NORTH DAKOTA STATE UNIVERSITY RESIDENCE LIFE EXPERIENCE RUBRIC - 2019



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bet to know your neighbors Bon't know names or faces Share social media contacts Share so					,	
Fill out door decs Asting RA what someone's name is *Interacting with hillboards and door decs Interacting but not face to face Int			* Don't know names or faces			
Figure F		Get to know your neighbors				
Support peers in the community	ns	eet to mion your neighbors			Asking RA what someone's name is	* Inviting people by name
Support peers in the community * Avoidance * Avoidance * Easy celebrations (i.e. birthdays) * Interact with people close by (i.e. immediate neighbors) * Support peers in the community * Not challenging personal beliefs * Social media engagement * One challenging personal beliefs * Surface level explaination of services, shallow * Personality doesn't show, different to everyone, shallow * Personality doesn't show, different to everyone, shallow * Personality doesn't show, different to everyone, shallow * Seek guidance for all things * Seek guidance for al	1.2			* Attend community gathering		
Support peers in the community * Avoidance * Avoidance * Easy celebrations (i.e. birthdays) * Interact with people close by (i.e. immediate neighbors) * Support peers in the community * Not challenging personal beliefs * Social media engagement * One challenging personal beliefs * Surface level explaination of services, shallow * Personality doesn't show, different to everyone, shallow * Personality doesn't show, different to everyone, shallow * Personality doesn't show, different to everyone, shallow * Seek guidance for all things * Seek guidance for al	e c		* Not connected in the hall	* Interacting with billboards and door decs	* See at events	* Active participation in events
Support peers in the community * Avoidance * Avoidance * Easy celebrations (i.e. birthdays) * Interact with people close by (i.e. immediate neighbors) * Support peers in the community * Not challenging personal beliefs * Social media engagement * One challenging personal beliefs * Surface level explaination of services, shallow * Personality doesn't show, different to everyone, shallow * Personality doesn't show, different to everyone, shallow * Personality doesn't show, different to everyone, shallow * Seek guidance for all things * Seek guidance for al	اڠا		* Not connected with NDSU	* Interacting on social media	* Interacting with RAs beyond simple needs (aka: desk	* Exploring formal and informal leadership
Support peers in the community * Avoidance * Avoidance * Easy celebrations (i.e. birthdays) * Interact with people close by (i.e. immediate neighbors) * Support peers in the community * Not challenging personal beliefs * Social media engagement * One challenging personal beliefs * Surface level explaination of services, shallow * Personality doesn't show, different to everyone, shallow * Personality doesn't show, different to everyone, shallow * Personality doesn't show, different to everyone, shallow * Seek guidance for all things * Seek guidance for al	Įŏ	Engage in community activities		* Interacting but not face to face	lingerers)	
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Support peers in the community Support peers in the community Social media engagement So	at		* Avoidance	* Fasy celebrations (i.e. hirthdays)		* Bring concerns to appropriate authority
Support peers in the community Support peers in the community Support peers in the community Social media engagement Social media engageme	12				, , ,	
*Not challenging personal beliefs * Surface level explanation of self * Surface level explanation of s	ľ	Support peers in the community	Wegative talk			-
*Not challenging personal beliefs *Surface level explaination of self *Surface level explaination of self-assurance of self (hygiene, sleep, etc.) *Positive affirmations *Self-advacacy *Self-assurance *Self-assuran				1 -		be there during hard times and chahenges
Explore individuality Surface level explaination of self Confortable exploring new things in a group rather than attending alone. **Recognizing that change is happening **Acknowledge that identity is evolving **Self-ascvance **Self-ascvance **Self-ascvance **Self-ascvance **Self-ascvance **Defend their actions and choices with conviction **Price in their work **Enforce policy and community standards **Intrinsic motivation **Price in their work **Community **Community **Community **Enforce policy and community standards **Enforce policy and community standards **Enforce policy and community standards **Community **Community **Acknowledge that identity is evolving **Defend their actions and choices with conviction **Enforce policy and choices with conviction **Enforce policy and choices with conviction **Enforce policy and choices with conviction **Recognizing that challenge their values **Enforce policy and choices in the creation of a vibrant community **Acknowledge that identity is evolution **Enforce policy **	Н		***			WALL
# Comfortable exploring new things in a group rather than attending alone. # Personality doesn't show, different to everyone, shallow # Seff-advocacy # Defend their actions and choices with conviction # Pride in their work # Extinsic motivation # Positive affirmations # Defend their actions and choices with conviction # Pride in their work # Extinsic motivation # Positive affirmations # Defend their actions and choices with conviction # Pride in their work # Extinsic motivation # Positive affirmations # Defend their actions and choices with conviction # Pride in their work # Extinsic motivation # Positive affirmations # Defend their actions and choices with conviction # Seff-advocacy # Defend their actions and choices with conviction # Seff-advocacy # Defend their actions and choices with conviction # Extinsic motivation # Extinsic motivation # Take action for the benefit of their # Actively conviction # Actively conviction # Actively conviction #						,
Assist in the implementation of guidelines for the community Assist in the implementation of guidelines for the community * Now policy but doesn't help create community standards * Takes misguided initiative to address concerns * Now appropriate actions to take standards * Respect others * Actively contributing to an unsafe/unwelcoming environment * Causing intentional drama * Actively disrupting * See something don't say anything * See something don't say anything * Actively disrupting * See something don't say anything * Understand the intent behind policies and procedures * Doesn't know policy * Cannot remember policies told to them * Doesn't know there is a problem * Ability of the policy indications in the community * Now spolicies * Altively disrupting * Now spolicies * Actively disrupting * See something don't say anything * Actively disrupting * See something don't say anything * Actively disrupting * See something activities in the community * Understand the intent behind policies and procedures * Cannot remember policies told to them * Doesn't know there is a problem * Abile to find policies if needed them * Recognizes there is a problem but sees no potential solutions * Identify only one solution * Identify the space they want to live in and how to achieve it * Create areas that are clean and comfortable to their standards * Create areas that are clean and comfortable to their standards * Create areas that are clean and comfortable to their standards	₹	Explore individuality	* Surface level explaination of self	· ·	* Recognizing that change is happening	* Acknowledge that identity is evolving
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Assist in the implementation of guidelines for the community Assist in the implementation of guidelines for the community * Now policy but doesn't help create community standards * Takes misguided initiative to address concerns * Now appropriate actions to take standards * Respect others * Actively contributing to an unsafe/unwelcoming environment * Causing intentional drama * Actively disrupting * See something don't say anything * See something don't say anything * Actively disrupting * See something don't say anything * Understand the intent behind policies and procedures * Doesn't know policy * Cannot remember policies told to them * Doesn't know there is a problem * Ability of the policy indications in the community * Now spolicies * Altively disrupting * Now spolicies * Actively disrupting * See something don't say anything * Actively disrupting * See something don't say anything * Actively disrupting * See something activities in the community * Understand the intent behind policies and procedures * Cannot remember policies told to them * Doesn't know there is a problem * Abile to find policies if needed them * Recognizes there is a problem but sees no potential solutions * Identify only one solution * Identify the space they want to live in and how to achieve it * Create areas that are clean and comfortable to their standards * Create areas that are clean and comfortable to their standards * Create areas that are clean and comfortable to their standards	Ιĝ		* Want to be told what to do	* Give in to peer pressure	* Willing to say no to things that challenge their values	* Defend their actions and choices with conviction
Respect others Take action for the benefit of their community Understand the intent behind policies and procedures Understand the intent behind policies	ω	Exhibit confidence in their actions	* Seek guidance for all things	* Flipping sides, quickly changing mind	* Pride in their work	
Respect others Take action for the benefit of their community Understand the intent behind policies and procedures Understand the intent behind policies of procedures Understand the intent behind policies of procedures Understand the intent behind policies of procedures Understand the intent behind policies and procedures Understand the intent behind policies of procedures Underst						
Standards Stan	П	Assist in the implementation of	* Don't know policy	* Know policy but doesn't help create community	* Know policy and helps create community standards	* Enforce policy and community standards
Learn effective ways to address concerns * Concerns		•		standards		
Respect others "Recognizing toxic behavior but not able to address it and participate with the presental space of their solutions to a problem "Causing intentional drama and participating activities in the community "Seek out information (how to report a concern, how to plan an event, how to change a community policy, etc.) "Attending activities in the community "Attending activities in the community "Attending activities in the community "Mork to change policy and the further impact violations have on the community "Boesn't know there is a problem "Recognizes there is a problem but sees no potential solutions "Identify policy only one solution "Identify the space they want to live in and how to acrease that are clean and comfortable to their standards "Create areas that are clean and comfortable to their standards "Create areas that are clean and comfortable to their standards "Create areas that are clean and comfortable to their standards "Address toxic behavior "Actively attend and participate "Actively attendance "Actively attendance "Actively attendance "Acti	ΞĖ	galacinies for the community				
Respect others "Recognizing toxic behavior but not able to address it and participate with the presental space of their solutions to a problem "Causing intentional drama and participating activities in the community "Seek out information (how to report a concern, how to plan an event, how to change a community policy, etc.) "Attending activities in the community "Attending activities in the community "Attending activities in the community "Mork to change policy and the further impact violations have on the community "Boesn't know there is a problem "Recognizes there is a problem but sees no potential solutions "Identify policy only one solution "Identify the space they want to live in and how to acrease that are clean and comfortable to their standards "Create areas that are clean and comfortable to their standards "Create areas that are clean and comfortable to their standards "Create areas that are clean and comfortable to their standards "Address toxic behavior "Actively attend and participate "Actively attendance "Actively attendance "Actively attendance "Acti	15	Learn effective ways to address	'	* Know and follows community standards	* Takes misguided initiative to address concerns	
Respect others "Recognizing toxic behavior but not able to address it and participate with the presental space "Recognizing toxic behavior but not able to address it and procedures "Recognizing toxic behavior but not able to address it and participate "Recognizing toxic behavior but not able to address it and participate "Address toxic behavior "Address toxic behavio	3	concerns	standards			* Know when to utilize proper channels
Respect others "Recognizing toxic behavior but not able to address it and participate with the presental space "Recognizing toxic behavior but not able to address it and procedures "Recognizing toxic behavior but not able to address it and participate "Recognizing toxic behavior but not able to address it and participate "Address toxic behavior "Address toxic behavio	ıΕ		* Actively contributing to an	* Respectful toward friends and passive to others	* Reciprocated respect between community members	* Participate in the creation of a vibrant community
Take action for the benefit of their community * Causing intentional drama * Actively disrupting * See something don't say anything * Seek out information (how to report a concern, how to plan an event, how to change a community policy, etc.) * Attending activities in the community * Mort to change policy * Cannot remember policies told to them * Don't know policies * Able to find policies if needed * Able to find policies if needed * Be able to identify multiple solutions to a problem * Doesn't know there is a problem * Doesn't know how to care for personal space * Doesn't know how to care for personal space * Doesn't know how to care for personal space * Needs others to do things for them * Needs others to tell them what to do * Seek out information (how to report a concern, how to plan an event, how to report a concern, how to plan an event, how to report a concern, how to plan an event, how to report a concern, how to plan an event, how to report a concern, how to plan an event, how to report a concern, how to plan an event, how to report a concern, how to plan an event, how to report a concern, how to plan an event, how to change a community policy, etc.) * Attending activities in the community * Knows policies provide community structure * Hold others accountable * Work to change policy * Discuss policy and the further impact violations have on the community * Seeks multiple options * Identify the space they want to live in and how to achieve it * Create areas that are clean and comfortable to their standards			,	Respectivitioward menus and passive to others		
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Understand the intent behind policies and procedures * Don't know policies * Cannot remember policies told to them * Doesn't know there is a problem * Recognizes there is a problem but sees no potential solutions * Identify the space they want to live in and how to achieve it * Create areas that are clean and comfortable to their personal space * Create areas that are clean and comfortable to their standards * Create areas that are clean and comfortable to their standards		community			· ·	
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				solutions		
	æ	solutions to a problem				
	ž		* Doesn't know how to care for	* Asking others to do things for them	* Identify the space they want to live in and how to	* Create areas that are clean and comfortable to their
	Į į		personal space			standards
* Self-destructive behavior * Basic care of self (hygiene, sleep, food, etc) * Seeks out different self-care techniqes (Test out options) * Choose options that work best in the situation for to individual		personal space				
Exhibit self-care Exhibi	iê		* Self-destructive behavior	* Basic care of self (hygiene, sleep, food, etc)	* Seeks out different self-care techniqes (Test out	* Choose options that work best in the situation for the
I>	a	Exhibit self-care	Ser. Gesti delive bellavioi	Sasto sail of sen (nyglene, steep, rood, etc)		•
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