<table>
<thead>
<tr>
<th>PAGE</th>
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<tr>
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</tr>
</tbody>
</table>
MISSION

“We develop inclusive communities where residents engage, learn and thrive. We make OHIO home.”

EDUCATIONAL PRIORITY

Through purposeful and innovative educational experiences, delivered in a safe and inclusive residential environment, OHIO students will discover their place in community, intercultural competencies, the ability to problem solve, personal well-being, and the ability to effectively and civilly communicate.
Instead of programs, or community development initiatives, this year we are trying to engage our students in the objectives and outcomes of this plan.

An engagement is planned using a lesson plan. A lesson plan is enacted using strategies for engagement (below).

- Intentional Conversations (Bobcat to Bobcats)
- Group Dialogue and Discussion
- Shared Experiences and Engagement
- Community-Based Learning Projects
- Visual/Aesthetic/Artistic Communications
- Bulletin Boards
- The Roommate Agreement Process
- Community Agreement Development
- Campus Issue Response
- Passive Education
- University Events
- Lecture & Dialogue Series
- FIR Activity Attendance
- Center Visits & Director Chats
- Social Media Campaigns
- Other Staff Developed Strategies
OBJECTIVES & GOALS
OBJECTIVE:
Students with strong community development abilities will engage in building a community and develop skills necessary to interact in the global community. This involves students finding a sense of safety, belonging, and understanding in the Ohio University community; while adhering to the policies set forth in the Student Code of Conduct and the Student Housing Handbook.

GOALS:
- Understand the purpose in and engage with the communities to which you belong (residential, academic, university, extra-curricular, etc.)
- Understand and follow community standards
- Understand and engage with the traditions of Ohio University

ENGAGEMENT IDEAS:

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*See Appenedix A (p. 24) for a full list of Outcomes for this Objective*
OBJECTIVE:
Interculturally competent students will discover and engage with the diverse populations of Ohio University and the global community. This involves students exploring their own identities and the impact they may have on others.

GOALS:
• Understand & explore your identity and the identity of others
• Explore & engage with cultures different than your own
• Understand & articulate concepts of power, privilege, and oppression

ENGAGEMENT IDEAS:

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*See Appendix A (p. 24) for a full list of Outcomes for this Objective
OBJECTIVE:

Students adept in problem solving and adaptability are empowered to adapt when confronted with problems head on. This involves engagement in the development of skills, such as resiliency, necessary to overcome academic, personal, and roommate challenges. Students will engage in the exploration of their interests, values, and strengths. They are empowered to become involved with majors, organizations, and athletics that align with their personal, spiritual, and professional identities.

GOALS:

- Identify problems/ conflicts and engage in a process of resolution
- Identify and engage with resources for academic and personal success
- Set goals for academic and personal success
- Prepare to live independently off-campus
- Develop resiliency

ENGAGEMENT IDEAS:

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________________________________________________________________________
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*See Appendix A (p. 24) for a full list of Outcomes for this Objective*
WELL-BEING

OBJECTIVE:
Students with a well-being mindset are aware of the various dimensions of well-being as well as the impact it has on their lives. This involves learning about responsible decision making, and actively developing and maintaining a healthy, sustainable lifestyle.

GOALS:
- Identify & engage with activities that promote well-being on campus
- Understand the role of a better bystander
- Understand policies regarding sexual harassment, assault, and other title IX violations
- Understand the impact of illegal alcohol & drugs use
- Have knowledge of diverse sexualities & sexual health
- Understand the role technology plays in your life
- Understand sustainability and develop sustainable practices

ENGAGEMENT IDEAS:
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*See Appendix A (p. 24) for a full list of Outcomes for this Objective*
COMMUNICATION

OBJECTIVE:

Students with effective interpersonal communication skills will engage with faculty, staff, and peer role models. This skill set will empower students to act as role models for other Bobcats and community members. Additionally, students with interpersonal communication skills will be able to participate fact-based debate and conversations surrounding topics they agree and disagree with.

GOALS:

- Engage in civil discussion around various topics using essential skills of interpersonal communication
- Engage in role modeling
- Actively seek & engage with role models

ENGAGEMENT IDEAS:

__________________________________________________________________________
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*See Appendedix A (p. 24) for a full list of Outcomes for this Objective*
# FALL SEMESTER

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DUE</th>
<th>EXPECTATION</th>
<th>WEEKS 1-3</th>
<th>EXPECTATION</th>
</tr>
</thead>
</table>
| WEEK 0| 08.21.18  | • Bulletin Board 1 Due  
• 1st year floor meeting  
• "Welcome Wagon"  
• Door Decorations  
• Welcome Letters  
• Building Decoration | • Welcome Weekend |                                                                   |
| WEEK 1| 08.27.18  | • 2nd Year Floor Meeting  
• Community Agreements Due | | • Support green-wide social program |
| WEEK 2| 09.03.18  | • Floor Social | | • Weeks 2-15 Late Night Social*  
Must be Ohio Late Night for first year students |
| WEEK 3| 09.10.18  | • B2B Round 1 Due (on 9.10)  
• Roommate Agreements Due | | • Weeks 4-15  
5 Engagements:  
Meet each of the goals/outcomes. Work with RD in supervision/staff meeting to plan and complete. |
| WEEK 4| 09.17.18  | • Bulletin Board 2 Due | | | |
| WEEK 5| 09.24.18  | | | | |
| WEEK 6| 10.01.18  | | | | |
| WEEK 7| 10.08.18  | • Meeting 2: Halloween  
• Bulletin Board 3 Due | | | |
| WEEK 8| 10.15.18  | | | | |
| WEEK 9| 10.22.18  | | | | |
| WEEK 10| 10.29.18  | • Bulletin Board 4 Due | | | |
| WEEK 11| 11.05.18  | | | | |
| WEEK 12| 11.12.18  | | | | |
| WEEK 13| THANKSGIVING BREAK 11.21-11.25 | | | | |
| WEEK 14| 11.26.18  | • Meeting 3: Closing  
• Bulletin Board 5 Due | | | |
| WEEK 15| 12.03.18  | • B2B Round 2 Due (on 12.05) | | | |
## SPRING SEMESTER

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DUE</th>
<th>EXPECTATION</th>
</tr>
</thead>
</table>
| WEEK 0 | 01.07.19  | • Bulletin Board 1 Due  
• Welcome Wagon  
• Door Decoration  
• Bldg. Decoration  
• Welcome Letter for New Residents |
| WEEK 1 | 01.14.19  | • Community Agreements Revisions  
• New Roommate Agreements |
| WEEK 2 | 01.21.19  | • B2B Round 1 Due  
• Roommate Agreements Due |
| WEEK 3 | 01.28.19  | • Bulletin Board 2 Due |
| WEEK 4 | 01.28.19  | • Bulletin Board 3 Due |
| WEEK 5 | 02.04.19  | • Floor Social  
• Late Night Social* |
| WEEK 6 | 02.11.19  | *Must be Ohio Late Night for first year students |
| WEEK 7 | 02.18.19  | • Bulletin Board 3 Due |
| WEEK 8 | 02.25.19  | |
| WEEK 9 | 03.04.19  | |
| SBK ‘19| 03.11.19  | SPRING BREAK |
| WEEK 10| 03.18.19  | • Bulletin Board 4 Due |
| WEEK 11| 03.25.19  | • Meeting 2: Closing |
| WEEK 12| 04.01.19  | |
| WEEK 13| 04.08.19  | • Bulletin Board 5 Due |
| WEEK 14| 04.15.19  | |
| WEEK 15| 04.22.19  | • B2B Round 2 Due |

### BY THE NUMBERS

- **5** Engagements
- **5** Bulletin Boards
- **2** Meetings
- **2** Bobcat 2 Bobcat
- **2** Socials
- **1** Agreement Update
- **1** Welcome Wagon
Student staff members should be having conversations with their residents regularly throughout the year. Bobcat to Bobcat conversations are intended to be a minimum baseline expectation and involve some specifically suggested questions and prompts that might be particularly relevant to a resident. Student staff members are expected to conduct 2 Bobcat to Bobcat conversations per semester according to the following schedule:

**Fall Semester:** Round 1 Due Week 3; Round 2 Due Week 15  
**Spring Semester:** Round 1 Due Week 3; Round 2 Due Week 15

Bobcat to Bobcat conversations should last as long as necessary, but *typically a conversation should last 15-20 minutes* and flow according to the level of engagement from the resident. At the conclusion of each conversation, The student staff member should submit a summary on Roompact of topics discussed including any follow up actions or check-ins that may need to be taken.

Remember, Bobcat to Bobcat conversations need to happen in person. You can schedule a time to meet with individual residents to ensure that you can fit these long conversations in with each resident before the deadline. Remember, you cannot complete this requirement by sending out surveys, having residents post responses to bulletin boards, etc.
For this conversation, focus in on the resident’s transition to living with a roommate, their academic performance, and their college experience overall. Help them set some preliminary goals and ensure that they are connected on campus and getting involved. Pay attention to warning signs of homesickness, poor choices regarding alcohol and health-related habits, and lack of involvement on campus and in the community.

When taking notes on your conversation, highlight the resident’s roommate relationship status, any transition issues, and their goals for the semester.

Opening Questions:

What goals do you have for the semester?
What do you like about living on campus? What do you dislike?
What has stressed you out so far?
What has been the most positive and the hardest part of your transition to college?

Theme: Homesickness

How has it felt being away from home?
How do you maintain connections with friends and family that are at home?
What has been your biggest struggle since coming to college? How did you handle it? What could you have done differently?

Theme: Transition to College-Level Academics

How have your study habits changed since you started college?
Have you received any grades or feedback yet in your courses?
What courses do you think you will do well in? Find more difficult?
Have you chosen a major? How is the coursework in your major going?
Have you developed any relationships with faculty members?

Theme: Building Community and Making Friends

Do you feel connected to the campus community?
What kinds of new connections and friends have you made so far?
How is your relationship with your roommate? Did you complete a roommate agreement?
Have you experienced any social situations that have made you feel uncomfortable? What did you do?
Have you attended the student organization fair? What campus organizations have you gotten involved in?
For this conversation, a student will be beginning to think about going home (perhaps for the first time since they left for college) and will be preparing for finals. Help them think through what "going home" will be like. (And be careful not to assume everyone has a "home" as you may conceive of it, or that it is necessarily a positive environment.) Help your resident think through the academic choices (and mistakes) they made this semester so they can adjust and improve.

When taking notes on your conversation, highlight what has changed for the student throughout the semester, what they've learned, their involvement and connectedness on campus, and any anxieties they may have about returning "home."

Opening Questions:

- What do you like about living on campus? What do you dislike?
- What has been the most positive and most difficult part of your transition to college?
- Do you feel a part of and connected to the campus community?
- What have you gotten involved in on campus? Are you pursuing and leadership roles?
- Are you pleased with your personal development thus far?

Theme: Returning Home After a Semester of Change

- Are you excited or nervous to leave campus and go home? Where is home for you?
- What will you be doing over the semester break?
- Do you feel different? Do you think friends and family will notice?
- How has your college experience changed your perception of home, relationships, and other experiences?

Theme: Setting Goals for Semester Two

- How have your goals changed since the beginning of the semester?
- What goals for the first semester have you achieved and which ones are you working on?
- What would you do differently academically based on what you’ve learned this semester?
B2B: EARLY SPRING- 1st YEAR

Your residents will be returning from break and will have received their first semester grades. Help them process through what they did well, as well as where they could improve. Some first year students may be surprised that college-level work requires different levels of effort and habits. Some students may also be questioning their choice of major. This conversation is an excellent time to revise and set new goals after a semester of learning.

When taking notes on your conversation, highlight how the resident’s break went, how they feel about their academic progress and achievement thus far, and their new and revised goals for the semester.

Opening Questions:

What did you do over break? Did you see friends and family?
How has your world view changed after a semester at college?
Have you thought about where you will live next semester?
How has your roommate relationship been so far? Does your Roommate Agreement Guide need to be revisited?

Theme: Reflections on Academic Performance

Are you happy with the grades you received last semester?
How might you change your study habits and make different choices to succeed academically?
How is your time management? Do you feel you are managing your time well?

Theme: Setting Goals for the Semester

Were you satisfied with your involvement on campus last semester?
What are your goals for this semester?
Are you getting support and connecting to resources to help you achieve those goals?
What will you do differently this semester?
This conversation will be the final one you have for the year and occurs at the end of a student's first year in college. Because of this, students may be reflecting on how their first year went, will be gearing up for a summer job, internship, or vacation, and will be making plans to say goodbye to, and stay in touch with, friends over the summer. This is a great time to plan closure activities for your community.

When taking notes on your conversation, highlight what your resident learned over the course of their year in college and what their goals are for the summer and the following academic year. Also note whether the resident plans on returning to college next year or if they are considering stopping or transferring.

Opening Questions:
How are your preparations for final exams and papers going?
How has your approach to classes this semester been different from last semester?
Where do you currently stand in your classes?
How are you preparing for finals?
What Fall classes are you planning on taking?
How has your experience living in a community this year prepared you for your living arrangements next year?

Theme: Closure and Moving Forward
What has been the most positive and the hardest part of your first year in college?
Did your first-year college experience match what you thought it would be before you started?
What was your biggest success this year? How are you going to build from that success?
What about your college experience surprised you?
Do you think you’ve changed over the course of your first year?
Is there anything you’d do differently next year based on what you learned this year?

Theme: Setting Goals for the Summer and Fall
What are you doing this summer? Are your plans helping you achieve any goals?
Are you excited or nervous for the summer?
How will you maintain connections to your college friends over the summer?
Do you have your financial aid/scholarship arrangements for the Fall?
Have you made your housing arrangements for the Fall?
Residents will be returning from their summer and will begin to re-establish friendships or readjust to changed relationships. They will have received their final grades after their first full year in college and may be considering declaring or changing their majors. They will likely want to set new goals for the academic year and may feel like they made mistakes or didn’t focus enough during their first year.

When taking notes on your conversation, highlight the student’s commitment to their academic programs and major, their goals for the year, and how they are connecting to their new communities.

Opening Questions:

How was your summer break? What did you do?
Are you happy to be back at college after the summer break?
Are you reconnecting with friends after the summer?
How is the transition to a new residence hall community?
How do you feel about this year’s residence hall community? Do you feel as though you have connected with others on on the floor?
How does it feel to no longer be a first-year student?

Theme: Setting Goals for the New Academic Year

What are you most excited for in your second year?
What goals do you have for the semester? What will you do this semester to achieve those goals?
Did anything change over the summer that made you revisit your goals?
What are you planning to get involved in on campus this year?
Have you missed any classes so far this semester? Have you spoken with your professor about your absence?
What is your plan for staying healthy this semester?

Theme: Making Commitments to A Major

How do you feel about your course schedule? What courses do you think you’ll find most difficult? What courses do you think you’ll enjoy the most?
Have you declared a major?
Are you satisfied with your current major?
What are you doing to deepen your experience in your chosen major?
Your residents will have begun to make some deeper level commitments to their majors, involvement on campus, to internships, and may be preparing to study abroad. This is an opportunity to check in on their progress towards their goals.

When taking notes on your conversation, highlight the student’s co-curricular involvements and any planning they may be doing for their academic major and related programs.

**Opening Questions:**

What are your plans for the upcoming semester break?
How has your relationship with your family changed as you’ve grown?
How did you feel the semester went?

**Theme: Thinking about Study Abroad, Internships, and Other Opportunities**

Did you attend any study abroad fairs or internship fairs this semester?
Are you getting involved in any activities that can help advance your major or career choices?
Have you met with an academic adviser recently?
Have you met with the Career & Leadership Development Center?
Have you considered getting the Leadership Endorsement?

**Theme: Academic/Co-Curricular Check In**

How are your preparations for final exams and papers going?
Are there any classes you’re struggling with or excelling in?
Have you completed your Tier 1/ Tier 2 requirements?
Have you met with your academic advisor?
What clubs and groups did you involve yourself in? Did you seek out a leadership role or thinking about pursuing one?
Have you gone to any events that challenged your thinking? Exposed you to a new culture or social view? What did you learn?
Your residents will be recommitting to their goals for the year and altering them as necessary. In many cases they may begin to think about moving off campus for their housing. Help your students understand everything this entails and discuss resources available to them.

When taking notes on your conversation, highlight their academic performance from the prevision semester, changes to their goals, and plans for housing next year.

**Opening Questions:**

What did you do over break? Did you see friends and family?
What are your goals for the upcoming semester?

**Theme: Living Plans for Next Year**

Have you thought about where you will live next semester?
If you’re thinking of moving off campus, do you know where to look? What resources there are to help?

**Theme: Academic/Co-Curricular Check In**

Are you happy with the grades you received last semester?
What classes are you taking this semester?
Do you feel like your involvement in student groups and activities will contribute to your post-college success?
Your residents are completing their second full year at college. They hopefully have direction for their future and are actively making and following through on plans to achieve their goals. Discuss your resident’s summer plans with them, how they fit into the larger picture of their major and career aspirations, and how they have done and are doing academically.

When taking notes on your conversation, highlight the resident’s plans for the summer and their progress towards achieving their goals for this year.

**Opening Questions:**

How are your preparations for final exams and papers going?
Are you looking forward to anything before the semester ends?

**Theme: Closure and Moving Forward**

What did you struggle with the most this year? How can you improve for next year?
What was your biggest success this year? How are you going to build from that success?
What are three positive things you have learned about yourself this year?
What are three areas of improvement you can identify about yourself after your second year at college?
Do you think you’ve changed over the course of this year?
Is there anything you’d do differently next year based on what you learned this year?

**Theme: Setting Goals for the Summer**

What are you doing this summer? Are your plans helping you achieve any goals?
Are you excited or nervous for the summer?
APPENDIX A: OUTCOMES
## INTERCULTURAL

### KNOWLEDGE & COMPREHENSION OUTCOMES:

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Identify personal identities &amp; concept of intersectionality</td>
</tr>
<tr>
<td>1.2</td>
<td>Discover cultures and backgrounds different from your own</td>
</tr>
<tr>
<td>1.3</td>
<td>Understand the concepts of power, privilege and oppression</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify at least three available campus and community diversity and inclusion resources, clubs, groups, services, or organizations</td>
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### APPLICATION OUTCOMES:

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>2.2.1</td>
<td>Participate in an experience that exposes you to a culturally unfamiliar situation (international students, students of different races, religions, sexualities, abilities, genders, socioeconomic status)</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Demonstrate ability to act in a supportive or empathetic manner (using inclusive language).</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Celebrate the cultures and lives of individuals from different backgrounds</td>
</tr>
<tr>
<td>2.3</td>
<td>Articulate the role your identity places in the power, privilege and oppression of others</td>
</tr>
<tr>
<td>2.4</td>
<td>Engage with a campus and community diversity and inclusion resources, clubs, groups, services, or organizations</td>
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</tbody>
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### ANALYSIS & SYNTHESIS OUTCOMES

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>3.1</td>
<td>Construct experiences with different cultures (international students, students of different races, religions, sexualities, abilities, genders, socioeconomic status)</td>
</tr>
<tr>
<td>3.2</td>
<td>Support those from different cultures from your own</td>
</tr>
<tr>
<td>3.3</td>
<td>Analyze how your identity impacts others and distinguish ways to best use privilege</td>
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# COMMUNITY DEVELOPMENT

## KNOWLEDGE & COMPREHENSION OUTCOMES:

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Identify the purpose/goals of the community</td>
</tr>
<tr>
<td>1.2</td>
<td>Define the attributes of a successful community (belonging, collaboration, compromise, and conflict resolution).</td>
</tr>
<tr>
<td>1.3</td>
<td>Understand the role you play in the community &amp; demonstrate active community membership</td>
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<tr>
<td>1.4</td>
<td>Understand the community standards requirements (CSSR, Student Housing Handbook, Student Code of Conduct) for living in the community</td>
</tr>
<tr>
<td>1.5</td>
<td>Understand the history and traditions of OHIO University</td>
</tr>
<tr>
<td>1.6</td>
<td>Understand the importance of building community outside of the University</td>
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## APPLICATION OUTCOMES:

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<tr>
<th>SCAFFOLD</th>
<th>OUTCOME</th>
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</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Demonstrate the ability to act in a way that supports community purpose/goal.</td>
</tr>
<tr>
<td>2.2</td>
<td>Participate in community activities</td>
</tr>
<tr>
<td>2.3</td>
<td>Participate in the larger campus community outside the residence hall</td>
</tr>
<tr>
<td>2.4</td>
<td>Follow the Community Standards</td>
</tr>
<tr>
<td>2.5</td>
<td>Participate in the history and traditions of OHIO University</td>
</tr>
<tr>
<td>2.6</td>
<td>Engage with community outside of the University</td>
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</tbody>
</table>

## ANALYSIS & SYNTHESIS OUTCOMES:

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<thead>
<tr>
<th>SCAFFOLD</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Develop community activities that impact both/or your individual community or the larger campus community</td>
</tr>
<tr>
<td>3.5</td>
<td>Assess the positive and negative aspects of the history and traditions of OHIO University, argue for changes if needed</td>
</tr>
</tbody>
</table>
# PROBLEM SOLVING

## KNOWLEDGE & COMPREHENSION OUTCOMES:

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
<th>OUTCOME</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Identify factors associated with a problem or conflict, understand concept of resiliency</td>
</tr>
<tr>
<td>1.1.2</td>
<td>Define and articulate the role you play in the problem or conflict, identify when being adaptable is necessary.</td>
</tr>
<tr>
<td>1.2</td>
<td>Define success and understand what it means personally for you.</td>
</tr>
<tr>
<td>1.3</td>
<td>Outline steps needed for academic success (to-do lists, learning/ note taking strategies, knowledge of campus resources)</td>
</tr>
<tr>
<td>1.4</td>
<td>Locate resources available for academic and personal success.</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify three of each of the following associated with leadership: interests, values, skills, and strengths.</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify requirements of your time and how you can manage your time based on those requirements</td>
</tr>
</tbody>
</table>

## APPLICATION OUTCOMES

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Participate in an experience that requires problem solving, resiliency or adaptability</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Utilize knowledge of problem solving, resiliency, and adaptability in difficult situations</td>
</tr>
<tr>
<td>2.3</td>
<td>Utilize campus resources to assist with academic and personal success.</td>
</tr>
<tr>
<td>2.4</td>
<td>Establish personal and academic goals that will help you meet your definition of success.</td>
</tr>
<tr>
<td>2.5</td>
<td>Participate in an experience that impacts your interests, skills, values, and strengths.</td>
</tr>
<tr>
<td>2.6</td>
<td>Demonstrate the ability to make a decision using your knowledge of your interests, skills, values, and strengths.</td>
</tr>
</tbody>
</table>

## ANALYSIS & SYNTHESIS OUTCOMES:

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Assess situations of conflict and solve without staff intervention</td>
</tr>
<tr>
<td>3.3</td>
<td>Evaluate academic achievement strategies and revise where needed</td>
</tr>
<tr>
<td>3.4.1</td>
<td>Devise a plan for adapting to the changes that come with living off campus</td>
</tr>
<tr>
<td>3.4.2</td>
<td>Develop a plan for how to manage money living off campus (rent, utilities, food, entertainment, etc.)</td>
</tr>
<tr>
<td>3.6</td>
<td>Evaluate your own views and the views of others based on facts</td>
</tr>
</tbody>
</table>
WELL-BEING

OBJECTIVE: We strive for students who are aware of the dimensions of well-being and the impact well-being has on their lives. We engage students in learning about community standards, sexual misconduct, and alcohol and drug use. We encourage students to become better bystanders. We empower students to develop and maintain a healthy, and sustainable life.

KNOWLEDGE & COMPREHENSION OUTCOMES:

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Identify the dimensions of well-being.</td>
</tr>
<tr>
<td>1.2</td>
<td>Identify available campus and community well-being resources, clubs, groups, services, or organizations.</td>
</tr>
<tr>
<td>1.3</td>
<td>Understand sexual harassment, sexual assault, and title IX violations and how to be a better bystander</td>
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<tr>
<td>1.4</td>
<td>Define elements of sustainable living for yourself</td>
</tr>
<tr>
<td>1.5</td>
<td>Understand the impact of alcohol and drugs on personal and academic life</td>
</tr>
<tr>
<td>1.6</td>
<td>Have knowledge of diverse sexualities, and sexual health</td>
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<tr>
<td>1.7</td>
<td>Have knowledge of healthy relationships and define your boundaries in relationships</td>
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APPLICATION OUTCOMES:

<table>
<thead>
<tr>
<th>SCAFFOLD</th>
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<tbody>
<tr>
<td>2.1</td>
<td>Participate in experiences that enhance dimensions of well-being</td>
</tr>
<tr>
<td>2.2</td>
<td>Participate in campus and community well-being resources, clubs, groups, services, or organizations.</td>
</tr>
<tr>
<td>2.3</td>
<td>Demonstrate behaviors congruent with Title IX expectations, including being a better bystander</td>
</tr>
<tr>
<td>2.4</td>
<td>Demonstrate sustainable practices</td>
</tr>
<tr>
<td>2.5</td>
<td>Demonstrate behaviors of responsible decision making regarding drugs and alcohol</td>
</tr>
<tr>
<td>2.6</td>
<td>Demonstrate a respect for diverse sexualities and sexual health</td>
</tr>
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<td>2.7</td>
<td>Demonstrate healthy relationships</td>
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<td>3.2</td>
<td>Well-being</td>
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<tr>
<td>3.4</td>
<td>Well-being</td>
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</table>
COMMUNICATION

OBJECTIVE: Students with effective interpersonal communication skills will engage with faculty, staff, and peer role models. This skill set will empower students to act as role models for other Bobcats and community members.

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<th>SCAFFOLD</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Define the essential skills of interpersonal communication (listening verbal, and nonverbal communication, confidence, empathy and respect)</td>
</tr>
<tr>
<td>1.2</td>
<td>Identify effective interpersonal communication skills</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify mentors and role models on campus</td>
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APPLICATION OUTCOMES:

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<tbody>
<tr>
<td>2.1</td>
<td>Participate in an experience that exposes you to skills associated with interpersonal communication (listening, verbal and nonverbal communication, confidence, empathy and respect).</td>
</tr>
<tr>
<td>2.2</td>
<td>Demonstrate interpersonal communication behaviors (listening, verbal and nonverbal communication, confidence, empathy and respect).</td>
</tr>
<tr>
<td>2.3</td>
<td>Engage with mentors and role models</td>
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<tbody>
<tr>
<td>3.2</td>
<td>Engage in fact-based debate around various topics</td>
</tr>
<tr>
<td>3.3</td>
<td>Act as a mentor or role model to others</td>
</tr>
</tbody>
</table>