### Student Learning Outcomes - Identification Rubric

**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.

**COGNITIVE COMPLEXITY:** To foster cognitive complexity in students' thinking, student affairs professionals must understand various learning theories of cognitive development, and development theories that foreground identity. They should be able to apply these theories in ways that will enhance students' cognitive complexity.*

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td>The mental process of analyzing or evaluating information, particularly statements or propositions that people have offered as true. It forms a process of reflecting upon the meanings of statements, examining the offered evidence and reasoning, and forming judgments about facts.</td>
<td>-Tell</td>
<td>-Classroom teaching, readings and discussions</td>
<td>Students who participate in _______ will articulate the pros and cons of a particular subject matter and formulate their own opinion on the topic</td>
<td></td>
</tr>
<tr>
<td>Reflective Thinking</td>
<td></td>
<td>The development of higher order thinking skills by thinking for an extended period and linking recent experiences to earlier ones in order to promote a more complex and interrelated mental schema.</td>
<td>-Explain</td>
<td>-Campus speakers</td>
<td>Students who participate in _______ will be able to integrate personal experiences with a particular subject matter, and 2) Students who participate in _______ will be able to change the way they understand or view the __________.</td>
<td></td>
</tr>
<tr>
<td>Effective Reasoning</td>
<td></td>
<td>The Logical definition is the act of using reason, to derive a conclusion from certain premises, using a given methodology, and the two most commonly used explicit methods to reach a conclusion are deductive reasoning and inductive reasoning. Effective Reasoning can be defined very differently depending on the context of the understanding of reason as a form of knowledge.</td>
<td>-Discuss</td>
<td>-Problem based learning</td>
<td>Students who participate in _______ will be able to utilize methodologies of logical thinking to compare and contrast competing or opposing concepts</td>
<td></td>
</tr>
<tr>
<td>Intellectual Flexibility</td>
<td></td>
<td>The ability to see the elements of truth in all sides of a controversy, to analyze arguments, and to construct coherent ways of evaluating those arguments.</td>
<td>-Integrate</td>
<td>-Action research</td>
<td>Students who participate in _______ are open to change. Students are able to engage in a discussion about a controversial subject matter and can argue either side of the topic.</td>
<td></td>
</tr>
<tr>
<td>Emotions / Integration</td>
<td></td>
<td>The process of understanding how one’s emotional response to newly acquired information, impacts or affects how one appraises situations and makes coherent judgments.</td>
<td>-Understand</td>
<td>-Study abroad</td>
<td>Students who participate in _______ are able to engage in discussions about a particular subject and manage conflict constructively</td>
<td></td>
</tr>
<tr>
<td>Identity / Integration</td>
<td></td>
<td>The application of acquired knowledge that increases one’s capacity to articulate and critique their personal stories about who they are (what life is about, what is going to happen to them and how they should respond to the various challenges life presents).</td>
<td>-Articulate</td>
<td>-Living-learning communities</td>
<td>Students who participate in _______ can apply their knowledge to their life and respond to challenges in positive ways</td>
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**Bloom's Taxonomy**
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## KNOWLEDGE ACQUISITION, APPLICATION and INTEGRATION

To enhance knowledge acquisition and application, student affairs professionals must also have a comprehensive understanding of the higher education environment, career development theory, and the knowledge bases (e.g. community development, conflict resolution) behind their professional practice.

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<tr>
<td>Acquisition &amp; Comprehension</td>
<td>The process of seeking and obtaining key ideas, events, dates, places, people, information; mastery of a subject; quoting facts and information. Understanding information; translate information into a new setting; interpret or contrast sets of information; predict implications.</td>
<td>define, describe, recognize, list, recall, paraphrase, summarize, discuss</td>
<td>Students who participate in _________ will be able to summarize their learning and experiences verbally or written.</td>
<td>Students who participate in _________ will be able to combine and compare knowledge from a _________ (e.g. event, experience, internship, advising) to the _________ (e.g. classroom or real life)</td>
</tr>
<tr>
<td>Integration</td>
<td>The ability to connect knowledge to other knowledge, ideas, and experiences. The analysis and synthesis of information.</td>
<td>distinguish, criticize, compare, debate, reorganize, relate, write, incorporate, explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>The process of relating knowledge to daily life. Solving problems using acquired knowledge; apply methods of theories to new problems. [Bloom’s idea of evaluation]</td>
<td>illustrate, solve, demonstrate, interpret, administer, apply, teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pursuit of Life Decidedness</td>
<td>The development of personal growth through understanding the importance of gaining and utilizing knowledge in response to changing needs. Lifelong learning creates the challenge to understand, explore and support new essential dimensions of learning, such as self directed learning, learning on demand, collaborative learning and organizational learning.</td>
<td>attend, pursue, investigate, indirectly, desire, drive</td>
<td>Students who participate in _________ will pursue _________ because of the their desire to learn and not because of a requirement to do so.</td>
<td></td>
</tr>
<tr>
<td>Long Learning</td>
<td>The development of personal growth through understanding the importance of gaining and utilizing knowledge in response to changing needs. Lifelong learning creates the challenge to understand, explore and support new essential dimensions of learning, such as self directed learning, learning on demand, collaborative learning and organizational learning.</td>
<td>conclude, apply, identify, seek, develop, investigate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Decidedness</td>
<td>The application of learning and experience to developing a professional identity.</td>
<td>conclude, apply, identify, seek, develop, investigate</td>
<td>Students who will conclude through _________ that they would succeed at a career in _________</td>
<td></td>
</tr>
<tr>
<td>Technological Competence</td>
<td>The development of skills necessary to understand and evaluate a variety of technologies and harnessing these abilities for personal, practical and professional needs.</td>
<td>explain, adapt, show, display, fix, interact, question, create</td>
<td>Students who participate in _________ will show technological competencies through using _________ for _________</td>
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### Humanitarianism

**Understanding and Appreciation of Differences**

The attitudes, skills, and knowledge through which individuals and systems respond respectfully, empathically and effectively to people who are different. This includes differences in viewpoints, political ideologies, cultures, languages, classes, races, ethnic backgrounds, religions, sexual orientation, disabilities and other diversity factors in a manner that recognizes, affirms and values the worth of individuals, communities and families, and protects and preserves the dignity of each.

**Action Words**

- demonstrate
- apply
- defend
- change
- develop
- support
- practice

**Sample Developmental Experiences for Learning**

- Diverse membership of student organizations
- Inter-group dialogue programs
- Service learning
- Community based learning
- Cultural festivals
- Identity group programming (e.g., LGBT)
- Ally programs
- Programs on world religions
- Study abroad
- Interdisciplinary courses
- Curriculum transformation.

**Sample Student Learning Outcomes**

1. Students who participate in ______ will identify differences in others such as ________ and value/appreciate/utilize others for these differences.
2. Students who participate in ______ will engage in discussions with students whose personal views are very different from their own.
3. Students who participate in ______ can identify their own (cultural) biases, while working towards valuing differences such as ________ and embracing diversity.
4. Students who participate in ______ will have a greater commitment to their racial/ethnic identity since joining the ______.

**Enter Possible Student Learning Outcome**

### Social Responsibility

The capacity to care and provide for the common good through efforts at developing one’s environment, communities, and society, including the responsibility to either refrain from activity, or responsibility to act through the application of interpersonal skills and knowledge that contribute to other’s welfare.

**Action Words**

- demonstrate
- apply
- defend
- change
- develop
- support
- practice

**Sample Developmental Experiences for Learning**

- Diverse membership of student organizations
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- Study abroad
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**Sample Student Learning Outcomes**

Students who participate in ______ will demonstrate social responsibility by ______. (e.g. students who are attending conferences through student travel will show social responsibility by following student travel guidelines and representing Metro State in a positive way).

**Enter Possible Student Learning Outcome**

### Cultural Competency

The capacity to function effectively utilizing a set of congruent behaviors, attitudes and policies based on valuing differences between people and embracing diversity. This demands the capacity for self-assessment and consciousness of dynamics when cultures interact.

**Action Words**

- demonstrate
- apply
- defend
- change
- develop
- support
- practice

**Sample Developmental Experiences for Learning**

- Diverse membership of student organizations
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**Sample Student Learning Outcomes**

1. Students who participate in ______ can identify their own (cultural) biases, while working towards valuing differences such as ________ and embracing diversity.
2. Students who participate in ______ will have a greater commitment to their racial/ethnic identity since joining the ______.

**Enter Possible Student Learning Outcome**

### Bodies of Knowledge

- Racial identity development
- Multicultural competence
- Sexual identity development
- Gender identity development
- Aesthetic identity development
- Campus climate
- Reflective judgment
- Orders of consciousness
- Moral development
- Cognitive development

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### CIVIC ENGAGEMENT: Helping students to become engaged citizens will require that student affairs professionals understand the needs of students at various points in their development, leadership development approaches, social contexts, and organizational theory. They need skills in advocacy, consultation, and collaboration and should be able to convey these skills to students.*

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<tr>
<td>Commitment to Public Life Through Communities of Practice</td>
<td>Sense of Civic Responsibility</td>
<td>The active utilization of a heightened sense of responsibility to one’s communities.</td>
<td>-develop -change -use -defend -demonstrate</td>
<td>-Involvement in student organizations -Service learning -Various student governance groups like student government/resident hall government/commuter student association -Sports teams -Community based organizations (e.g. PTA, Neighborhood coalitions) -Emerging leader programs -Leadership courses -Making meaning -Open forums -Teach-ins -Activism and protest -Community standards codes -Student judicial boards</td>
<td>1) Students who participate in _______ will pay attention to current issues facing the institution/ sign a petition or send an email about a political issue 2) Students who participate in _______ will vote in the SGA elections, local government elections, national elections</td>
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**INTERPERSONAL and INTRAPERSONAL COMPETENCE:** Assisting students in the development of *interpersonal and intrapersonal competence* requires the ability to apply basic counseling theories and skills effectively. The work of student affairs professionals must have a strong ethical foundation. They must be able to work effectively with students from all backgrounds and cultures, as well as with students of various developmental levels and degrees of self-awareness.*

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<tr>
<td><strong>SET 1: Intrapersonal</strong></td>
<td>Realistic Self Appraisal and Self Understanding</td>
<td>The ability to accurately identify and reflect upon your life factors and personal strengths and weaknesses. These could be used for targeted for personal improvement and change, and establishing areas of competence and expertise.</td>
<td><em>discuss</em> <em>describe</em></td>
<td><em>Identity based affinity groups</em> <em>Personal counseling; academic/ life planning; roommate dialogues</em></td>
<td>1) Students who participate in ________ will discuss their strengths and challenges to another person. 2) Students who participate in ________ will be able to write a self-reflection paper with an accurate understanding of self</td>
<td></td>
</tr>
<tr>
<td><strong>SET 2: Interpersonal</strong></td>
<td>Meaningful Relationships</td>
<td>The healthy, mutually beneficial and growth oriented interaction between two or more people.</td>
<td><em>discuss</em> <em>describe</em> <em>display</em> <em>solicit</em> <em>reflect</em> <em>choose</em> <em>identify</em> <em>share</em> <em>converse</em> <em>volunteer</em></td>
<td><em>Student led judicial boards</em> <em>Peer mentor programs</em> <em>Religious life programs and youth groups</em></td>
<td>Students who participate in ________ could describe/ reflect upon their personality. Students who participate in ________ display behaviors that reflect their beliefs Students who participate in ________ are identified as a person of integrity by their peers.</td>
<td></td>
</tr>
<tr>
<td><strong>Set Interdependence</strong></td>
<td>The dynamic of being mutually responsible to and dependant upon others.</td>
<td><em>Identity based affinity groups</em> <em>Personal counseling; academic/ life planning; roommate dialogues</em></td>
<td></td>
<td><em>Student led judicial boards</em> <em>Peer mentor programs</em> <em>Religious life programs and youth groups</em></td>
<td>Students who participate in ________ will discuss personal problems or concerns with a staff person or faculty, share their college experience with a staff member or visit with a staff member on a social occasion.</td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>The act of cooperating and working together towards a joint intellectual effort.</td>
<td><em>Identity based affinity groups</em> <em>Personal counseling; academic/ life planning; roommate dialogues</em></td>
<td></td>
<td><em>Student led judicial boards</em> <em>Peer mentor programs</em> <em>Religious life programs and youth groups</em></td>
<td>Students who participate in ________ will solicit help when they need it, and will respond to requests/ offer assistance for others because of the role they play in the larger group ( e.g. students who are student employees will ask others to cover their shift/ offer to cover another's shift because of their role in the larger organization)</td>
<td></td>
</tr>
<tr>
<td><strong>Ability to work with people different from self</strong></td>
<td>The ability to work, intellectually or through activity, with people who have different beliefs, ideologies, abilities, personal and other differences.</td>
<td><em>Identity based affinity groups</em> <em>Personal counseling; academic/ life planning; roommate dialogues</em></td>
<td></td>
<td><em>Student led judicial boards</em> <em>Peer mentor programs</em> <em>Religious life programs and youth groups</em></td>
<td>Students who participate in ________ will choose to work with others on a team, on a group project, or organizing and implementing an activity Students who volunteer/ self select to participate in a learning community.</td>
<td></td>
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*Bodies of Knowledge* - Psychosocial theory, Identity development, Interpersonal sensitivity, Multiple intelligences, Spiritual development, Moral and ethical development.

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**PRACTICAL COMPETENCE**

To assist students to develop practical competence, student affairs professionals must be familiar with psychosocial, wellness, and career development theories and with methods of teaching students skills for academic success, such as time management. Knowledge of critical thinking and reflective judgment theories and the ability to design interventions to assist students to develop these skills are also important.*

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<tr>
<td>PRACTICAL COMPETENCE</td>
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<td></td>
</tr>
<tr>
<td>SET 1: Practical Living</td>
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</tr>
<tr>
<td>Effective communication</td>
<td>The written, verbal and non-verbal exchange and sharing of thoughts, messages, or information leading to mutual understanding and interpersonal rapport. This includes the ability to actively listen.</td>
<td>demonstrate</td>
<td>Campus recreation programs, Food service and health center programs, Drug and alcohol education</td>
<td>Students who participate in ________ will demonstrate excellence in public speaking.</td>
<td>Students who participate in ________ are able to arrive on time, prepared to discuss the day’s assignments/responsibilities</td>
<td></td>
</tr>
<tr>
<td>Capacity to manage one’s financial affairs</td>
<td>The use of organization, time management, goal orientation and planning, financial, personal hygiene, and being able to balance competing life roles and expectations and more…</td>
<td>express, utilize</td>
<td>Career development courses and programs, Financial planning programs, Club sports and recreation programs</td>
<td>Students who participate in ________ are able to demonstrate the ability to register for class, apply for financial aid, and/or apply for work on campus.</td>
<td>Students who participate in ________ are able to demonstrate the ability to register for class, apply for financial aid, and/or apply for work on campus.</td>
<td></td>
</tr>
<tr>
<td>Economic self-sufficiency and vocational competence</td>
<td>The ability to understand the different systems with which you interact so that you manage all outside aid, support or interaction, for financial stability. The attitude skills and knowledge leading to one’s ability to function in a workplace.</td>
<td>define, maintain</td>
<td>Senior council transition programs, Personal counseling, Academic/ personal advising, Portfolios, Senior capstone course.</td>
<td>Students who participate in ________ are able to demonstrate a value in physical wellness through utilization of Campus Recreation facilities ______ times per week.</td>
<td>Students who participate in ________ are able to demonstrate a value in physical wellness through utilization of Campus Recreation facilities ______ times per week.</td>
<td></td>
</tr>
<tr>
<td>SET 2: Intentional Living</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain health and wellness</td>
<td>The commitment to the appropriate balance of the following aspects of wellness: physical, spiritual, intellectual, social, emotional, occupational.</td>
<td>manage, show</td>
<td>Senior council transition programs, Personal counseling, Academic/ personal advising, Portfolios, Senior capstone course.</td>
<td>Students who participate in ________ can manage all outside aid, support or interaction, for financial stability.</td>
<td>Students who participate in ________ are able to maintain health and wellness.</td>
<td></td>
</tr>
<tr>
<td>Prioritize leisure pursuits</td>
<td>The importance of establishing a balance between work and play</td>
<td>define, maintain</td>
<td>Senior council transition programs, Personal counseling, Academic/ personal advising, Portfolios, Senior capstone course.</td>
<td>Students who participate in ________ can demonstrate a lifestyle that is congruent with their values.</td>
<td>Students who participate in ________ can define their values and demonstrate a lifestyle that is congruent with their values.</td>
<td></td>
</tr>
<tr>
<td>Prioritize leisure pursuits</td>
<td>The ongoing commitment to being planful and active in finding personal happiness and fulfillment</td>
<td>manage, show</td>
<td>Senior council transition programs, Personal counseling, Academic/ personal advising, Portfolios, Senior capstone course.</td>
<td>Students who participate in ________ can demonstrate a lifestyle that is congruent with their values.</td>
<td>Students who participate in ________ can define their values and demonstrate a lifestyle that is congruent with their values.</td>
<td></td>
</tr>
</tbody>
</table>

**Bodies of Knowledge** - Psychosocial theory, Self-efficacy, Career development, Spiritual development, and Self-authorship.

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### PERSISTENCE and ACADEMIC ACHIEVEMENT

Supporting student persistence and academic achievement (the underlying goal of a learning based approach to student affairs work) requires knowledge about factors that contribute to academic success. Student affairs professionals must understand and be sensitive to the role of culture and background in achievement and be able to support academic success for all students.

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<tr>
<td>Manage college experience to achieve academic and personal success</td>
<td>- Identify</td>
<td>The capacity to engage in a productive student experience through knowledge of various resources, services and opportunities available on campus</td>
<td>- Identify</td>
<td>First year students who participate in will demonstrate the ability to locate and articulate the services available on campus that will assist in academic and personal success.</td>
<td>Students who participate in can demonstrate academic success through degree attainment that is aligned with timeline for graduation.</td>
<td></td>
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</tbody>
</table>
| Academic goal success including degree attainment | - Explain | The active responsibility of planning your academic path, establishing goals and achieving desired academic outcomes based upon self awareness of abilities and needs. These may include gpa, timelines, progression towards degree and needed curricular and co-curricular competencies and skills | - Explain | - Learning skills  
- Bridge programs  
- Peer mentoring  
- Faculty and staff mentoring  
- Supplemental instruction-tutoring orientation programs  
- Academic advising  
- Financial aid  
- Disability support services  
- Parents' programs  
- Child care services. | |

* Bodies of Knowledge - Retention theory, Person-environment fit, Socialization, and Family systems.

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