 162). This idea matches the sentiment of competency two’s learning goal: “each student will learn to analyze events/issues through the lenses of people from differing social identities.” The second dimension, state-of-the-planet awareness, is defined as “the awareness of prevailing world conditions and developments including emergent conditions and trends” (Hanvey, 1982, p. 163). Learning goals two and seven fit comfortably with this idea. Understanding how differences in equity impact our society and the knowledge necessary for the development of a sustainable society, specifically how systems are interrelated, are very integral to the achievement of state-of-the-planet awareness. Cross-cultural awareness or the “awareness of the diversity of ideas and practices to be found in human societies around the world, how such ideas and practices compare, and ... how the ideas and ways of one’s own society might be viewed from other vantage points” is Hanvey’s third dimension (1982, p. 164). The second learning goal under competency nine, “each student will recognize the benefits of relationships with people of other social identities,” corresponds naturally. Hanvey defines his fourth dimension, “knowledge of global dynamics,” as the understanding of “key traits and mechanisms of the world system with emphasis on theories and concepts that may increase intelligent consciousness of global change” (1982, p. 165). Though slightly different than state-of-the-planet awareness, education on the functional elements of the global community on a variety of levels ties in with the charge of the learning outcomes and goals for Gilbert/Harrington. The final dimension, “awareness of human choices,” is really the culmination of all the other areas; it is the realization that “such a heightened awareness, desirable as it is, brings with it problems of choice” (Hanvey, 1982, p. 165). This is perhaps the most powerful dimension of all. It drives home the point that while one has an obligation, as a global citizen, to be knowledgeable or aware, with that knowledge comes a great deal of responsibility. This is where action begins, motivated by a true global perspective. When this motivation becomes imbedded it will then sustain far beyond our students’ undergraduate careers.

Career exploration, guided by competency eight, is the other tenet of the Gilbert/Harrington curriculum. Competency eight states that each student should learn how to connect person passions to vocational options in order to be able to contribute to a sustainable society. The rationale for such a

learning outcome and its associated goals becomes apparent quickly when researching sophomore student needs. The Gilbert/Harrington complex provides a unique opportunity to tailor educational and programming efforts specifically to meet the needs of our sophomore students. Most colleges and universities, like the University of Delaware, have a methodical and a well thought-out first year student experience in place, but then fail to maintain the same level of connection and commitment to the students during their sophomore year. After freshmen experience the high levels of connection and commitment from university staff and faculty, they come to expect it again in their sophomore year. Usually, however, a Sophomore Year Experience is not in place and students are left to figure things out on their own. Then, as senior year approaches, students once again receive outreach from faculty members and university administrators. At this point though, it is often too late and students have missed out on many important career and personal development opportunities. While sophomore students should assume full personal responsibility for their own academic success and personal and career development, we have the responsibility to assist them in the process and provide them with meaningful educational opportunities and support. Logically, a Sophomore Year Experience focused on career exploration is required to address these needs.

The two areas of Global Citizenship and Career Exploration, though important independently, also have some very clear and relevant connections making them substantially more significant interdependently. The narrative associated with competency eight speaks to this point. In summary it states that each student must see how any vocation can contribute to the development of a sustainable global society. Through a reflection of his/her values, a student must journey to discover his/her true passions. When a student can connect personal passions to vocational options, he/she is more likely to continue with that vocation for an extended period of time. By having this time within a vocation, a person can explore the possibilities within a field and subsequently has more options for finding ways their vocational actions can contribute to the development of communities that are socially just as well as environmentally and economically responsible. Therefore, the very practical "career exploration" piece of the Gilbert/Harrington curriculum nicely fits with the conceptual challenge of getting students to think globally in their daily lives.

Certainly the two areas highlighted here find support in their necessity to sophomore students, but, there were initially four other areas thought to be relevant in the lives and education of Gilbert/Harrington students. Leadership, Diversity Education, Community Service, and Health and Wellness were pillars of the 2004-2005 Gilbert/Harrington curriculum that were passed through an intense editing and review process and came out on the other side. It would be irresponsible to neglect this fact when just three years ago it was thought, and reviewers agreed, they were essential elements.

The 2007-2008 curriculum, though not explicit, still makes use of the thematic areas mentioned above; however, instead of these topics appearing on the level of learning outcomes or goals, they are present in the strategies employed to achieve Gilbert/Harrington's competencies and learning goals. This should become apparent in reviewing the strategies outlined in the curriculum. For example, instead of focusing on leadership as a pillar, we are utilizing the Gilbert Community Council, the Harrington Community Council, and the Minority Student Network as avenues for education. Similarly, instead of looking explicitly at diversity education, we are asking students to assume a pseudo-identity in floor meetings with aims to view current events and issues from a lens different than their own. Instead of community service as an end point, students will engage in service projects as an action-oriented way of learning how to make an impact on a global level and contribute to a

sustainable society. Finally, education of “Health and Wellness” will continue to exist in the lives of Gilbert/Harrington students but it will be through the lens of personal sustainability; are you making choices that will ensure your ability to become or remain healthy and safe both emotionally and physically? Assuredly, these concepts and therefore the spirit of Gilbert/Harrington are not lost by focusing more narrowly on Global Citizenship and Career Exploration. Instead, they have found their place in the context of the curriculum.

As a result of this intentional and individualized education, the Gilbert/Harrington student will take ownership for his/her own educational career, become invested in his/her long term academic and professional success, realize a sense of purpose and direction in a decided career path, gain a “big-picture” mindset as a global citizen, respect divergent views and other cultures, values and beliefs, exemplify a personal commitment to making life-long contributions towards a sustainable society, make healthy lifestyle choices that contribute to his/her personal sustainability, understand the important issues facing the world, and become an advocate towards the relief of issues facing society at national and global levels.

The Gilbert/Harrington Outcomes & Goals

Each of the learning outcomes listed below are presented as a skill, knowledge, or behavior that a student will/should attain. The learning goals listed as bullets underneath, are written in “each student will” language. Some of the learning outcomes and goals are those specified by the Office of Residence Life and can be distinctly seen in the earlier competency chart. The Gilbert/Harrington curriculum, taking direction from the competency chart, also includes other learning goals to be achieved in Gilbert/Harrington specifically. Below are the competencies and learning goals restated with complex-specific additions:

COMPETENCY NUMBER TWO

Understand how differences in equity impact our society

Learning Goals:

- Each student will recognize that systemic oppression exists in our society.
- Each student will learn to analyze events/issues through the lenses of people from differing social identities.
- Each student will recognize the impact of systemic oppression for people of varying social identities.
- Each student will recognize the connections between different forms of oppression.
- Each student will recognize the benefits of dismantling systems of oppression.

COMPETENCY NUMBER THREE

Understand your congruence with citizenship values

- Human suffering matters
- My actions have a global impact
- What I do and don't do civically and politically matters
- Social problems are everyone's responsibility

Learning Goals:

- Each student will learn how citizens can act and have acted in the past to create change in their community.
- Each student will understand that both action and inaction have consequences in our society.
- Each student will incorporate civic and political dimensions into his/her sense of identity.
- Each student will be able to participate in an informed discussion about an issue.

COMPETENCY NUMBER SEVEN

Understand the knowledge necessary for the development of a sustainable society.

Learning Goals:

- Each student will be able to explain how sustainability relates to his/her life and values.
- Each student will be able to explain how systems are interrelated.
- Each student will be able to explain how his/her actions impact issues of sustainability.

COMPETENCY NUMBER EIGHT

Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.

Learning Goals:

- Each student will learn the importance of self reflection in career planning.
- Each student will identify a personal passion.
- Each student will set career goals in line with his/her passions.
- Each student will know the resources and the skills needed to pursue his/her vocational interests.
- Each student will understand how career exploration and contribution to a sustainable society are linked.
- Each student will actualize his/her progress towards established career goals.
- Each student will recognize his/her contribution to a sustainable society.

COMPETENCY NUMBER NINE

Learn how to develop and sustain interdependent relationships.

Learning Goals:

- Each student will learn how to develop a peer group that is supportive of his/her personal and academic success.
- Each student will recognize the benefits of relationships with people of other social identities.
- Each student will learn the importance of sustaining supportive relationships.

The Gilbert/Harrington Sequence of Learning

AUGUST

In August, the primary focus of all strategies is to introduce the Gilbert/Harrington (GH) curriculum including the learning outcomes and goals that are specific to GH. A student's first encounter with the GH curriculum will come during the check-in process. The Resident Assistant (RA) checking in the student will provide a brief verbal definition, will refer the student to visual representation of the "GH course syllabus," and will ask the student to participate in a baseline survey that will serve as both an introduction to the sophomore year learning outcomes and an assessment tool. When the student returns to her floor she will see her RA's floor vision: a narrative or letter written to the floor that should include curricular aims and floor expectations with a personal twist. The student will also see another copy of the GH course syllabus and door decorations themed with the sophomore year curricular aims.

Finally, the student will see the floor bulletin board titled "Our Sustainable Community" that is meant to familiarize community members with their floor members as well as provide a refresher on the concept of sustainability. The student will also be alerted to the ongoing passive programming scheduled to take place over the academic year including the collection of ink cartridges and can tabs. Both of these activities are ways a student can take action towards the creation of a sustainable society. In providing ways to take action, each student will be aware of how easy it is to contribute. Should the student choose not to contribute, the RA has a built-in context for challenging that decision. The night of move in, each student will also be asked to attend a floor and building meeting. The purpose of the floor meeting will largely be to introduce the students to the RA, one another, and the activities, meetings and opportunities outlined by the curriculum. This is the RAs chance to really "sell" the upcoming educational opportunities to the students and get them invested in their own learning. The building meeting will take a similar approach but will also include a kick-off to student leadership recruitment.

SEPTEMBER

September is almost solely focused on RA to student one-on-ones (Student Success Contacts) and competency eight: Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society. Each student will meet with his/her RA to identify his/her passion, set career goals, engage in self-reflection towards career planning, learn about the resources and skills available to him/her, and discuss how to develop supportive peer relationships. There are also four different strategies which occur monthly starting in September. Instead of detailing these strategies each month, I will summarize them here. The first of the four ongoing curricular strategies is career goal setting appointments. This strategy is not meant to reach every student but is meant as an alternative for those students who may have avoided the student success contact one-on-one and as an additional tool for any student who might want to take advantage of the opportunity to investigate career options. In that way it furthers the educational goals of competency eight. The second strategy is the resident interview. The primary purpose of this interview is for the student to provide feedback on his/her experience living in GH but it will also serve to provide the student with further exposure to the five sophomore year competencies. The third strategy is the curricular showcase. There are seven different themes for the curricular showcase including the Spotlight Showcase, the GH Calendar of Events, the Global Question of the Week, the Cultural Exploration Board, the Health and Wellness Highlight, the Sustainability Showcase, and the Assessment Report Showcase. These showcases will

cover, at different times, all of the learning outcomes and most of the learning goals. In many ways the curricular showcases provide a connection to the traditional monthly events (i.e. Hispanic Heritage month or Holocaust Education Week) with an intentional educational focus framed by the GH curriculum. The fourth and final ongoing curricular strategy is the alternative weekend event series. RAs, through a rotating schedule, will provide an alternative to drinking every weekend night of the academic year. In doing this we ensure that there is always an opportunity for a student to choose not to drink. This also provides an outlet for students to take action under the learning goal: each student will learn how to develop a peer group that is supportive of their personal and academic success.

OCTOBER

In October students will find themselves engaging in a roommate agreement meeting and a signature GH floor meeting. Visually, the RA will post the floor community agreement as well as three floor bulletin boards: one on internship and study abroad opportunities for the winter, the second on national coming out day, and the final one on the current religious holidays. A debate series will also occur in GH during the month of October.

The fall roommate agreement (as is true for the spring roommate agreement meeting) is specifically designed to tackle competency nine: learn how to develop and sustain interdependent relationships. The premise behind this strategy is to use the roommate's relationship with one another to explore and model positive interdependent relationships. In doing this, the RA should walk through with the roommates any potential "deeper issues" that might lead to dissatisfaction with one another. But, ultimately, the objective is to develop goals and strategies for developing positive "other" relationships. "Other" relationships are meant to be relationships a student will seek out with individuals different from themselves. We hope that the student will explore relationships with people from various social identities and also establish at least one faculty connection.

October is also the first month of a series of six floor meetings. The floor meeting's focus is on competencies two: understand how differences in equity impact our society, three: understand your congruence with citizenship values, and seven: understand the knowledge necessary for a sustainable society. Correspondingly, there are many learning goals falling under the purview of the floor meeting series. The expectation is not that all of the learning goals are achieved by attending the first or just one floor meeting, but that the sequence of the floor meetings coupled with other delivery strategies will allow the student to achieve the learning outcomes and goals. The October floor meeting also comes with a "second half" which is presented by the Hall Director (HD). The second half of the October floor meeting looks again to competency eight, builds on the previous one-on-ones (specifically the student success contact), and further develops a student's ability to connect personal passions to vocational options in order to be able to contribute to a sustainable society. More specific information about the October floor meeting is included in the strategy chart on later pages.

Two of the slated visual programming strategies for October will hit competency two: understand how differences in equity impact our society. One bulletin board will focus on National Coming Out Day and the other on religious holidays occurring in October. The main learning goal of focus is "each student will recognize that systemic oppression exists in our society." The GH curriculum hopes to achieve this through an exploration of national coming out day and the Jewish holidays that are not always given proper attention - taking it to a deeper level and exploring the context of the holidays in our society as opposed to a completely celebratory approach. The third visual strategy is the community

agreement which will cover all the competencies in a general sense through the eyes and wording of the floor community. The community, with the help of the RA, will establish community expectations at the October floor meeting which will then be posted on the floor.

NOVEMBER/DECEMBER

During the months of November and December, each student will participate in another round of one-on-ones, a floor meeting, the complex community service initiative, and curriculum assessment. Visual programming will also be present and some students will have the opportunity to engage in discussion with their Hall Director about the curriculum through a focus group.

The November one-on-one, called the sustainability challenge, builds on the goal setting accomplished during the September round of one-on-ones to further competency number eight. Specifically, at this meeting the RA will focus on how sustainability relates to the student's life and values, how the student's actions impact issues of sustainability, how systems of sustainability are interrelated, how inaction and action have consequences, how career exploration (as discussed during the student success contacts) and contributing to a sustainable society are linked, the student's contribution to a sustainable society, and start the dialogue for civic and political identity exploration.

The November/December floor meeting follows closely to the format and reasoning of the first half of the October floor meeting. There will also be a new round of religious holiday bulletin boards on the floor designed to reach the learning goal: each student will recognize that systemic oppression exists in our society. International Education Week also occurs during November and RAs are expected to support and encourage attendance at campus events as well as display those opportunities visually in their communities. Furthermore, RAs will promote the complex community service initiative through a floor bulletin board.

After a semester of one-on-ones, floor meetings, visual programming, and some smaller action elements, students will be afforded the opportunity to give back on a global scale through GH adopted charities. Moving into its third year, the World Vision community service initiative continues to be popular with students - in winter 2006 the complex raised over 5,000 dollars. Next year, the curriculum will include additional charities in an effort to provide more connection points for students. A second education-through-action-and-opportunity initiative for November/December is the GH clothing and food drive. Taking advantage of winter closing and the volume of food and clothing students are willing to donate. This strategy will serve as a way for students to take action on the learned competencies.

Hall Directors will also conduct focus groups in November - their first of three. With six HDs conducting three focus groups each and hopefully 5 - 8 students present at each, we will reach anywhere from 90 to 150 students with in-depth questions. Though this is not every student, this strategy can and should reinforce the learning outcomes and goals of the GH curriculum.

At the end of the fall semester students will also fill out the Fall Floor Feedback survey. The survey will question their learning experience over the fall semester. While this data will both serve as a measure of success for the fall semester and will inform the future direction of the GH curriculum, it will also further expose students to all of the sophomore year competencies and learning goals.

JANUARY

January is a relatively light month due to the decrease in students living in the residence halls over winter session. It is typically a time for staff to rejuvenate and prepare for another semester. This time is crucial in avoiding premature staff burn out. Correspondingly, there are not as many intentional learning strategies over January. RAs will still hold a floor meeting and will focus on visual programming, but the major focus will be on two assessment strategies administered by the HDs.

As with every other month, RAs will facilitate a floor meeting focused on competencies two: understand how differences in equity impact our society, three: understand your congruence with citizenship values, and seven: understand the knowledge necessary for a sustainable society. The visual programming will focus on alternative spring break options with a special emphasis on service trips. RAs will also make door tags for each of their residents using their own creativity but including elements of the curriculum also.

During January (and February) check-in, students will take a short "curriculum connection quiz." This assessment tool is not meant to focus on how students learned what they did, but to see if learning occurred at all. Finally, HDs will continue to facilitate focus groups through January.

FEBRUARY

With February comes room changes and therefore new students. In an effort to make sure every GH resident receives the same educational opportunities, RAs will meet with any new student who did not have a Student Success Contact or Sustainability Challenge meeting. RAs will also have one-on-ones with students who did not perform well academically. Academic Connection Meetings are for those students whose GPA falls below a 2.0 in the fall semester. The focus in this meeting will be reconnecting to competency eight: learn how to connect personal passions to vocational options to be able to contribute to a sustainable society.

RAs will also engage students in the Spring Roommate Agreement that, like the Fall Roommate Agreement, focuses on competency nine: learn how to develop and sustain interdependent relationships. This roommate agreement builds directly on the fall roommate agreement and serves as both a follow up to pre-established goals and an exploration of future goals.

As February is Black History Month, RAs will also involve the floor in a black history month bulletin board contest; a tradition that has been in GH for years. The purpose of the bulletin board contest is to get students actively engaged in an exploration of the history of oppression and its impact on African Americans in the United States; a direct connection to competency two.

Lastly, students will participate in the fourth installment of the floor meeting series.

MARCH

Another floor meeting, like October's, takes place in March. The first half of the meeting is again centered on competencies two, three, and seven while the second half focuses on competency eight. Repeating the structure of the October floor meeting serves to reinforce and build upon that which was already established. The only required visual programming is in regards to summer job or internship searching and works toward the learning goal "each student will know the resources and skills needed to pursue his/her vocational interests."

In March there are two action-oriented strategies: “Soap for Hope” and “101 Tools for Tolerance.” The first is a community service initiative that serves to bring soap and other toiletry items to deserving families in Haiti. In providing this opportunity to students the staff can both educate and encourage action; it provides a context for conversation and learning. The second, “101 Tools for Tolerance” is an interactive community challenge. Students can take the initiative to compete individually to make changes in their lives in becoming more “tolerant” or they can choose to participate on the floor level.

APRIL/MAY

April’s strategies are focused on an end-of-the-year wrap up and reflection as well as opportunities available looking ahead. Mostly though, it is an opportunity for closure. The month is home to the sixth and final floor meeting of the year, HD focus groups, another clothing and food drive, a bulletin board on the community’s and individual’s accomplishments, and an end of the year survey at check out. There is also another one-on-one scheduled for April/May focused on competency eight and meant as a review of the student’s progress toward his/her career goals and contributions to a sustainable society. In one respect the meeting is a formal “thank you” but it is also meant to positively reinforce the behaviors the student engaged in towards becoming an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to a sustainable society at a local, national, and global level.

The Gilbert/Harrington Strategies

The Gilbert/Harrington curriculum is complex in that it is layered in terms of strategy, time of delivery, and topic. The charts starting on page 23 are organized by strategy and month. Therefore, a variety of topics will present themselves within any one chart. Included in every box is a description of the learning outcomes, learning goal connections, purpose, and assessment. The “learning outcomes” are those competencies that are meant to be focused while employing that specific strategy. The “learning goal connections” are those learning goals (falling under the purview of the stated learning outcomes) that are meant to be focused on while employing that specific strategy. The “purpose” highlights a very brief description of the activity or intention behind the strategy. Finally, the “assessment” refers to the assessment that will occur to evaluate that strategy’s effectiveness. In many cases it is stated that the strategy itself may not be tested but that “the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through various means.” Without all of the surveys completed, it is difficult to approximate exactly which strategies will and will not be evaluated. Therefore, the “assessment” portion is an educated guess that will likely occur; in reality, most strategies will be evaluated over the course of the academic year.

Some strategies listed in the “learning outcomes” or “learning goal connection” section that “any” apply or that “all – in a general sense” apply. For those strategies where “any” is listed, it is due to the flexibility in the approach; for those strategies, RAs have creative freedom to pick a competency or learning goal they identify with and make it their own, through door decorations for example. For those strategies where “all – in a general sense” is listed, it is assumed that many of the learning outcomes or goals will be targeted through that strategy. It is not meant as a guarantee that any one learning outcome or goal will be investigated in great depth, but that the general education aims of the Gilbert/Harrington curriculum will be presented and explored.

The main strategies of the Gilbert/Harrington Curriculum are as follows:

- **One-on-ones:** An RA – student meeting
- **Roommate Agreements:** An RA – room meeting
- **Floor Meetings:** Typically RA facilitated and with the entire floor community
- **Hall Director Office Hours:** HD – student meeting
- **Check-in & Check-out:** Facilitated by all staff and is always some assessment strategy
- **Floor-Level Passive Programming:** Can be visual programming or low-level action
- **Curricular Showcases:** Located in every building, pre-packaged by CC and hung by RAs
- **Programming:** Facilitated by HD staff and is presented complex-wide

STRATEGY: ONE-ON-ONES

Student Success Contact

Learning Outcomes:

- Learn how to connect personal passions to vocational options to be able to contribute to a sustainable society
- Learn how to develop and sustain interdependent relationships

Learning Goal Connection:

- Each student will learn the importance of self reflection in career planning
- Each student will identify his/her passion
- Each student will set career goals
- Each student will know the resources and skills needed to pursue his/her vocational interests
- Each student will learn how to develop a peer group that is supportive of his/her personal and academic success.

Purpose: Each student will have a meeting with his/her RA to discuss and work through the above. The RA will also encourage the student's active reading of the passive programming in the building. This conversation will set the tone for the academic year in terms of a focus on career planning and the RA to student relationship. This meeting will also serve as a time to collect baseline data and information on our students.

Assessment: Assessment of this measure's effectiveness will be conducted through the Fall Floor Feedback Survey during check-out in December.

Sustainability Challenge

Learning Outcomes:

- Understand the knowledge necessary to contribute to a sustainable society
- Understand your congruence with citizenship values
- Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society

Learning Goal Connection:

- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability
- Each student will be able to explain how systems are interrelated
- Each student will understand that both action and inaction have consequences on our society
- Each student will develop a sense of identity that incorporates civic and political dimensions
- Each student will understand how career exploration and contribution to a sustainable society are linked
- Each student will realize his/her contribution to a sustainable society

Purpose: Each student will have a meeting with his/her RA to discuss and work through the above. Prior to the meeting, the RA will email out a one-page description of sustainability. This conversation should include elements of sustainability education but should largely center on the student setting personal goals to make a difference locally that has an effect globally. The RA should also follow up on student's progress toward goals established during Student Success Contact and reinforce student's status with the Career Services Center (from floor meeting in October).

Assessment: Assessment of this measure's effectiveness will be conducted through the Fall Floor Feedback Survey during check-out in December.

February	<p style="text-align: center;">Student Success Contact & Sustainability Challenge (for new floor members)</p> <p>Learning Outcomes: see September's Student Success Contact and November's Sustained Dialogue</p> <p>Learning Goal Connection: see above</p> <p>Purpose: This meeting largely serves as a catch-up meeting for those students who did not live in Gilbert or Harrington during the fall semester. Each student will have an hour meeting with his/her RA to discuss and work through the learning goals under both the Student Success Contact and Sustained Dialogue one-on-ones. The RA will also encourage the student's active reading of the passive programming in the building. This conversation will set the tone for the semester in terms of a focus on career planning, making a global contribution, and the RA to student relationship.</p> <p>Assessment: Measurement of this specific one-on-one's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the meeting will be assessed through the End of Year Survey.</p> <p style="text-align: center;">Academic Connection Meeting (for students whose fall GPAs were below 2.0)</p> <p>Learning Outcomes: Learn how to connect personal passions to vocational options to be able to contribute to a sustainable society</p> <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will learn the importance of self reflection in career planning ▪ Each student will identify his/her passion ▪ Each student will set career goals ▪ Each student will know the resources and skills needed to pursue his/her vocational interests ▪ Each student will realize his/her progress towards established career goals <p>Purpose: Each student who falls into this category will have a meeting with his/her RA to reevaluate those goals and passions highlighted in the September Student Success Contact one-on-one. The RA will also provide an extensive list of campus resources available to the student. The RA will remind the student of the Career Services Center resources, Hall Director office hours, and peer support.</p> <p>Assessment: There is no formal assessment planned for the Academic Connection Meeting</p>
April	<p style="text-align: center;">Student Success Report</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will learn the importance of self reflection in career planning ▪ Each student will understand how career exploration and contribution to a sustainable society are linked ▪ Each student will realize his/her progress towards established career goals ▪ Each student will realize his/her contribution to a sustainable society <p>Purpose: Each student will have a final meeting with his/her RA. The RA will review the student's progress toward his/her career goals and will discuss his/her contribution to a sustainable society. The RA will ask reflective questions of student regarding the links between career and contribution to a sustainable society. These questions will also serve as a form of assessment on Gilbert/Harrington's achievement of competencies throughout the academic year. The RA should personally thank the student for his/her contribution to the community and finally discuss future goals with the student.</p> <p>Assessment: Measurement of this specific one-on-one's effectiveness will not be assessed but the strategy will serve as an avenue for assessment of other strategies.</p>

STRATEGY: ROOMMATE AGREEMENTS

Fall Roommate Agreement

Learning Outcomes:

- Learn how to develop and sustain interdependent relationships

Learning Goal Connection:

- Each student will learn how to develop a peer group that is supportive of his/her personal and academic success.
- Each student will recognize the benefits of relationships with people of other social identities
- Each student will learn the value in sustaining supportive relationships

Purpose: Each pair of roommates will sit down for a 30 minute conversation with their RA to discuss how to make their relationship mutually beneficial. This conversation should go deeper than the typically superficial roommate agreement items (i.e. morning person vs. night owl). Using the roommates' relationship and situation as a model, the RA should also begin an exploration of "other relationships" that can and should benefit both parties. The student should set goals and develop strategies for establishing relationships with others in the spirit of mutual learning and growth.

(Relationships outside the normal comfort zone of the student will be encouraged). Additionally, each student will be asked to make a faculty member connection in the fall. This conversation will build upon the first floor meeting activities and is placed in October so as to allow enough time for new roommates to get to know one another.

Assessment: Measurement of this specific strategy's effectiveness will be assessed through the Spring Roommate Agreement. The supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

October

Spring Roommate Agreement

Learning Outcomes:

- Learn how to develop and sustain interdependent relationships

Learning Goal Connection:

- Each student will learn how to develop a peer group that is supportive of his/her personal and academic success.
- Each student will recognize the benefits of relationships with people of other social identities
- Each student will learn the value in sustaining supportive relationships

Purpose: Each pair of roommates will sit down for a 30 minute conversation with their RA to discuss if their goals of establishing relationships with "others" were achieved. If these goals were achieved, the RA will ask a series of self-reflective questions to determine if those relationships were in the spirit intended by the learning goals and competency. Further, the RA will focus on how the student has sustained that relationship and pose questions along that vein. If the goals were not achieved, the RA will explore reasons as to why this did not happen and will develop new strategies with the student. This meeting will serve as an assessment of the Fall Roommate Agreement strategy, a reminder to those students who have not made an effort to establish diverse connections, and a way to create a sustained behavior.

Assessment: Measurement of this specific strategy's effectiveness will be assessed through surveys, focus groups, and student interviews.

February

STRATEGY: FLOOR MEETINGS

Floor Meeting

Learning Outcomes:

- Each student will learn how to develop and sustain interdependent relationships

Learning Goal Connection:

- Each student will learn how to develop a peer group that is supportive of his/her personal and academic success
- Each student will recognize the benefits of relationships with people of other social identities

Purpose: The purpose of this floor meeting will largely be to introduce the students to the RA, one another, and the curriculum. With regard to the introduction of the curriculum, the RA should specifically highlight the role of future floor meetings, one-on-ones, roommate agreement meetings, passive programming, assessment, Hall Director office hours, study groups, floor academic goals, and student leadership opportunities (GCC, HCC, & MSN). In addition, the students will participate in a curricular community development activity that asks them to explore the social identities of those individuals they interact with regularly. This exercise coupled with follow-up reflection will serve as a starting point for future Roommate Agreement meetings and ultimately gets at the learning goal and competency above. This meeting may also be used to gather baseline data.

Assessment: Measurement of this specific strategy's effectiveness will be assessed through surveys, focus groups, and student interviews.

Building Meeting

Learning Outcomes: ALL - in a general sense

Learning Goal Connection: ALL - in a general sense

Purpose: The building meeting, conducted by the Hall Director, will re-state many of the items covered in the August/September Floor Meeting. Most importantly, the students will be exposed to a verbal overview of the Gilbert/Harrington Curriculum. The building meeting will also serve as the kick-off for student leadership recruitment.

Assessment: Measurement of this specific strategy's effectiveness will be assessed through surveys, focus groups, and student interviews.

August / September

Floor Meeting – First Half

Learning Outcomes:

- Understand how differences in equity impact our society
- Understand your congruence with citizenship values
- Understand the knowledge necessary for the development of a sustainable society

Learning Goal Connection:

- Each student will recognize that systemic oppression exists in our society
- Each student will analyze events/issues through the lenses of people from varying social identities
- Each student will recognize the impact of systemic oppression for people of varying social identities
- Each student will understand that both action and inaction have consequences on our society
- Each student will develop a sense of identity that incorporates civic and political dimensions
- Each student will be able to participate in a respectful and informed discussion about an issue
- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: This floor meeting will kick-off a student's journey towards an achievement of the learning goals and competencies listed above. We are not suggesting that every goal will be attained through one meeting, but that we will initiate the journey. The October floor meeting, and all subsequent floor meetings will follow the same format for the curricular community development activity. Prior to the floor meeting, each resident will be asked to research, or at a minimum think about, a particular world issue (some current event) through the lens of someone from a different country and social identity. The student, after choosing a pseudo-identity will have the opportunity to partner with other floor mates who choose the same identity. At the floor meeting, the RA will discuss the issue and ask each student to contribute. By the end of the floor meeting, a decision for action will need to be decided upon. Afterwards, the RA will use floor-level passive programming to represent the dialogue and decision reached by the floor. The RA should also include repercussions of the decision made and students will be asked to "deal" with those consequences and attempt to conceptually "live" them. At the floor meeting, residents will also be asked to contribute to the creation of a community agreement that captures the spirit of the GH curriculum and delves deeper than a quiet-hours extension.

Assessment: Measurement of this specific strategy's effectiveness will be assessed through surveys, focus groups, and student interviews.

Floor Meeting – Second Half

Learning Outcomes:

- Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society

Learning Goal Connection:

- Each student will learn the importance of self reflection in career planning
- Each student will identify his/her passion
- Each student will know the resources and the skills needed to pursue his/her vocational interests.
- Each student will understand how career exploration and contribution to a sustainable society are linked

Purpose: The second half of this floor meeting will be run by the Hall Director of the building. He/she will run through a presentation of the Career Service Center and will register students for e-recruiting. The hall director should also highlight available resources, internships, and study abroad opportunities.

Assessment: Measurement of this specific strategy's effectiveness will be assessed through surveys, focus groups, and student interviews.

Floor Meeting

Learning Outcomes:

- Understand how differences in equity impact our society
- Understand your congruence with citizenship values
- Understand the knowledge necessary for the development of a sustainable society

Learning Goal Connection:

- Each student will recognize that systemic oppression exists in our society
- Each student will analyze events/issues through the lenses of people from varying social identities
- Each student will recognize the impact of systemic oppression for people of varying social identities
- Each student will understand that both action and inaction have consequences on our society
- Each student will develop a sense of identity that incorporates civic and political dimensions
- Each student will be able to participate in a respectful and informed discussion about an issue
- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: This floor meeting will follow the example of the October Floor Meeting – First Half. The RA will again allow the floor community to make a decision as a micro-society through the lenses of various social identity groups and international persons. Each student will be asked to research, or at a minimum think about, a particular world issue (some current event) through the lens of someone from a different country and social identity. At the floor meeting, the RA will discuss the issue and ask each student to contribute. By the end of the floor meeting, a decision for action will need to be decided upon. Afterwards, the RA will use floor-level passive programming to represent the dialogue and decision reached by the floor. The RA should also include repercussions of the decision made and students will be asked to “deal” with those consequences and attempt to conceptually “live” them. At the floor meeting, residents will also be given important closing information.

Assessment: Measurement of this specific strategy’s effectiveness will be assessed through surveys, focus groups, and student interviews.

Floor Meeting

Learning Outcomes:

- Understand how differences in equity impact our society
- Understand your congruence with citizenship values
- Understand the knowledge necessary for the development of a sustainable society

Learning Goal Connection:

- Each student will recognize that systemic oppression exists in our society
- Each student will analyze events/issues through the lenses of people from varying social identities
- Each student will recognize the impact of systemic oppression for people of varying social identities
- Each student will understand that both action and inaction have consequences on our society
- Each student will develop a sense of identity that incorporates civic and political dimensions
- Each student will be able to participate in a respectful and informed discussion about an issue
- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: This floor meeting will follow the example of the October Floor Meeting – First Half. The RA will again allow the floor community to make a decision as a micro-society through the lenses of various social identity groups and international persons. Each student will be asked to research, or at a minimum think about, a particular world issue (some current event) through the lens of someone from a different country and social identity. At the floor meeting, the RA will discuss the issue and ask each student to contribute. By the end of the floor meeting, a decision for action will need to be decided upon. Afterwards, the RA will use floor-level passive programming to represent the dialogue and decision reached by the floor. The RA should also include repercussions of the decision made and students will be asked to “deal” with those consequences and attempt to conceptually “live” them.

Assessment: Measurement of this specific strategy’s effectiveness will be assessed through surveys, focus groups, and student interviews.

Floor Meeting – First Half

Learning Outcomes:

- Understand how differences in equity impact our society
- Understand your congruence with citizenship values
- Understand the knowledge necessary for the development of a sustainable society

Learning Goal Connection:

- Each student will recognize that systemic oppression exists in our society
- Each student will analyze events/issues through the lenses of people from varying social identities
- Each student will recognize the impact of systemic oppression for people of varying social identities
- Each student will understand that both action and inaction have consequences on our society
- Each student will develop a sense of identity that incorporates civic and political dimensions
- Each student will be able to participate in a respectful and informed discussion about an issue
- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: This floor meeting will follow the example of the October Floor Meeting – First Half. The RA will again allow the floor community to make a decision as a micro-society through the lenses of various social identity groups and international persons. Each student will be asked to research, or at a minimum think about, a particular world issue (some current event) through the lens of someone from a different country and social identity. At the floor meeting, the RA will discuss the issue and ask each student to contribute. By the end of the floor meeting, a decision for action will need to be decided upon. Afterwards, the RA will use floor-level passive programming to represent the dialogue and decision reached by the floor. The RA should also include repercussions of the decision made and students will be asked to “deal” with those consequences and attempt to conceptually “live” them. At the floor meeting, residents will also be given important closing information. At the floor meeting, residents will also be given important spring break closing information.

Assessment: Measurement of this specific strategy’s effectiveness will be assessed through surveys, focus groups, and student interviews.

Floor Meeting – Second Half

Learning Outcomes:

- Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society

Learning Goal Connection:

- Each student will learn the importance of self reflection in career planning
- Each student will identify his/her passion
- Each student will know the resources and the skills needed to pursue his/her vocational interests.
- Each student will understand how career exploration and contribution to a sustainable society are linked

Purpose: The second half of this floor meeting will be run by the Hall Director of the building. He/she will run through a presentation of the Career Service Center and will register students for e-recruiting. The hall director should also highlight available resources, internships, and study abroad opportunities.

Assessment: Measurement of this specific strategy’s effectiveness will be assessed through surveys, focus groups, and student interviews.

STRATEGY: HALL DIRECTOR OFFICE HOURS

September - May	<p style="text-align: center;">Appointments for Career Goal Setting</p> <p>Learning Outcomes: Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.</p> <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will learn the importance of self-reflection in career planning ▪ Each student will identify his/her passion ▪ Each student will set career goals ▪ Each student will know the resources and skills needed to pursue his/her vocational interests ▪ Each student will understand how career exploration and contribution to a sustainable society are linked <p>Purpose: This strategy is not meant to reach every student. However, it is meant as an alternative for those students who may have avoided the student success contact one-on-one and as an additional tool for those students participating in both educational activities. Students will be able to schedule meetings with their Hall Director during his/her office hours to investigate career options and generally to engage in reflection.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will be assessed through both the Fall Floor Feedback Survey and End of Year Survey. Additionally, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through both the Fall Floor Feedback survey and the End of Year Survey.</p> <p style="text-align: center;">Resident Interviews (two per month)</p> <p>Learning Outcomes: ALL – in a general sense</p> <p>Learning Goal Connection: ALL – in a general sense</p> <p>Purpose: The primary purpose of this interview is for the student to provide feedback on his/her experience living in Gilbert/Harrington. In that sense, the two interviews per month will be a key assessment strategy. Questions and conversation will be centered on the five sophomore year competencies. Through this interview, though, a student will get further exposure to the competencies and the Hall Director can engage the student in dialogue about those learning outcomes and goals. In this sense, both the student and staff are learning from one another and through assessment are still furthering our educational aims.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will be assessed through both the Fall Floor Feedback survey and the End of Year Survey.</p>
November, January, & April	<p style="text-align: center;">Focus Group Meetings</p> <p>Learning Outcomes: ALL – in a general sense</p> <p>Learning Goal Connection: ALL – in a general sense</p> <p>Purpose: The primary purpose of this focus group is for the students to provide feedback on their experience living in Gilbert/Harrington. In that sense, the focus groups will be a key assessment strategy. Questions and conversation will be centered on the five sophomore year competencies. Through this focus group, though, students will get further exposure to the competencies and the Hall Director can engage them in dialogue about those learning outcomes and goals. In this sense, both the students and staff are learning from one another and through assessment are still furthering our educational aims.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will be assessed through both the Fall Floor Feedback survey and the End of Year Survey.</p>

STRATEGY: CHECK-IN & CHECK-OUT

August	<p style="text-align: center;">Baseline Survey & Introduction to the Gilbert/ Harrington Curriculum</p> <p>Learning Outcomes: All – in a general sense Learning Goal Connection: All – in a general sense Purpose: As students check-in for fall semester, the curriculum will be highlighted by staff members. Also, students will participate in a baseline survey that will further introduce the sophomore learning outcomes. Finally, the curriculum will be displayed visually at check-in tables and lounges. Assessment: Measurement of this specific strategy’s effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.</p>
December	<p style="text-align: center;">Fall Floor Feedback Survey</p> <p>Learning Outcomes: All – in a general sense Learning Goal Connection: All – in a general sense Purpose: As students check-out for fall semester they will participate in a feedback survey that asks intentional questions about their learning experience over the fall semester. Through contemplation of these questions, students will be exposed to all the sophomore year competencies. Strategies to be evaluated during the Fall Floor Feedback survey include the Fall Roommate Agreement, Student Success Contact, Sustained Dialogue, Floor Meetings, and Complex Community Service Initiatives. Further, if a student participated in a focus group, Hall Director interview, or had a Career Goal Setting meeting, they will be asked to evaluate that experience. Assessment: Measurement of this specific strategy’s effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.</p>
January	<p style="text-align: center;">Curriculum Connection Quiz</p> <p>Learning Outcomes: All – in a general sense Learning Goal Connection: All – in a general sense Purpose: As students check-in for spring semester they will participate in a feedback survey that asks intentional questions about their learning experience over the fall semester. Instead of a focus on strategy assessment, students will be asked to take a mini-quiz on the educational elements of the Gilbert/Harrington curriculum. (Note: some students check in for spring semester during January and during February. Therefore, the quiz is administered twice.) Assessment: Measurement of this specific strategy’s effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.</p>

February	<p style="text-align: center;">Curriculum Connection Quiz</p> <p>Learning Outcomes: All – in a general sense Learning Goal Connection: All – in a general sense Purpose: As students check-in for spring semester they will participate in a feedback survey that asks intentional questions about their learning experience over the fall semester. Instead of a focus on strategy assessment, students will be asked to take a mini-quiz on the educational elements of the Gilbert/Harrington curriculum. (Note: some students check in for spring semester during January and during February. Therefore, the quiz is administered twice.) Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.</p>
May	<p style="text-align: center;">End of Year Survey</p> <p>Learning Outcomes: All – in a general sense Learning Goal Connection: All – in a general sense Purpose: As students check-out for fall semester they will participate in a feedback survey that asks intentional questions about their learning experience over the fall semester. Through contemplation of these questions, students will be exposed to all the sophomore year competencies. Strategies to be evaluated during the Fall Floor Feedback survey include the Fall Roommate Agreement, Student Success Contact, Sustained Dialogue, Floor Meetings, and Complex Community Service Initiatives. Further, if a student participated in a focus group, Hall Director interview, or had a Career Goal Setting meeting, they will be asked to evaluate that experience. Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.</p>

STRATEGY: FLOOR-LEVEL PASSIVE PROGRAMMING

Floor Bulletin Board: Our Sustainable Community

Learning Outcomes:

- Understand the knowledge necessary for a sustainable society

Learning Goal Connection:

- Each student will be able to identify sustainability (note: this is a first-year competency but is inserted into the first month of the academic year as a refresher.)

Purpose: This bulletin board is open to interpretation by the RA but needs to include two essential elements: (1) community member names, (2) information on sustainability. This information should be up before August check-in and will serve as a way for students to learn the names and characteristics of people in their community as well as an introduction or re-introduction to sustainability.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

RA Floor Visions

Learning Outcomes: All – in a general sense

Learning Goal Connection: All – in a general sense

Purpose: The RA will post his/her educational expectations for the floor. This should include both the individual RA's personal goals for the floor community and the sophomore year competencies.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

GH Course Syllabus

Learning Outcomes: All – in a general sense

Learning Goal Connection: All – in a general sense

Purpose: The curriculum, in a shortened and bulleted format will be posted on every floor for students to explore.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Door Decorations

Learning Outcomes: Any

Learning Goal Connection: Any

Purpose: This strategy allows the RA freedom in creation. He/she should use one of the competencies, learning goals, or GH theme to design door decorations for each of his/her students.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed.

August/September

Ink Cartridge Collection

Learning Outcomes:

- Understand your congruence with citizenship values
- Understand the knowledge necessary to contribute to a sustainable society

Learning Goal Connection:

- Each student will understand that both action and inaction have consequences on our society
- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: Students will be provided with the opportunity to donate ink cartridges in an effort to be more sustainable. Whether or not a student chooses to donate, they will see a bulletin board with the details of the drive. The bulletin board and collection sites should highlight the above learning outcomes and goals.

Assessment: Donations collected will act as some measure of success in this strategy's implementation. Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Ronald McDonald House Tab Collection

Learning Outcomes:

- Understand your congruence with citizenship values
- Understand the knowledge necessary to contribute to a sustainable society

Learning Goal Connection:

- Each student will understand that both action and inaction have consequences on our society
 - Each student will be able to explain how sustainability relates to his/her life and values
 - Each student will be able to explain how his/her actions impact issues of sustainability.
 - Each student will be able to explain how systems are interrelated.

Purpose: Students will be provided with the opportunity to donate to the Ronald McDonald House in an effort to be more sustainable. Whether or not a student chooses to donate, they will see a bulletin board with the details of the drive. The bulletin board and collection sites should highlight the above learning outcomes and goals.

Assessment: Donations collected will act as some measure of success in this strategy's implementation. The supposed knowledge, skills, and behavior which should result from the meeting will be assessed through surveys, focus groups, and student interviews.

Floor Bulletin Board: Winter Session Opportunities

Learning Outcomes: Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.

Learning Goal Connection: Each student will know the resources and skills needed to pursue his/her vocational interests

Purpose: The RA on the floor will be provided with campus resources and opportunities that should be posted on the floor.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Community Agreement

Learning Outcomes: All – in a general sense

Learning Goal Connection: All – in a general sense

Purpose: The RA will post the community's educational expectations for the floor. This should also include the floor's approach to the sophomore year competencies.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Floor Bulletin Board: National Coming Out Day Celebration

Learning Outcomes: Understand how differences in equity impact our society

Learning Goal Connection: Each student will recognize that systemic oppression exists in our society

Purpose: Though this bulletin board can and should take on a celebratory role, an educational element should still be present to achieve the above learning goal.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Floor Bulletin Board: Religious Holidays

Learning Outcomes: Understand how differences in equity impact our society

Learning Goal Connection: Each student will recognize that systemic oppression exists in our society

Purpose: Though this bulletin board can and should take on a celebratory role, an educational element should still be present to achieve the above learning goal.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Floor Bulletin Board: Religious Holidays

Learning Outcomes: Understand how differences in equity impact our society

Learning Goal Connection: Each student will recognize that systemic oppression exists in our society

Purpose: Though this bulletin board can and should take on a celebratory role, an educational element should still be present to achieve the above learning goal.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Floor Bulletin Board: Complex Community Service Initiative

Learning Outcomes:

- Understand how differences in equity impact our society
- Understand your congruence with citizenship values
- Understand the knowledge necessary for the development of a sustainable society

Learning Goal Connection:

- Each student will understand that both action and inaction have consequences on our society
- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: This bulletin board will serve many different functions; it will provide information about the complex community service initiative, it will advertise the aims of the initiative and kick-off for the event, it will explain why it is important to contribute through the lenses of the learning outcomes, and it will provide a context for conversation for the sustained dialogue one-on-one.

Assessment: Donations collected compared to previous year collections will act as some measure of success in this strategy's implementation. The supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Floor Bulletin Board: International Education Week

Learning Outcomes: None directly connect.

Learning Goal Connection: None directly connect.

Purpose: Though this bulletin board is in line with the spirit of the learning outcomes/goals as well as the focus of Gilbert/Harrington, the board will act more as an advertisement for events during International Education Week than as the strategy through which to deliver intentional education.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed.

Clothing & Food Drives

Learning Outcomes:

- Understand how differences in equity impact our society
- Understand your congruence with citizenship values
- Understand the knowledge necessary for the development of a sustainable society

Learning Goal Connection:

- Each student will understand that both action and inaction have consequences on our society
- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: This strategy takes advantage of the college norm of "cleaning house" at the end of the semester. Students often get rid of all those things they do not want to move home with them. Instead of simply providing donation locations, educational material guided by the learning outcomes/goals above will also be present.

Assessment: Donations collected compared to previous year collections will act as some measure of success in this strategy's implementation. The supposed knowledge, skills, and behavior which should result from the meeting will be assessed through surveys, focus groups, and student interviews.

January	<p style="text-align: center;">Floor Bulletin Board: Alternative Spring Break Options</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Understand your congruence with citizenship values ▪ Understand the knowledge necessary for the development of a sustainable society <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will know how ordinary citizens can act and have acted in the past to create change ▪ Each student will understand that both action and inaction have consequences on our society ▪ Each student will be able to explain how sustainability relates to his/her life and values ▪ Each student will be able to explain how his/her actions impact issues of sustainability. ▪ Each student will be able to explain how systems are interrelated. <p>Purpose: The RA will advertise various alternative spring break options as an action oriented way to achieve the above. The bulletin board itself should also have strong education elements encouraging students to take advantage of this opportunity.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.</p> <p style="text-align: center;">Door Decorations</p> <p>Learning Outcomes: Any</p> <p>Learning Goal Connection: Any</p> <p>Purpose: This strategy allows the RA freedom in creation. He/she should use one of the competencies, learning goals, or GH theme to design door decorations for each of his/her students.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed.</p>
February	<p style="text-align: center;">Floor Bulletin Board: Black History Month Bulletin Board Contest</p> <p>Learning Outcomes: Understand how differences in equity impact our society</p> <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will recognize that systemic oppression exists in our society ▪ Each student will recognize the impact of systemic oppression for people of varying social identities ▪ Each student will recognize the connections between different forms of oppression ▪ Each student will recognize the benefits of dismantling systems of oppression. <p>Purpose: Instead of focusing on famous African Americans or any more surface level exploration of this topic, RAs will be provided with a true history of oppression and its impact on African Americans.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.</p>

Floor Bulletin Board: Summer Job Search

Learning Outcomes: Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.

Learning Goal Connection: Each student will know the resources and skills needed to pursue his/her vocational interests

Purpose: The RA on the floor will be provided with a bulletin board that highlights the tips and resources available for securing a summer job that furthers a student's career.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Soap For Hope

Learning Outcomes:

- Understand how differences in equity impact our society
- Understand your congruence with citizenship values
- Understand the knowledge necessary for the development of a sustainable society

Learning Goal Connection:

- Each student will understand that both action and inaction have consequences on our society
- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: Students will be provided with the opportunity to donate to Soap For Hope. Whether or not a student chooses to donate, they will see a bulletin board with the details of the drive. The bulletin board and collection sites should highlight the above learning outcomes and goals.

Assessment: Donations collected compared to previous year collections will act as some measure of success in this strategy's implementation. The supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Floor Bulletin Board: Relay for Life

Learning Outcomes:

- Understand your congruence with citizenship values

Learning Goal Connection:

- Each student will know how ordinary citizens can act and have acted in the past to create change
- Each student will understand that both action and inaction have consequences on our society

Purpose: Students will be provided with the opportunity to participate in Relay for Life. Whether or not a student chooses to participate, they will see a bulletin board with the details of the event. The bulletin board should highlight the above learning outcomes and goals.

Assessment: The number of floor teams registered compared to previous years will act as some measure of success in this strategy's implementation. The supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

May	<p style="text-align: center;">Floor Bulletin Board: Community & Individual Accomplishments</p> <p>Learning Outcomes: All – in a general sense</p> <p>Learning Goal Connection: All – in a general sense</p> <p>Purpose: The RA will post the floor community's accomplishments in five sophomore year competencies. This could include money raised for the complex community service initiative, number of people who participated in an alternative spring break, estimated pounds of recycling, number of individuals registered with career services, floor GPA, etc.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will not be assessed.</p> <p style="text-align: center;">Clothing & Food Drives</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Understand how differences in equity impact our society ▪ Understand your congruence with citizenship values ▪ Understand the knowledge necessary for the development of a sustainable society <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will understand that both action and inaction have consequences on our society ▪ Each student will be able to explain how sustainability relates to his/her life and values ▪ Each student will be able to explain how his/her actions impact issues of sustainability. ▪ Each student will be able to explain how systems are interrelated. <p>Purpose: This strategy takes advantage of the college norm of "cleaning house" at the end of the semester. Students often get rid of all those things they do not want to move home with them. Instead of simply providing donation locations, educational material guided by the learning outcomes/goals above will also be present.</p> <p>Assessment: Donations collected compared to previous year collections will act as some measure of success in this strategy's implementation. The supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.</p>
-----	--

STRATEGY: CURRICULAR SHOWCASES

Note: Each of these showcases will be duplicated for every residence hall in Gilbert/Harrington

Gilbert/ Harrington Calendar of Events

Learning Outcomes: All – in a general sense

Learning Goal Connection: All – in a general sense

Purpose: This showcase will provide support for all Gilbert/Harrington programs and initiatives and Gilbert/Harrington promoted programs across campus. The calendar will change monthly and will be located in every residence hall.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Global Question of the Week

Learning Outcomes: Understand your congruence with citizenship values

Learning Goal Connection:

- Each student will know how ordinary citizens can act and have acted in the past to create change
- Each student will understand that both action and inaction have consequences on our society
- Each student will develop a sense of identity that incorporates civic and political dimensions
- Each student will be able to participate in a respectful and informed discussion about an issue

Purpose: This showcase will pull issues from current events and world-happenings and pose a thought provoking question. The question should not have an identifiable right or wrong answer but should pose a question for debate. The staff in charge of this showcase should attempt to cycle through and get at different learning goals during different months through the questions asked and context provided.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Cultural Exploration

Learning Outcomes: Understand how differences in equity impact our society

Learning Goal Connection:

- Each student will recognize that systemic oppression exists in our society
- Each student will recognize the impact of systemic oppression for people of varying social identities
- Each student will recognize the connections between different forms of oppression
- Each student will recognize the benefits of dismantling systems of oppression.

Purpose: More than just a celebration of culture, this showcase should look at a particular minority group and identify past and present oppression. The showcase should also provide action elements as ways you can begin to dismantle oppression in your own life. Monthly themes should serve as a starting point for the showcase (ex. September: Hispanic Heritage Month; October: Jewish Holidays & National Coming Out Day; November: Holocaust Education Week & Disabilities Awareness Month; February: Black History Month; March: Women's History Month)

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

August - May

Spotlight

Learning Outcomes: Learn how to connect personal passions to vocational options in order to able to contribute to a sustainable society

Learning Goal Connection:

- Each student will know the resources and the skills needed to pursue his/her vocational interests.
- Each student will understand how career exploration and contribution to a sustainable society are linked

Purpose: This showcase will spotlight various departments on initiatives on campus that are in line with the above learning outcome and goals. For example, Career Services, Career Fairs, the Academic Enrichment Center, and International Education Week are all examples of possible and encouraged topics for this showcase

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Health & Wellness Highlight

Learning Outcomes: Understand the knowledge necessary for a sustainable society

Learning Goal Connection:

- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: This showcase will be provided by the Health and Wellness community in Gilbert/Harrington. Sustainability on a personal level should be the main interpretation of topics. However, the staff can choose to use monthly themes as a starting point. For example, NCAAW, Breast Cancer Awareness, World AIDS Day, Great American Smoke-out, American Heart Month, Eating Disorders Awareness week, and National Alcohol Awareness Month.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Sustainability

Learning Outcomes: Understand the knowledge necessary for a sustainable society

Learning Goal Connection:

- Each student will be able to explain how sustainability relates to his/her life and values
- Each student will be able to explain how his/her actions impact issues of sustainability.
- Each student will be able to explain how systems are interrelated.

Purpose: This showcase should always seek to educate and challenge students on new ways to be or remain sustainable.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

Assessment Report

Learning Outcomes: All – in a general sense

Learning Goal Connection: All – in a general sense

Purpose: This showcase will be used to report back data to the students based on assessment we conduct complex-wide, departmentally, or university-wide. For example, the staff responsible for this curricular showcase can report to students their consumption for the month.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. However, the supposed knowledge, skills, and behavior which should result from the strategy will be assessed through surveys, focus groups, and student interviews.

August – May

STRATEGY: PROGRAMMING

September - May	<p style="text-align: center;">Alternative Weekend Events</p> <p>Learning Outcomes: None.</p> <p>Learning Goal Connection: None.</p> <p>Purpose: Alternative weekend events are meant to provide an alternative to drinking every weekend night of the academic year. In doing this, we ensure that there's always an opportunity for a student to choose not to drink. Every RA will be responsible for one alternative weekend event program a semester.</p> <p>Assessment: There is no formal assessment planned for the alternative weekend events series</p>
October	<p style="text-align: center;">Debate series</p> <p>Learning Outcomes: Understand your congruence with citizenship values</p> <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will develop a sense of identity that incorporates civic and political dimensions ▪ Each student will be able to participate in a respectful and informed discussion about an issue <p>Purpose: The debate series will provide an outlet for students to form opinions, express them, and challenge one another on global issues and events – including the upcoming election. There will be at least three parts to the series.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will be assessed surveys, focus groups, and student interviews.</p>
November / December	<p style="text-align: center;">Complex Community Service Initiative: World Vision & CARE</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Understand you congruence with citizenship values ▪ Understand the knowledge necessary for the development of a sustainable society <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will know how ordinary citizens can act and have acted in the past to create change ▪ Each student will understand that both action and inaction have consequences on our society ▪ Each student will be able to explain how sustainability relates to his/her life and values ▪ Each student will be able to explain how his/her actions impact issues of sustainability. ▪ Each student will be able to explain how systems are interrelated. <p>Purpose: This community service initiative will provide students with a way to take action and give back on a global level.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will be assessed surveys, focus groups, and student interviews as well as monitoring of donations.</p>
March	<p style="text-align: center;">101 Tools for Tolerance</p> <p>Learning Outcomes: Understand you congruence with citizenship values</p> <p>Learning Goal Connection:</p> <ul style="list-style-type: none"> ▪ Each student will know how ordinary citizens can act and have acted in the past to create change ▪ Each student will understand that both action and inaction have consequences on our society <p>Purpose: This program will run on every floor and will provide challenges to students to change their daily habits and routines to make their actions more inclusive. This also gets at the social justice piece of sustainability.</p> <p>Assessment: Measurement of this specific strategy's effectiveness will be assessed surveys, focus groups, and student interviews.</p>

Gilbert/Harrington Community Council Leadership

The Gilbert Community Council (GCC), the Harrington Community Council (HCC), and the Minority Student Network (MSN) should each operate and strive to make intentional connections to the curriculum in their educational efforts. Further, advisors should work specifically with the complex leaders through the competencies so that they may become advocates for the curriculum and in-turn be a peer mentor and teacher.

GILBERT COMMUNITY COUNCIL & HARRINGTON COMMUNITY COUNCIL

The two complex community councils are critical allies in delivering the curriculum to our students. They serve as the representative voice for the students living in the complex. Their insight into the curriculum and support of it has led to far greater student engagement than we were able to observe when the councils considered their role to be nothing more than social entertainment. The curricular connection has also led to a greater engagement of the council members – they feel a sense of purpose, mission, and pride for being connected to something they consider important. Through the council members, we have the ability to communicate our complex learning goals to our students. The potential of the student leaders should not be underutilized. GCC and HCC are framed as venues to develop students into strong community leaders.

MINORITY STUDENT NETWORK

The Minority Student Network provides a social network and support system for students of color living on East campus but is open to all students. The organization provides leadership opportunities for members as well as social gatherings and diversity education events for students. The organization currently defines itself in the following way: “A multicultural organization; In support of multicultural students; Creating diversity through experience; Pushing change from day to day.”

Gilbert/Harrington Learning Communities

Gilbert/Harrington, in addition to the Global Citizenship and Career Exploration lenses, is also home to two complimentary learning communities: The Study Abroad Community and the Health and Wellness Community.

THE STUDY ABROAD COMMUNITY

The Study Abroad community was originally part of the “mini-global awareness curriculum” situated in Harrington A/B. In its first years, the community struggled to have participation and most students housed there would go a semester until realizing they were in a special interest community. A few years ago this changed and today the Study Abroad floor is almost always full of students who have studied abroad, will study abroad, or have a sincere interest in studying abroad. The floor is designed to provide a live-in support group of like-minded individuals. The RA on this floor specifically designs programs to help students get through the application and financial aid process as well as reverse culture shock upon returning. Ultimately, the community provides an optimal environment for students leaving or returning to the country.

THE HEALTH AND WELLNESS COMMUNITY

The Health and Wellness community was also originally part of a “mini-curriculum.” Still relatively new at only two years old, the community has had great successes in the eyes of students. The Health and Wellness community resides in Harrington D/E and is present on each of the six floors of the two buildings. The residents have identified so strongly with this community that instead of referring to either “Harry D” or “Harry E” they simply say, “I live in the health and wellness community.” This community, being larger than the Study Abroad Floor and slightly divergent from the direction of the present curriculum, will have its own set of learning outcomes and goals to guide the educational efforts of the buildings. The students in this community (and the Study Abroad Community) will still participate in the education discussed above.

Assessment Plan

DEPARTMENTAL ASSESSMENT

The overall assessment effort of the Office of Residence Life provides benchmarks for evaluating individual complex efforts in reference to all the other living areas on campus. A substantial volume of information is gathered centrally that does need to be then repeated at the complex level. There are three lenses the Office of Residence Life considers:

- (1) **Student Satisfaction:** The ACUHO-I EBI survey, administered in December, informs us of student satisfaction in a variety of areas, including but not limited to: the RA as an advisor, information provided by the RA, opportunities to participate in the hall, interaction with others in the hall, students' ability to manage time and solve problems, understanding of self and development of leadership skills, connection to fellow residents, etc.
- (2) **Student Engagement:** The National Survey of Student Engagement (NSSE), collected at the University level, provides an insight into our student culture and student practices, which we continue to consider when approaching our residential curricula.
- (3) **Student Learning:** The map of twelve competencies necessary to achieve our departmental priority is considered the primary vehicle for designing both complex-level and department-level assessment of student learning. The assessment measures will serve to inform each complex of student progress on each competency and will provide us with the information necessary to re-examine strategies and assertions.

COMPLEX ASSESSMENT

The complex level assessment in Gilbert/Harrington will build and expand on the departmental assessment regarding student learning during the sophomore year. The assessment on the Gilbert/Harrington curriculum will follow one of two frames or formats, each with distinct methods of analysis. The first is assessment of strategy and the second, assessment of learning.

Assessment of strategy is implemented on an ongoing basis and provides data about the effectiveness of specific delivery strategies within the Gilbert/Harrington complex. This assessment, like most, is improvement-oriented and plays a crucial role in the direction of front-line strategies. Strategy assessment is designed to be in-the-moment; our goal is to quickly assess and address concerning issues to make changes as soon as data or feedback is available. As such, "strategy assessment" is not to be translated as "publication-ready." Without controls or pre-tests or concern for generalizability, we have the freedom to act in a commonsense way on what we perceive (and our students perceive) needs to be improved. Our goal is not to predict or explain, only to expand and develop strategies in-the-moment to create the highest quality learning experience for students.

Assessment of learning, while still focused on improvement, does require sufficient validity controls and should be held to the standards required of publishable material. We are following a model that broadcasts: through the Gilbert/Harrington curriculum experience (a treatment) specific attitudinal or behavioral changes (learning) will occur. The benchmarks of this learning are expressed through the achievement of the assigned competencies and learning goals. This form of assessment provides the ability to make conclusive assertions about whether the Gilbert/Harrington staff achieved what we set out to accomplish. From this data we can not only ascertain our success but eventually further the field

of student affairs through generalizations and predictions about student learning in the sophomore year.

ASSESSMENT OF LEARNING: The following two questions will guide the assessment of student learning within Gilbert/Harrington:

- (1) Do students hold a global perspective, as defined by Hanvey (1982), as a result of going through the Gilbert/Harrington curriculum?
- (2) Can students articulate the link between personal passions, vocational options, and contribution to a sustainable society?

Through an investigation of these research questions, we can measure each of the major tenets of the Gilbert/Harrington curriculum. Both the global perspective required to create global citizens and the sequence from personal passions to contribution on a global scale are the foundational elements of the sophomore year experience. Discovering whether our students increase their understanding in these two areas as a result of their experience in Gilbert/Harrington informs the future direction of this curriculum. If we can validly answer the questions above during the 2007-2008 academic year, subsequent years can move past "if" learning happens and towards a more specific line of questioning. Ultimately, we want to determine if students learned what we said they would learn and that we caused that shift as a result of the sophomore year experience.

ASSESSMENT ON STRATEGY: Below are the built in avenues for assessing delivery strategies outlined by the Gilbert/Harrington curriculum. As mentioned previously, some assessment techniques are also counted as strategies themselves because they perform both the function of education and data collection. Many of the contact points with students listed below could also be used to assess learning though the use of these avenues as such is yet to be developed.

(1) Student Success Contact

Subjects: All Gilbert/Harrington Students

Timeline: September

Collection Method: Individual interview

Data Type: Qualitative & Quantitative

Purpose: Collect data on student's perceived need for career exploration support in the sophomore year as well as general student needs and expectations.

(2) Sustainability One-on-One

Subjects: All Gilbert/Harrington Students

Timeline: November

Collection Method: Individual Interview

Data Type: Qualitative

Purpose: Assess the effectiveness of the Student Success Contact as a strategy and if it leads to specific learning goals

- (3) **Student Success Report**
Subjects: All Gilbert/Harrington Students
Timeline: April
Collection Method: Individual Interview
Data Type: Qualitative
Purpose: Assess whether the competencies were achieved by the student.
- (4) **Spring Roommate Agreement**
Subjects: All Gilbert/Harrington Students
Timeline: February
Collection Method: Individual Interview
Data Type: Qualitative
Purpose: Assess whether the Fall Roommate agreement was successful as a strategy and whether it leads to specific learning goals.
- (5) **Student GPA Evaluation**
Subjects: None
Timeline: August, December, May
Collection Method: Secondary Analysis
Data Type: Quantitative
Purpose: Assess and evaluate general trends in student's academic performance and progress.
- (6) **Fall Floor Feedback Survey**
Subjects: All Gilbert/Harrington Students
Timeline: December
Collection Method: Survey during check-out processes
Data Type: Quantitative
Purpose: Evaluate whether specific strategies lead to specific learning goals.
- (7) **Curriculum Connection Quiz**
Subjects: All Gilbert/Harrington Students
Timeline: January & February
Collection Method: Quiz during check-in processes
Data Type: Quantitative
Purpose: Assess whether competencies were achieved by the student.
- (8) **End of Year Survey**
Subjects: All Gilbert/Harrington Students
Timeline: May
Collection Method: Survey during check-out processes
Data Type: Quantitative
Purpose: Evaluate whether specific strategies lead to specific learning outcomes.
- (9) **Hall Director Interviews**
Subjects: Randomly selected Gilbert/Harrington Students
Timeline: two per month per Hall Director, September - May
Collection Method: Individual Interview
Data Type: Qualitative
Purpose: Assess whether a specific strategy leads to a specific learning goal, a specific learning goal leads to a specific learning outcome, and whether the learning outcome was achieved by the student.

(10) Focus Groups

Subjects: Randomly selected Gilbert/Harrington Students

Timeline: November, January, April

Collection Method: Group Interview

Data Type: Qualitative

Purpose: Assess whether a specific strategy leads to a specific learning goal, a specific learning goal leads to a specific learning outcome, and whether the learning outcome was achieved by the student.

(11) Donations to Complex Community Service Initiatives

Subjects: None

Timeline: Throughout academic year

Collection Method: Observation

Data Type: Quantitative

Purpose: Assess whether a specific strategy was successful among students.

(12) Student Leadership Survey

Subjects: Gilbert Community Council, Harrington Community Council, and Minority Student Network members

Timeline: January & May

Collection Method: Survey distributed during group meetings

Data Type: Qualitative

Purpose: Assess whether specific learning goals lead to specific learning outcomes

(13) Available Statistical Information

Subjects: None

Timeline: any

Collection Method: Secondary Analysis

Data Type: Quantitative

Purpose: Gather any additional housing or academic information helpful in understanding the Gilbert/Harrington student population as a whole.

(14) RA Candidate Articulation

Subjects: RA Candidates from Gilbert/Harrington

Timeline: March

Collection Method: Observation

Data Type: Qualitative

Purpose: Assess whether RA candidates can articulate the purpose of a complex curriculum or identify the key points of the Gilbert/Harrington curriculum.

References:

- Adams, M., Bell, L.A., & Griffin, P. (1997). *Teaching for Diversity and Social Justice: A Sourcebook*. New York: NY: Routledge.
- Albion College Sophomore Year Portfolio. Retrieved March 15, 2004, from <http://www.albion.edu/digitalportfolio/soph.asp>.
- American Association for Higher Education. (2002). *Learning in Context: Who are our Students? How do they Learn? Creating a Research Agenda*. 2002 AAHE Research Forum: authors.
- American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington DC: authors.
- Association of American Colleges and Universities. 2004. *Taking responsibility for the quality of the baccalaureate degree*. Washington, DC: Association of American Colleges and Universities.
- Barr, R. B., & Tagg, J. (1995). From teaching to learning - a new paradigm for undergraduate education. *Change*, 27(6), 13-25.
- Beloit College, The Sophomore Year Initiative Program. Retrieved March 15, 2004, from <http://www.beloit.edu/~syi/inside/cap/index.htm>.
- Bresciani, M., Zelna, C., & Anderson, J. (2004). *Assessing Student Learning and Development: A Handbook for Practitioners*. Washington, D.C: National Association of Student Personnel Administrators.
- Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003, November-December). Educating Undergraduates for Responsible Citizenship. *Change*, p. 40-48.
- Colgate University, Sophomore-Year Experience. Retrieved April 4, 2005, from <http://www.colgate.edu/DesktopDefault1.aspx?tabid=1269&pgID=7215>.
- Duke University Residence Life and Housing Services, Sophomore Strategies Newsletter. Retrieved April 6, 2005, from <http://rlhs.studentaffairs.duke.edu/SophNews.html>.
- Ellett, T., & Bleiberg, S. (2003, June). The First Year Experience...and Then What? *ACUHO-I Talking Stick*, p. 18.
- Emory University, Second Year at Emory (SYE). Retrieved April 6, 2005, from <http://www.emory.edu/HOUSING/SYE/index.html>.
- Evans, N.J., Forney, D.S., & Guido-DiBrito, F. (1998). *Student Development in College*. San Francisco: Jossey-Bass.

- Gore, P. (Ed.). (2005). *Facilitating the Career Development of Students in Transition*. Columbia, SC: University of South Carolina.
- Hanvey, R.G., (1982). *Theory in Practice: Global education*. Vol. 21, No. 3. pp. 162 - 167. Retrieved March 29, 2007, from <http://links.jstor.org/sici?sici=0040-5841%28198222%2921%3A3%3C162%3AAAGP%3E2.0.CO%3B2-%23>
- Helkowski, C., & Sheahan, M. (2004, May-June). Too Sure Too Soon: When Choosing Should Wait. *About Campus*, p. 19-24.
- Hiram College Sophomore Program. Retrieved April 6, 2005, from <http://sophomore.hiram.edu/index.html>.
- Karp, R., Johnson, T., Waple, J., Martz, D., Bailey, W., Tripodi, L., Kealey, M., & Haynes, M. (2003). *The Sophomore Year: A Literature Search Prepared for the Clarion University Focus Roundtables and Student Speak*. Retrieved April 9, 2006, from http://www.clarion.edu/admin/academicaffairs/ue/Literature_on_sophomore_year.shtml
- Keeling, R. (Ed.). (2006). *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience*. ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, and NIRSA.
- Kouzes, J., & Posner, B. (2003). *Academic Administrator's Guide to Exemplary Leadership*. San Francisco, CA: Jossey-Bass.
- Lemons, L., & Richmond, D. (1987, winter). A Developmental Perspective of Sophomore Slump. *NASPA Journal*, vol. 21, n. 3.
- Levine, A., & Cureton, J. (1998, March-April). What We Know About Today's College Students. *About Campus*, p. 4-9.
- Maki, P. (2004, September-October). Maps and Inventories: Anchoring Efforts to Track Student Learning. *About Campus*, p. 2-9.
- Michigan State University Department of Residence Life, Sophomore Experience Survey, March 2002. Retrieved March 15, 2004, from <http://www.reslife.msu.edu>.
- Miller, T., Kuh, G., Paine, D., & Associates. (2006). *Taking Student Expectations Seriously: A Guide for Campus Applications*. Washington, D.C: National Association of Student Personnel Administrators.
- Molyneaux, V., Trinklein, A. (2004, November 15). *Second Year at Emory: The Journey Continues*. 8th Conference on Living-Learning Programs and Residential Colleges, Indiana University, Bloomington, IN.
- Musil, C.M. (2006). *Assessing global learning*. Washington, DC: Association of American Colleges and Universities.

- National Resource Center for The First-Year Experience & Students in Transition, The Forgotten Student - Understanding and Supporting Sophomores. Retrieved April 4, 2006 from <http://www.sc.edu/fye/mar9/pdf/sophomoreRP.pdf>.
- National Resource Center Resources, Sophomore Year Resources. Retrieved April 15, 2005 from <http://www.sc.edu/fye/resources/soph/index.html>.
- National Survey of Student Engagement Reports, Surveys, and Studies. Retrieved March 16, 2004, from <http://www.udel.edu/IR/reports/nsse/index.html>.
- National Survey of Student Engagement. (2004). *Student Engagement: 2004 Annual Survey Results*. Bloomington, IN: authors.
- North Carolina State University, 2004 Sophomore Survey. Retrieved April 5, 2006 from <http://www2.acs.ncsu.edu/UPA/survey/reports/soph04/soph04survey.htm>.
- North Carolina State University, 2000 Sophomore Student Survey. Retrieved March 15, 2004, from <http://www2.acs.ncsu.edu/UPA/survey/reports/soph00/so00overvw.htm>.
- Northeastern State University, Second Year Outreach. Retrieved April 6, 2005, from <http://arapaho.nsuok.edu/%7Esecond-year/>.
- O'Bryan, T., & Daugherty, R. (1999). *Prime for Life: On Campus Talking About Alcohol*. Lexington, KY: Prevention Research Institute.
- Onge, S. (1999, March). How to Create Learning Outcomes. *Talking Stick*, vol. 16, n. 6.
- Onge, S. McIntosh, J., & Nestor, E. (2001, June). To Assess or Not to Assess...What Was That Question? *Talking Stick*, vol. 18, n. 8.
- Rhoads, R., Buenavista, T.L., & Maldonado, D. (2004, July-August). Students of Color Helping Others Stay in College: A Grassroots Effort. *About Campus*, p. 10-17.
- Saint Joseph's University, Living Learning - Sophomore Experience. Retrieved March 15, 2004, from http://www.sju.edu/STUDENT_LIFE/LivingLearning/sophomore.htm.
- Saint Michael's College Office of Sophomore Programs and Development. Retrieved March 28 2005, from <http://www.smcvt.edu/Admin2.asp?SiteAreaID=2321&Level=1>.
- Schaller, M. (2005, July-August). Wandering and Wondering: Traversing the Uneven Terrain of the Second College Year. *About Campus*, p. 17-24.
- Schreiner, L., & Pattengale, J. (2000). *Visible Solutions for Invisible Students: Helping Sophomores Succeed*. Columbia, SC: University of South Carolina.

- Schroeder, C. C., & Mable, P. (1994). *Realizing the Educational Potential of Residence Halls*. San Francisco, CA: Jossey-Bass.
- Stony Brook University, Sophomore Year. Retrieved April 6, 2005, from <http://www.stonybrook.edu/aadvising/>.
- Syracuse University Office of Residence, Assessment, Learning Communities, and Educational Initiatives. Retrieved March 28, 2005, from <http://orl.syr.edu/>.
- Texas Southern University, Second Mile Sophomore Retention Program. Retrieved March 28, 2005, from <http://em.tsu.edu/guac/secondmile/>.
- The Arizona Blue Chip Program. Retrieved April 7, 2004, from <http://union.arizona.edu/csil/bluechip>.
- The College of New Jersey Office of Residence Life, Sophomore Year Experience. Retrieved March 15, 2004, from <http://www.tcnj.edu/~sye>.
- The George Washington University, Sophomore Year Experience - Services for Students in Transition. Retrieved March 15, 2004, from http://gwired.gwu.edu/cllc/index.gw/Site_ID/17/Page_ID/210/.
- The University of North Carolina at Charlotte Office of Institutional Research, Sophomore Survey Results. Retrieved April 6, 2005, from <http://apir01nt.uncc.edu/irmainpage2/Surveys/srvindex.html>.
- The University of North Carolina Greensboro, The Sophomore Year Experience (S'MORE). Retrieved March 15, 2004, from <http://www.uncg.edu/rli/room-assign/2003-2004/smores-description.htm>.
- Torney-Purta, J., & Lopez, S. (2006). *Developing citizenship competencies from kindergarten through grade 12: A background paper for policy makers and educators*. Denver, CO: Education Commission of the States.
- University of Delaware Center for International Studies. Retrieved May 12, 2005, from <http://international.udel.edu/links/opportunities.html>.
- University of Delaware MBNA Career Services Center. Retrieved May 12, 2005, from <http://www.udel.edu/CSC/index.html>.
- University of Minnesota Duluth, FYE: Transition Issues, Looking Forward to Sophomore Year. Retrieved March 15, 2004, from <http://www.d.umn.edu/student/fye/freshmen/transiton/sophomore/>.
- University of Delaware Office of Institutional Research & Planning. (2007c). STUDENT LIFE. Retrieved March 29, 2007, from <http://www.udel.edu/IR/fnf/fees/index.html>

Washington University in St. Louis, Sophomore Year. Retrieved March 28, 2005, from
http://www.artsci.wustl.edu/%7ecollege/After_First_Year/Sophomore/.

West Virginia University, Sophomore/Junior Year Experience. Retrieved April 6, 2005, from
http://www.wvu.edu/~studaff/sjy_exp/index.html.

Ziegelbauer, I., et. al. (2005). *The Gilbert/Harrington complex curriculum 2006-2007*. Newark, DE:
University of Delaware Office of Residence Life.

THE GILBERT/HARRINGTON EXECUTIVE SUMMARY ON THE SOPHOMORE YEAR EXPERIENCE

The Office of Residence Life offers a focused learning priority that directs the intentional educational efforts of all professional and student staff within the residence halls. The priority reads, "Citizenship: Become an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to a sustainable society at a local, national, and global level." This priority is further delineated by twelve learning outcomes, or competencies.

(See: www.udel.edu/reslife/about/competencies.htm).²

Taking direction from the Office of Residence Life's educational priority and learning outcomes, the literature and historical knowledge on sophomore students nationwide and at the University of Delaware, respectively, and the educational experiences each student should have had in their first year, the Gilbert/Harrington (G/H) 2007–2008 curriculum focuses on global citizenship with specific emphasis on career exploration. Using these lenses, each student will be asked to explore how differences in equity impact our society; to estimate his/her congruence with the citizenship values outlined by the Office of Residence Life; to understand what knowledge is necessary for the development of a sustainable society, on a global level; to learn how to develop and sustain interdependent relationships; and to learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable global society. The aim is to graduate students with a true global perspective, recognizing the consequences and implications of their chosen action and inaction not only for themselves, but for the broader global society.

WHY GLOBAL CITIZENSHIP?

The reality is that "educating students for a global future is no longer elective" (Musil, 2006, p. 1). In fact, a study by the Association of American Colleges and Universities (AAC&U) called to light the importance of global knowledge and engagement and identified it as an "indispensable learning outcome for all students in all majors" (AAC&U, 2004). The G/H curriculum identifies

global citizenship as a perspective or frame of mind: While being a global citizen is certainly participatory and inspires action to take place, the focus of education and exploration in G/H is to contribute to each student's global-mindedness. Through living and participating as part of the G/H community, each student will explore his/her connection and responsibility to the global community of which he/she is an integral part. The aim is to facilitate an understanding in each student that individual actions have an impact globally and, where that understanding exists, there is a further obligation to make that impact positive. Through one-on-one meetings between Resident Assistants (RA) and students, floor meetings, and other opportunities, each student is challenged to explore this concept, create a global identity or perspective, and prepare themselves to be the informed and engaged citizen the world wishes for.

WHY CAREER EXPLORATION?

The focus on career exploration exists for a variety of reasons. First, as an academic institution, the University of Delaware is certainly focused on connecting students' passions with vocational options and career paths. The G/H curriculum seeks to support that goal. Second, literature informs a clear need to maintain connections with sophomore students as they enter their sophomore year with expectations of high levels of investment following First Year Experience programs. The highly practical and tangible element of career exploration fulfills that expectation without underrating a student's ability. Finally, the focus on career exploration compliments the other educational focus in G/H: Global Citizenship.

THE COMPLIMENTARY NATURE OF GLOBAL CITIZENSHIP AND CAREER EXPLORATION

The two areas of global citizenship and career exploration, though important independently, also have some very clear and relevant connections making them substantially more significant interdependently. Career exploration in G/H is largely a starting point, a way to connect to students on a topic that is of obvious importance to them and lends itself to the conceptual understanding of being a "Global Citizen." For example, through a student's identification of his/her true passions, a further discovery of potential vocational options, and the connection of the two, we assert that there is an increased likelihood that a person will continue in that vocation for an extended period of time, will explore the possibilities within the field, and ultimately has

more opportunity to make sustainable contributions on a local and global level. Career exploration lends itself seamlessly to this end because contribution to the development of communities that are socially just as well as environmentally and economically responsible is intrinsically linked with responsible global citizenship. Ideally, the career choice of a student, his/her global perspective, and sense of civic responsibility established as an undergraduate student inspires action motivated by internal passion. When this motivation is imbedded it will then sustain far beyond a student's undergraduate career.

|

RESOURCES

- American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington DC: authors.
- Musil, C.M. (2006). *Assessing global learning*. Washington, DC: Association of American Colleges and Universities.