Student Affairs’ Commitment to Student Learning

**Strategic Intent**
Student Affairs will be the leader in student development and will be a primary provider of initiatives and collaborative efforts to impact student success. *Adopted June 2010*

**Mission**
The Division of Student Affairs, in support of the University’s mission, empowers students to be engaged citizens through fostering their development of lifelong skills by creating and supporting a rich learning environment in a community of care and mutual respect.

**Beliefs that Guide our Work**
Three basic assumptions guiding our work include:
1. The individual student is viewed from a holistic perspective.
2. Each student is treated as a unique individual.
3. The overall college experience is based on student learning both in and outside the classroom.

**Context of our Work**
The Division of Student Affairs at The University of North Carolina at Greensboro is committed to using the core values that guide the university as well as the student population to inform our own strategic planning process and daily work.

### The University’s Core Values

1. Inclusiveness
2. Collaboration
3. Sustainability
4. Responsibility
5. Transparency

### Students’ Five Core Values

1. Honesty
2. Fairness
3. Trust
4. Respect
5. Responsibility

**Student Learning Outcomes**
To specify the student learning outcomes we endeavor to catalyze and assess, UNCG Student Affairs embraces the seminal work *Learning Reconsidered: A Campus Wide Focus on the Student Experience* as our conceptual framework. Learning Reconsidered defines learning as “a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other.” We know students’ experiences in the social, academic and institutional contexts are interconnected and complex. Student learning
outcomes result from transformative experiences that enable students to connect the knowledge, attitudes, and skills learned in the classroom, engagement throughout the campus community, interactions with peers, and off campus activities.

*Learning Reconsidered* articulates seven student learning domains within which specific learning objectives can be designed and outcomes can be assessed. In addition, we have mapped these domains to the UNCG General Education Learning Goals and the *Partnership for 21st Century Skills* in order to provide a thorough context through which to inspire and assess student learning. Each department in Student Affairs conducts multifaceted assessments of student learning, as well as of needs and interests. Assessment tools include: inventories, questionnaires and web surveys; faculty, staff, and mentors’ observations of student behavior; peer assessments; information gained from individual interviews, presentations, journals, and portfolios; and data gathered from group work, focus groups, and case studies.

**Domain 1: Cognitive Complexity**

*Correlates with 21st Century Skills (e.g., Creativity; Critical Thinking; Problem Solving)*

*Connects with UNCG Learning Goal 1: Foundational Skills*

Includes: critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration

Examples of learning outcomes:

- Articulates the pros and cons of a particular subject matter and formulates his/her own opinion.
- Integrates personal experiences with a particular subject matter.
- Engages in a discussion about a controversial subject matter and can argue either side of the issue.
- Engages in discussions about a particular subject and manages conflict constructively.
- Changes the way s/he understands or views the issue after discussion.

**Domain 2: Knowledge Acquisition and Integration**

*Correlates with 21st Century Skills (e.g., Information, Communication, Technology and Media Literacy, Critical Thinking and Problem Solving, Flexibility and Adaptability)*

*Connects with UNCG Learning Goal 2: The Physical and Natural World*

Includes: Understanding knowledge from a range of disciplines (acquisition); connecting knowledge to other knowledge, ideas and experiences (integration); relate knowledge to daily life (application); pursuit of lifelong learning; career decidedness; technological competence.

Examples of learning outcomes:

- Summarizes his/her learning experiences verbally or in writing.
- Combines and compares knowledge from an experience to the classroom or real life.
Utilizes knowledge gained from an experience to solve problems in life or work.
Pursues an experience because of a desire to learn and not because of a requirement to do so.
Demonstrates technological competencies after workshop attendance.

**Domain 3: Humanitarianism**
**Correlates with 21st Century Skills (e.g., Cultural Awareness, Communication and Collaboration, Social and Cross-Cultural Skills)**
**Connects with UNCG Learning Goal 3: Knowledge of Human Histories, Cultures, and the Self**

Includes: Understanding and appreciation of human differences; cultural competency; social responsibility

Examples of learning outcomes:
- Identifies differences in others and values/appreciates/utilizes others for these differences.
- Engages in discussions with students whose personal views are very different from his/her own.
- Identifies his/her own (cultural) biases, while working towards valuing differences and embracing diversity.
- Demonstrates greater commitment to her racial/ethnic identity as a result of program participation and/or group membership.
- Demonstrates social responsibility.

**Domain 4: Civic Engagement**
**Correlates with 21st Century Skills (e.g., Communication, Productivity and Accountability, Leadership and Responsibility)**
**Connects with UNCG Learning Goal 5: Personal, Civic, and Professional Development**

Includes: sense of civic responsibility; commitment to public life through communities of practice; engagement in principled dissent; effective in leadership

Examples of learning outcomes:
- Attentive to current issues facing the institution (signs a petition or sends an email of concern about a political issue).
- Votes in the SGA elections, local elections, and national elections.
- Demonstrates commitment to public life through involvement in movements, organizations, etc.
- Devotes time and energy to a civic cause.
- Attends political rallies, demonstrations, and/or organizes events about civic issues.
- Practices values driven leadership in groups balancing both individual and group goals.

**Domain 5: Interpersonal and Intrapersonal Competence**
**Correlates with 21st Century Skills (e.g., Communication and Collaboration, Initiative and Self-Direction, Leadership and Responsibility)**
**Connects with UNCG Learning Goal 4: Knowledge of Social and Human Behavior**
Includes: realistic self-appraisal and self-understanding; personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; meaningful relationships; interdependence; collaboration; ability to work with people different from self.

Examples of learning outcomes:
- Writes a self-reflection paper with an accurate understanding of self.
- Behaves in ways that reflect personal beliefs.
- Is identified as a person of integrity by peers.
- Solicits help when needed and responds to others’ requests for assistance.
- Chooses to work with others in groups when organizing/implementing a project.

Domain 6: Practical Competence
Correlates with 21st Century Skills (e.g., Communication and Collaboration, Productivity and Accountability, Initiative and Self-Direction)
Connects with UNCG Learning Goal 5: Personal, Civic, and Professional Development

Includes: effective communication; capacity to manage one’s personal affairs; economic self-sufficiency and vocational competence; maintain personal health and wellness; prioritize leisure pursuits; living a purposeful and satisfying life

Examples of learning outcomes:
- Demonstrates excellence in public speaking.
- Expresses his/her viewpoint well in a written email/letter.
- Is punctual and prepared to discuss the day’s coursework or employment responsibilities.
- Navigates the campus bureaucracy successfully (registration, financial aid, applying for campus jobs, etc).
- Demonstrates a value in physical wellness through utilization of campus recreation facilities.

Domain 7: Persistence and Academic Achievement
Correlates with 21st Century Skills (e.g., Flexibility and Adaptability, Critical Thinking and Problem Solving, Productivity and Accountability)
Connects with UNCG Learning Goal 1: Foundational Skills

Includes: managing the college experience to achieve academic and personal success; academic goal success including degree attainment

Examples of learning outcomes:
- Demonstrates the ability to locate and articulate campus academic and personal support services.
- Demonstrates academic success aligned with his/her timeline for graduation.
- Demonstrates life balance through campus involvement and making academic progress.