

CCLO Assessment Toolkit

Updated: 1/22/21

Overview: The University of San Diego has identified five *Co-Curricular Learning Outcomes* (CCLOs) that complement the *Undergraduate Learning Goals and Outcomes* and integrate the entire student experience. Rubrics were developed by faculty, staff, and students that broke down each dimension of the CCLOs into three levels (*Explore, Practice, and Live*). This toolkit has been developed to help staff members assess the impact their programs and services have on the selected outcomes. It is meant to serve as a starting point for assessment design and contains examples of survey questions, reflections, and in-program activities.

Identities & Communities	2
Purpose	6
Authentic Engagement	9
Well-Being (Coming Soon)	12
Courageous Living (Coming Soon)	12

Identities & Communities

The Identities and Communities outcome focuses on the exploration of self in relation to others from similar and differing backgrounds. In this process, students engage with difference, find a community(ies) where they feel like they belong and matter, and develop social empathy as they work alongside community partners as co-learners and co-generators of knowledge.

Dimension 1: Cultural Self-Awareness: An internal examination of one's social and personal identities, acknowledging the identities of others and the implications of various identities within cultures.

Explore

- Demonstrates a willingness to learn about the makeup of one's individual identities.
- Acknowledges one's own unexamined cultural biases, attitudes, norms, values, and behaviors in relation to others.
- Recognizes one's own constellation of identities and their meanings.
- Identifies the presence of both social and personal identities.

Practice

- Recognizes the meanings and interprets the intersections among one's own constellation of identities.
- Acknowledges multiple identities are not equally salient in all circumstances. For example, in different settings, specific groups experience privilege and others do not.
- Identifies one's own reactions (comfortable or uncomfortable) to others' differences.
- Evaluates new perspectives on one's own cultural biases, attitudes, norms, values, and behaviors. Takes ownership of one's own reactions.
- Grapples with the complexities new perspectives offer.

Live

- Feels comfortable with complexities that new perspectives offer.
- Invites others to explore their multiple identities.
- Engages as an agent of positive social change by acknowledging, activating, and self-interrogating the complexities of one's identities, experiences, privileges, and deficits.

Sample Likert Scale Questions*

1. *I often think about my identities when I am interacting with others. (Level: Explore)*
2. *As a result of participating in Program X, I am more willing to further explore my identities after this event? (Level: Explore)*
3. *As a result of participating in Program X, I recognize how my personal identities and social identities impact my values? (Level: Explore)*
4. *As a result of participating in Program X, I recognize the meaning of having multiple identities and their intersection (Level: Practice)*
5. *As a result of participating in Program X, I have a better perspective on my own cultural biases, attitudes, norms, values, and behaviors. (Level: Practice)*
6. *I invite others to explore their multiple identities. (Level: Live)*

	<p>7. <i>I explore the complexities of my identities, experiences, privileges, and deficits to work towards social change. (Level: Live)</i></p> <p>8. <i>As a result of participating in Program X, I feel prepared to have discussions around different identities with others. (Level: Live)</i></p>
<p>Sample Reflective Questions</p>	<p>1. <i>As a result of attending Program X, were you able to examine a bias you hold? If yes, describe what this was like. If no, describe some challenges.(Level: Explore)</i></p> <p>2. <i>Please share new perspectives you have on your cultural biases, attitudes, norms, values, and/or behaviors. (Level: Practice)</i></p> <p>3. <i>Please share what the intersectionality of your identities mean to you? Please include how two or more of your identities intersect. (Level: Practice)</i></p> <p>4. <i>Please describe a situation where your multiple identities are not equally salient. (Level: Practice)</i></p> <p>5. <i>As a result of attending Program X, share one example of how you examined the complexities of your identities, experiences, privileges, and deficits in the program (Level: Live)</i></p> <p>6. <i>Share a time where you did NOT feel comfortable learning about the complexities of identities, experiences, privileges, and deficits. Why might you have not felt comfortable? How might you react in that situation now as a result of what you learned in Program X? (Level: Live)</i></p>
<p>Sample In-Program Assessment Activities</p>	<p>1. <i>Day in the Life: Describe how your multiple identities intersect and are salient based on the different circumstances you face on a day of your life (Level: Practice)</i></p> <p>2. <i>ROADMAP: Share a plan for how you will engage as a model of positive social change at USD by acknowledging, activating, and self-interrogating the complexities of your identities, experiences, privileges, and deficits. Share how attending Program X influences your plan. (Level: Live)</i></p>
<p>Dimension 2: Engagement with our Diverse Communities - A willingness to interact locally and globally with individuals who experience life differently as a result of their identities</p>	
<p>Explore</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to explore one’s self in relation to others. ● Recognizes the existence of multiple perspectives and ways of experiencing life. ● Acknowledges that people hold different identities than one’s own 	
<p>Practice</p> <ul style="list-style-type: none"> ● Engages and develops relationships in various communities with people who hold different identities than one’s own. ● Engages with difference and dissonance. Seeks clarification of others’ experiences and one’s own personal experiences. ● Begins to analyze diverse perspectives. ● Seeks opportunities to continue to engage with community members with different identities and perspectives recognizing the importance of this practice for personal growth. 	
<p>Live</p>	

- Values the challenges and growth that come from engaging with others with different identities and perspectives both locally and globally.
- Participates thoughtfully and respectfully in sustained relationships with members of other communities.
- Role models the importance of building relationships with others from different identities and with different perspectives.
- Serves as an ally to and/or joins in other communities

Sample Likert Scale Questions*	<ol style="list-style-type: none"> 1. <i>Based on this experience, rate your level of learning: Appreciation for others perspective; Ability to listen to one another; Ability to display empathy; Motivation to continue learning about this topic (Scale: Did Not Engage (1); Did Not Change (2); Slightly Increased (3); Significantly Increased (4). (Explore)</i> 2. <i>I actively advocate for positive social action to reduce disparities among communities. (Live)</i> 3. <i>As a result of this experience, I encourage my peers to engage in opportunities that develop social empathy. (Live)</i>
---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Sample Reflective Questions	<ol style="list-style-type: none"> 1. <i>Describe the viewpoint of someone else you met during this experience that is different than your own. (Explore)</i> 2. <i>As a result of this experience, describe how you were able to examine your own identity and its relationship to the larger system? (Practice)</i> 3. <i>What does allyship mean to you? (Live)</i>
------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Sample In-Program Assessment Activities	<ol style="list-style-type: none"> 1. <i>Instruct students to find a partner or break up into small groups. Have them discuss the following points and then share back with the larger group.</i> <ol style="list-style-type: none"> a. <i>Share two or three identities that are important to you and why.</i> b. <i>As a small group, discuss the identities that were shared. What did you learn about your partners? What stood out to you the most?</i> c. <i>Have each small group share out with the larger group.</i> d. Facilitator Assessment - <i>a rubric could be used to evaluate the students when they share back with the larger group:</i> <ol style="list-style-type: none"> i. <i>Were the students able to name the different salient identities? Were the students able to articulate what they learned or what stood out? Where on the Identities & Communities rubric do their responses fall?</i>
------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Dimension 3: Social Empathy: The ability to more deeply understand people by perceiving or experiencing their life situations and as a result gain insight into structural inequalities and disparities.

- Explore**
- Recognizes the experience of others as different from one’s own to understand structural inequalities.
 - Recognizes the difference between sympathy and empathy.

- Practice**
- Values empathy and begins to take up a practice that builds capacity to understand complex social conditions.

<ul style="list-style-type: none"> Engages in opportunities to expand one’s capacity for empathy by practicing presence, openness, and vulnerability toward social empathy 	
<p>Live</p> <ul style="list-style-type: none"> Enacts a consistent practice of empathy on a trajectory towards solidarity. Encourages others to pursue opportunities to move from empathy to social empathy. Owens a sense of responsibility for positive social action to reduce disparities among communities 	
<p>Sample Likert Scale Questions*</p>	<ol style="list-style-type: none"> As a result of participating in Program X, I could explain the difference between sympathy and empathy to a peer. (Explore) As a result of participating in Program X, I could share examples of structural inequalities that exist in the US to a peer. (Explore) As a result of participating in Program X, I am more interested in learning about social empathy. (Practice) I actively advocate for positive social action to reduce disparities among communities. (Live) I encourage my peers to engage in opportunities that develop social empathy. (Live)
<p>Sample Reflective Questions</p>	<ol style="list-style-type: none"> Describe the difference between sympathy and empathy. [Question could be used as pre/post test question or simply post; requires an agreed upon definition of these two terms or list of aspects that these concepts possess.] (Explore) Share an example of a structural inequality you now see as as a result of participating in this program. (Explore) Describe how the content of Program X impacts the larger community? What are the benefits? Reflect on a time where you may have NOT acted in an empathetic manner. How might your actions have impacted another person or community? How might you have acted in that situation knowing what you do now? (Explore)
<p>Sample In-Program Assessment Activities</p>	<ol style="list-style-type: none"> ROLE-PLAY/OBSERVATION - Leaders model two scenarios; one illustrating sympathy and then another illustrating empathy. Students will be able to observe the differences and then apply it to their own role playing. (Explore -> Practice) ROADMAP - Outline what steps you will take to continue developing your own capacity for empathy while at USD. [Allyship and/or commitment to learn/grow] (Practice) ROLE-PLAY/OBSERVATION - Provide a scenario that is relevant to the program content. Ask students how they would respond to the person in the scenario that would exhibit empathy. [Would require a checklist of items that represent an empathetic response, such as: how to start a response, x, y, and z.] (Practice)

*Unless otherwise stated, all Likert scales use the following levels: *strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.*

Purpose

<p><i>Benevolent purpose encourages students to reflect on values and beliefs and addresses the questions of vocation: What do I believe? Who am I called to become? The second question depends on insight gained from the first; in other words, the impact one most desires to make ought to flow from one's self-awareness; including one's values and beliefs, gifts and talents, spirituality and faith tradition.</i></p>	
<p>Dimension 1: Values and Beliefs: the exploration of one's beliefs, value systems, and deep convictions that leads to self-authorship.</p>	
<p>Explore</p> <ul style="list-style-type: none"> • Reflects on and wrestles with the questions: Who am I? What do I value? What do I stand for? What do I believe in? • Distinguishes between one's values, owned faith, espoused values, and inherited faith. • Explores the role of faith/spirituality in one's life; identifies a mentor, guide, coach. 	
<p>Practice</p> <ul style="list-style-type: none"> • Reflects on one's values and beliefs. • Makes decisions that flow from the reflection on one's values and beliefs. • Experiences/engages in religious/faith community/spiritual practices. • Meets with a mentor or guide. 	
<p>Live</p> <ul style="list-style-type: none"> • Practice continual reflection on the questions: Who am I? What do I value? What do I believe? • Demonstrates congruence among one's values and beliefs (becomes one's most authentic self). • Strives to achieve self-authorship. • Participates in a religious/faith community/spiritual practices. 	
<p>Sample Likert Scale Questions*</p>	<p>9. <i>As a result of participating in this (insert: program/initiative/experience), I am able to better define (insert: who I am/what I value/what I stand for/what I believe in). (Explore)</i></p> <p>10. <i>I have a mentor, guide, or coach who has helped me explore my own values and beliefs. (Explore)</i></p> <p>11. <i>My personal values and beliefs play a role in my everyday decision-making. (Practice)</i></p>
<p>Sample Reflective Questions</p>	<p>7. <i>Provide an example of how you recently used your values or beliefs to make an important decision? Explain why the selected values or beliefs are important to you. (Explore)</i></p> <p>8. <i>Describe how your values and beliefs show up in your everyday life. (Practice)</i></p> <p>9. <i>Describe the role of faith or spirituality in your life. (Practice/Live)</i></p>
<p>Sample In-Program Assessment Activities</p>	<p>3. <i>Instruct students to find a partner or break up into small groups. Have them discuss the following points and then share back with the larger group.</i></p> <p style="padding-left: 40px;">a. <i>Identify at least three values or beliefs that are important to you.</i></p>

	<p>b. <i>Discuss their origins and consider whether they were inherited from others in your life or developed independently over time.</i></p> <p>c. <i>Provide an example of when one of these values or beliefs played a role in an important decision you made.</i></p> <p>d. Facilitator Assessment - <i>a rubric could be used to evaluate the students when they share back with the larger group:</i></p> <ul style="list-style-type: none"> i. <i>Were the students able to identify three values or beliefs?</i> ii. <i>Were the students able to articulate the origin of these beliefs?</i> iii. <i>Were the students able to cite an example of when they used a value or belief to make an important life decision? To what depth are they able to articulate the connection?</i>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Dimension 2: Vocation - The process of discovering the intersection between one's gifts and the world's greatest needs.

- Explore**
- Reflects on and wrestles with the questions: What are the greatest needs of the world? How can I contribute to the common good?
 - Discovers gifts, talents, passions, and interests.
 - Broadens one's understanding of vocation to include meaningful work, state of life, and benevolent purpose.
 - Learns about the practice of discernment and decision-making.
 - Identifies a mentor, guide, coach.

- Practice**
- Reflects on one's values and beliefs.
 - Makes decisions that flow from the reflection on one's values and beliefs.
 - Experiences/engages in religious/faith community/spiritual practices.
 - Meets with a mentor or guide.

- Live**
- Practices ongoing reflection on the questions of Who am I? What are the world's greatest needs? Who am I called to become?
 - Continually discerns the authentic calls in one's life and other state of life choices.
 - Finds value, purpose, and authenticity in the work one does and/or the life one lives.

Sample Likert Scale Questions*	<p>4. <i>As a result of participating in this (insert: program/initiative/experience), I can describe my top three gifts, talents, or skills. (Explore)</i></p> <p>5. <i>As a result of participating in this (insert: program/initiative/experience), I can explain how my gifts, talents, or skills can have a positive impact on issues or challenges facing the world. (Explore)</i></p> <p>6. <i>I think about how I can contribute to the needs of the world when considering my professional goals. (Explore)</i></p> <p>7. <i>I participated in this (insert: program/initiative/experience) because it aligns with my values. (Practice)</i></p> <p>8. <i>I am actively using my gifts/talents to positively impact the world/community. (Live)</i></p>
---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Sample Reflective Questions</p>	<p>4. <i>What does vocation mean to you? (Explore)</i></p> <p>5. <i>Describe how you plan to further discern your vocation after this event. (Explore)</i></p> <p>6. <i>From this list of things people often say are important in their careers, select the three items that are most important to you personally: 1. Feel passionate about the work; 2. Feel skilled/competent; 3. Earn financial rewards; 4. Work with up-to-date technologies; 5. Have the opportunity to make a difference; 6. Work in a positive environment. - this question is being asked on the First Destination Survey. (Explore/Practice)</i></p>
<p>Sample In-Program Assessment Activities</p>	<p>2. <i>Instruct students to find a partner or break up into small groups. Have them discuss the following points and then share back with the larger group.</i></p> <p>a. <i>Identify three gifts, talents, or skills you possess that are important to you. Discuss why they hold significance for you.</i></p> <p>b. <i>Identify an issue or challenge in the world that you are interested in and explain how one of your gifts, talents, or skills could have a positive impact on it.</i></p> <p>c. <i>Partner: Using the same issue or challenge your partner mentioned, tell them how you think one of their other gifts, talents, or skills could also have a positive impact on it.</i></p> <p>d. Facilitator Assessment - <i>a rubric could be used to evaluate the students when they share back with the larger group:</i></p> <p>i. <i>Were the students able to identify three gifts, talents, or skills?</i></p> <p>ii. <i>Were the students able to articulate how one of their gifts, talents, or skills could positively impact an issue or challenge facing the world? If so, how successfully?</i></p>

*Unless otherwise stated, all Likert scales use the following levels: *strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.*

Authentic Engagement

<p><i>Authentic engagement is the ability to demonstrate the values, knowledge, and skills to communicate honestly and deeply with others. It means advocating for oneself and working in solidarity with others for the purpose of promoting positive social change.</i></p>	
<p>Dimension 1: Advocacy: assertively communicate or negotiate one's interests, desires, needs, and rights</p>	
<p>Explore</p> <ul style="list-style-type: none"> • Recognizes situations when self-advocacy may be helpful. • Discovers venues and community resources on campus where self-advocacy can be applied. 	
<p>Practice</p> <ul style="list-style-type: none"> • Applies communication skills in venues where self-advocacy can be utilized. • Explores opportunities for advocacy for others. 	
<p>Live</p> <ul style="list-style-type: none"> • Seeks solidarity with the community. • Advocates for oneself and others through deep engagement and action in local and/or global communities. 	
<p>Sample Likert Scale Questions*</p>	<ol style="list-style-type: none"> 1. <i>Multiple choice drop-down list of various venues & community resources where self-advocacy could be applied (career center, academic advising, residence life, student government, in the classroom, wellness resources, student success services). "Select all of the venues where you have advocated for yourself" (Explore)</i> 2. <i>As a result of participating in program X, I was able to explore opportunities to advocate for others. (Practice)</i> 3. <i>As a result of participating in program X (optional), I believe that I possess the communication skills required to advocate successfully on behalf of myself. (Practice)</i> 4. <i>As a result of participating in program X, I was able to seek solidarity with the community (Live)</i> 5. <i>As a result of participating in program X, I feel inspired to take action in my community. (Live)</i>
<p>Sample Reflective Questions</p>	<ol style="list-style-type: none"> 1. <i>Identify/share a time when you have advocated for yourself in a situation. (Explore)</i> 2. <i>Please define what self-advocacy means to you (Explore)</i> 3. <i>Please describe how you have approached communicating when you need to advocate for yourself. (Practice)</i> 4. <i>Please define what solidarity means to you (Live)</i> 5. <i>How have you engaged with your local/global community within the last year? (Live)</i>
<p>Sample In-Program Assessment</p>	<ol style="list-style-type: none"> 1. <i>Roleplay Activity: present students with a situation where self-advocacy might be needed, encourage the students to identify</i>

Activities	<i>community resources and work through the situation. A rubric could be used to measure whether students' behavior in the roleplay aligns with the explore, practice, or live levels. (Level: Explore, Practice, & Live)</i>
Dimension 2: Meaningful Dialogue - The practice of inquiry and listening that acknowledges mutuality	
Explore <ul style="list-style-type: none"> ● Gains awareness of active listening skills. ● Becomes aware of differing perspectives. 	
Practice <ul style="list-style-type: none"> ● Acknowledges mutuality by considering different perspectives. ● Utilizes active listening skills. ● Seeks opportunities to engage in meaningful dialogue 	
Live <ul style="list-style-type: none"> ● Consistently integrates meaningful dialogue into one's communication practice. ● Proactively creates opportunities for dialogue between individuals and groups. 	
Sample Likert Scale Questions*	<ol style="list-style-type: none"> 1. <i>I am typically able to recite the key points of an argument a fellow student makes when discussing a topic. (Practice)</i> 2. <i>I am typically able to come up with meaningful questions after listening to a fellow student share their opinion or perspective. (Practice)</i> 3. <i>I feel confident in identifying different perspectives when in conversations. (Explore)</i> 4. <i>When in conversations, how often are the conversations meaningful? (Likert, Never to Always, 1-5)</i> 5. <i>I find myself in meaningful conversations... (Likert - Once a month, Weekly, Daily, Multiple Times a Day, 1-4)</i> 6. <i>I am likely to continue participating in a meaningful dialogue when the conversation moves in that direction? (Likert, SD to SA, 1-5)</i> 7. <i>I am likely to engage in a meaningful dialogue when the other person initiates it? (Live)</i> 8. <i>I am confident in my ability to create opportunities for dialogue: Among my peers; Among persons in authority; Among organizations; Among my family; Among my friends. (Live)</i>
Sample Reflective Questions	<ol style="list-style-type: none"> 1. <i>Share a time that you have observed active listening, detailing what you saw. (Practice)</i> 2. <i>Share a time that you were actively listening and what skills you used. (Practice)</i> 3. <i>Describe the components of a meaningful dialogue. (Practice/Live)</i> 4. <i>Describe how you transition from surface level conversations to meaningful dialogues. (Live)</i>

<p>Sample In-Program Assessment Activities</p>	<p>3. <i>Instruct students to find a partner or break up into small groups. Have them discuss the following points and then share back with the larger group.</i></p> <ol style="list-style-type: none"> a. <i>Pick a topic that is relevant to the program that might have differing views.</i> b. <i>Discuss the various rationales for supporting differing perspectives.</i> c. <i>Select one of the views that might differ from your own and share what you learned about that perspective (e.g. influences, history, family, etc.).</i> d. <i>Share how this activity went with the larger group.</i> e. Facilitator Assessment - <i>Using the dimension rubric, identify where the groups of students fell.</i>
-------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Dimension 3: Positive Social Change - the process of collaborating with members of a community to identify, address, and solve issues in a manner that promotes social justice

- Explore**
- Becomes aware of and explores possible interest in positive social change and related organizations.
 - Considers the possible impact of one’s engagement in positive social change.
 - Distinguishes between social change and positive social change.

- Practice**
- Identifies one’s passion related to social issues.
 - Participates in or leads community activities or organizations related to positive social change with purposeful and meaningful engagement.
 - Utilizes an asset-based lens to address social issues.
 - Evaluates one’s actions and inactions related to positive social change

- Live**
- Engages with community partners in a way that honors the positive social change the community desires.
 - Approaches positive social change efforts from the perspective of “doing with” rather than “doing for”.
 - Initiates and leads social change efforts.
 - Aligns one’s passions and personal values with post-graduate plans.

<p>Sample Likert Scale Questions*</p>	<ol style="list-style-type: none"> 1. <i>As a result of participating in program X, I was able to consider my ability to make a positive social change. (Level: Explore)</i> 2. <i>As a result of participating in program X, I have identified something I am passionate (Level: Practice)</i> 3. <i>As a result of participating in program X, I was able to collaborate with the community (Level: Live)</i> 4. <i>As a result of participating in program X, I feel inspired to take action in my community.</i>
----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>5. <i>As a result of participating in program X, I will seek opportunities beyond USD that utilize the skills I developed and align with my personal values. (Level: Live)</i></p>
<p>Sample Reflective Questions</p>	<p>1. <i>Define what positive social change means to you? (Level: Explore, Practice, & Live)</i></p> <p>2. <i>Tell us about your approach to creating positive social change? What have you learned, found successful, been challenged by, etc. (Level: Explore, Practice, & Live)</i></p> <p>3. <i>How have you engaged in creating positive social change within the past year? (within program x) (Level: Explore, Practice, & Live)</i></p>
<p>Sample In-Program Assessment Activities</p>	<p>1. <i>Instruct students to find a partner or break up into small groups. Have them discuss the following points and then share back with the larger group.</i></p> <ul style="list-style-type: none"> a. <i>Pick a topic that is relevant to the program that might have differing views.</i> b. <i>Discuss the various rationales for supporting differing perspectives.</i> c. <i>Select one of the views that might differ from you own and share what you learned about that perspective (e.g. influences, history, family, etc.).</i> d. <i>Share how this activity went with the larger group.</i> e. Facilitator Assessment - <i>Using the dimension rubric, identify where the groups of students fell.</i>

Well-Being (Coming Soon)

Courageous Living (Coming Soon)