

STUDENT AFFAIRS LEARNING AND DEVELOPMENT OBJECTIVES

The Division of Student Affairs enhances the learning environment for students. We accomplish this by stimulating the learning process, integrating in-class and out-of-class experiences, promoting an environment conducive to growth and discovery, and facilitating intellectual, spiritual, social, occupational, physical, cultural, and emotional development.

As a means for facilitating learning for our students, The Division has identified specific areas, referred to as objectives, in which we seek to promote student growth and development through intentionally structured Student Affairs programs and services. We are committed to the success of each student; therefore, we are systematically integrating the objectives throughout the Division at all levels. Students who engage in our programs and services will have a deliberately structured curriculum that advances their knowledge in these key areas.

Descriptions of the objectives and examples are provided below. The examples are not intended to be comprehensive; rather, they provide a more tangible means to understand the objectives and serve as stems to inspire the construction of specific outcomes for individual departments, programs, or services.

It is important to note that the creation of the Student Affairs Learning and Development Objectives was a year long process. Initially, the Student Affairs Leadership Team (SALT) created a set of learning and development outcomes. These statements were then compared to the professional literature, specifically the *Frameworks for Assessing Learning and Development Outcomes* (FALDO), a new resource published by the Council for the Advancement of Standards in 2006. FALDO offers a valuable framework for expanding the scope of these objectives by providing theoretical context, outcome indicators, quantitative and qualitative case study examples, and relevant assessment instruments. Additionally, *Learning Reconsidered*, a nationally recognized philosophical document, also served as a resource in the creation of the objective descriptions. What follows is an expansion of the original SALT outcomes that incorporates corresponding language, descriptors, and examples from FALDO.

It is the objective of The Division of Student Affairs to facilitate student learning and development in the following areas:

LEADERSHIP

Involves self-awareness; direct and honest communication; respect for others; building trust; visualization of group purpose and desired outcomes; teamwork; risk taking; role modeling/mentoring; commitment to civic responsibility; initiation of change for the common good; responsibility and accountability

Examples of achievement include (but are not limited to):



- Articulates a personal leadership philosophy or style
- Serves in a leadership position in a student organization
- Comprehends group dynamics and adjusts leadership style accordingly
- Identifies personal skills and abilities
- Exhibits democratic principles as a leader
- Sets measurable, manageable, and meaningful goals
- Offers leadership roles to others
- Recognizes level of influence with others and uses it in a positive and productive manner

INTERCULTURAL COMPETENCE

Involves awareness, understanding, and appreciation of the differences in and contributions of others; acknowledgement of and respect for diverse viewpoints; understanding one's own identity and culture; understanding the impact of diversity in society

Examples of achievement include (but are not limited to):



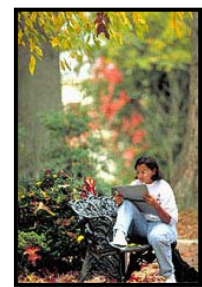
- Seeks involvement with people different from self
- Articulates the advantages and challenges of a diverse society
- Challenges appropriately the use of stereotypes by others
- Demonstrates appreciation for art, music, and forms of expression created from diverse perspectives
- Defines diversity accurately in one's own words

COGNITIVE DEVELOPMENT

Involves acquisition of knowledge; critical thinking in problem solving; use of complex information from a variety of sources to make decisions or form opinions; application of prior information to a new situation or setting; integration of cognition, identity, and emotion; pursuit of lifelong learning

Examples of accomplishment include (but are not limited to):

- Writes and speaks coherently and effectively
- Articulates justifiable rationale for chosen perspectives
- Expresses appreciation for literature, fine arts, math, or science, etc.
- Produces personal, educational, and career goal statements
- Integrates in-class and out-of-class learning into career exploration and decision-making
- Utilizes own informed views in writing and speech



INTERPERSONAL SKILLS

Involves acceptance of others; balance of self-reliant behaviors with healthy forms of dependency; establishment of mutually rewarding relationships; intimacy; comfort interacting with others in diverse settings

Examples of accomplishment include (but are not limited to):

- Listens to others' points of view
- Demonstrates civility and kindness
- Assists others in need
- Is dependable
- Makes commitments and follows through



SELF-ESTEEM

Involves functioning without need for constant reassurances from others; reasonable risk-taking; demonstration of personal control; self-motivation; feelings of usefulness; development and confirmation of identity; confidence, ethics, and integrity; realistic self-appraisal and self-understanding



Examples of accomplishment include (but are not limited to):

- Demonstrates assertive behavior
- Acknowledges and can describe personal qualities
- Functions on the basis of personal, identity, ethical, spiritual, and moral values
- Initiates actions toward achievement of goals
- Accomplishes tasks in an environment where little direction is given

COLLABORATION

Involves respectful treatment of others; balance of independence and interdependence in group settings; conscientiousness and self-awareness; cooperative work with others; establishment and maintenance of relationships

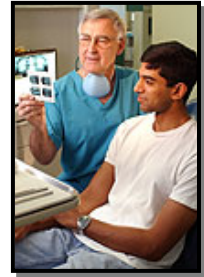
Examples of accomplishment include (but are not limited to):

- Demonstrates effective listening skills
- Works cooperatively with others by giving and taking
- Seeks involvement of others
- Seeks feedback
- Contributes to achievement of group goals



HEALTHY BEHAVIOR

Involves engagement in activities that enhance personal wellness (physical, intellectual, social, emotional, spiritual); choosing environments that promote health and reduce risk; understanding of connection between health of individuals and health of the natural environment and community; recognition of role in fostering and sustaining a sense of community; understanding consequences of behavioral decisions



Examples of accomplishment include (but are not limited to):

- Articulates relationship between health/wellness and accomplishing life goals
- Participates in recreation and fitness activities
- Demonstrates and reports engagement with academic and co-curricular activities
- Exhibits emotional well-being and care-taking in relation to self and others
- Engages in positive self-care, including healthy diet, regular exercise, personal hygiene, and sufficient sleep in routine patterns



SOCIAL RESPONSIBILITY

Involves understanding the importance of service to others; awareness of community needs; view of self as member of global community; participation in development, maintenance, and/or orderly change of community, social, and legal standards or norms; tolerance and care for others

Examples of accomplishment include (but are not limited to):

- Participates in service/volunteer activities
- Articulates a meaning of citizenship
- Formulates ethics and engages in ethical decision-making
- Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups
- Communicates civic and historical knowledge
- Understands and participates in relevant governance systems
- Uses classroom learning in real world settings

