Programming with Learning Outcomes

Core Programming Areas
2013 - 2014
Intercultural Inclusion *(Who Are We?)*

- Students will be able to live and engage with a diverse and inclusive environment based on mutual respect and appreciation.
- Students will explore their personal cultures and identities (e.g. race, ethnicity, religion, culture, gender, ability, nationality sexual orientation, class) and engage in education and awareness about identities and cultures of others.
- Students will gain a basic conceptual understanding of intersectionality within identity and culture as it applies to themselves and others.

**The Learning Outcomes of Intercultural Inclusion:**

**Meaningful Interpersonal Relationships (CAS9)**
- Students will gain the tools to engage in respectful relationships with others.

**Appreciation of Diversity (CAS14)**
- Students will learn to actively explore and appreciate diversity in their communities and themselves

**Cognitive Complexity (LR1)**
- Students will engage in critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, and identity/cognition integration.

**Knowledge Acquisition (LR2)**
- Students will acquire, integrate, and apply knowledge from a wide range of disciplines.

**Humanitarianism (LR3)**
- Students will gain an understanding and appreciation of human differences, as well as cultural competency and social responsibility.

**Interpersonal / Intrapersonal Competence (LR5)**
- Students will gain a stronger understanding of themselves and/or their various communities, and put that understanding into practice.

**Empowered Learner (GE1)**
- Students will develop the passion to learn and possesses the tools to achieve their learning goals.

**Informed Learner (GE2)**
- Students will acquire the foundational knowledge and tools necessary to engage in society effectively.

**Continuous Learner (GE4)**
- Students will continuously seek to expand their knowledge base.

**Global Understanding (GE5)**
- Students will strive to look at things from a pluralistic perspective.
Intercultural Inclusion Program Ideas

Active:

“Dancing Beyond Borders” College Night  CAS14 GE2 GE5
  • A College Night themed around forms of dance from around the world. Entertainment would consist of cultural dance troupes, with possible introductions from the performers explaining the history or cultural significance of the dance styles they are presenting. Food would come from the represented cultures/regions. There would also be passive educational displays about the history and cultural significance of various dance styles.

“The Soap Box: Get Up And Speak Your Peace”  LR1 GE1 GE2
  • Spoken word performances by students (after audition process, with clear guidelines to avoid inappropriate content) based around a Social Justice theme. Depending on interest, it could be a quarterly series, each focusing on a different hot-button topic.

“Talking at the Movies”  CAS14 LR2 GE2
  • A film screening & discussion series in the ResHalls. Students could watch a film with a relevant theme, and afterward would have a moderated discussion lead by their RA. Example films could include American History X, Babel, Bend It Like Beckham, Borat, Gran Torino, etc. etc.

Passive:

“The Race Card Project”  CAS14 LR1 LR5 GE1
  • “[Ask] people to think about their experiences, questions, hopes, dreams, laments or observations about race and identity. Then, [ask] that they take those thoughts and distill them to just one sentence that had only six words.” - theracecardproject.com
  Collect anonymous six word essays (digitally via social media, physically on postcards) and display them in a large installation - vaguely in the style of PostSecret, but for issues of race and identity. The basic concept can be easily adapted to other topics.

Dr. Martin Luther King Jr. Installation  CAS14 LR2 GE2
  • A series of posters, one added daily for the week following or leading up to MLK Day, highlighting his contributions. Each day takes a different focus; history, influences, conflicts, death, & legacy. The program would ends with call to action & resources for getting involved.
Civic Engagement (*How Can I Effect Change?*)

- Students will be active participants in and take ownership of their personal communities and larger communities: residential community, college of affiliation, UCSC, Santa Cruz, California, the nation, and the world.
- Students will develop a personal sense of responsibility to and ownership of these communities and develop the ability to respond to issues within, as they see fit.
- Students will develop an understanding of current issues and will cultivate the skills that empower them to shape their futures as engaged citizens.

**The Learning Outcomes of Civic Engagement:**

**Leadership Development (CAS7)**
- Provides students the tools to explore their own talents and place within leadership and hone their leadership skills.

**Collaboration (CAS11)**
- Students will develop the skills to function effectively in collaborative settings.

**Social Responsibility (CAS12)**
- Students will take personal responsibility for learning about and affecting change within their communities.

**Knowledge Acquisition (LR2)**
- Students will acquire, integrate, and apply knowledge from a wide range of disciplines.

**Humanitarianism (LR3)**
- Students will gain an understanding and appreciation of human differences, as well as cultural competency and social responsibility.

**Civic Engagement (LR4)**
- Students will gain a sense of civic responsibility, a commitment to public life through communities of practice, and engage in principled dissent.

**Informed Learner (GE2)**
- Students will acquire the foundational knowledge and tools necessary to engage in society effectively.

**Responsible Learner (GE3)**
- Students will develop a broad understanding of multiple perspectives that informs their decision-making.

**Global Understanding (GE5)**
- Students will strive to look at things from a pluralistic perspective.

**Transition to College (GE7)**
- Students will gain tools to take the next step in their development into independent adults within a university community.
Civic Engagement Program Ideas

Active:

“Dance Dance REVOLUTION”
• A dance where proceeds from admission are donated to a relevant charity. There would be passive educational displays (on the charity, its chosen issue, and ways to get involved) at the entry cue and in the dance at a refreshments / lounge area.

“Sticks & Stones...”
• A workshop introducing students to the concept of Nonviolent Communication and how it can be used in daily life.

“Get Out & Vote!”
• A BBQ and field games held to draw attention to College’s Student Senate elections, with a voter booth set up on-site. Voters get an “I voted” sticker, which gets them a special treat or bonus at the BBQ/Games. The MC would use the bully pulpit to highlight the importance of student government & ways students can get involved.

Local Beach Clean Up
• A community service opportunity cleaning up a local beach.

Bone Marrow Drive
• A bone marrow drive.

“Tie Dying for Change”
• Students create tie dye items (shirts, bags, socks, pillow cases, etc.) so that they can be donated to a local charity (like Jacob’s Heart).

Silent March
• In response to of-the-moment social justice issue (recent example, Trayvon Martin case) a silent march through campus. Starts with an opportunity to create pickets (with several pre-made), weaves through campus adding participants, ends with keynote from interested faculty member at the base of campus, with information on effective and legal activism opportunities.

“Education Not Incarceration Open Mic”
• Open Mic fundraiser with all proceeds going to the non-profit org Barrios Unidos to help fund the Prison Cell Model educational tool. The content of the open mic would be themed around social justice issues.

Passive:

“Election 101”
• An installation with nonpartisan voter information on candidates / propositions in federal / state / local elections.
Identity & Intrapersonal Development  *(Who Am I?)*

- Students will clarify their values and personal identities.
- Students will learn to describe their own values, who they are as people, how they relate to others and will acknowledge their own strengths and weaknesses.
- Students will develop an understanding of the ‘intersectionality’ of identity components and find a way to balance the pieces of who they are.
- Students will be able to explore, articulate, and scrutinize their personal identities as well as their moral ethical and spiritual values and will act consistently with their stated values.

The Learning Outcomes of Identity & Intrapersonal Development:

**Enhanced Self Esteem (CAS3)**
- Students will gain awareness and appreciation of their own identity.

**Realistic Self Appraisal (CAS4)**
- Students will be able to engage in honest and accurate self-assessment.

**Clarified Values (CAS5)**
- Students will learn to scrutinize their own beliefs and values and act in accordance with them.

**Career Exploration (CAS6)**
- Students will be provided with the tools to explore a broad range of experiences and/or pursue specific goals.

**Independence (CAS10)**
- Students will develop the tools to take responsibility for their own decisions and life choices.

**Satisfying / Productive Lifestyle (CAS13)**
- Students will develop the tools to achieve a healthy and sustainable balance between the various facets of their life while pursuing their goals.

**Appreciation of Diversity (CAS14)**
- Students will learn to actively explore and appreciate diversity in their communities and themselves.

**Spiritual Awareness (CAS15)**
- Students will engage in exploration of various religious and spiritual belief systems while choosing whether and how to construct their own.

**Personal & Educational Goals (CAS16)**
- Students will gain the tools necessary to develop and achieve goals.

**Interpersonal / Intrapersonal Competence (LR5)**
- Students will gain a stronger understanding of themselves and/or their various communities, and put that understanding into practice.

**Empowered Learner (GE1)**
- Students will develop the passion to learn and possesses the tools to achieve their learning goals.
Responsible Learner (GE3)
• Students will develop a broad understanding of multiple perspectives that informs their decision-making.

Transition to College (GE7)
• Students will gain tools to take the next step in their development into independent adults within a university community.

Identity & Intrapersonal Development Program Ideas

Active:

“We Just Don’t Talk About ____” CAS3 CAS5 CAS14
• Moderated panel discussion series in which a thoughtfully selected group of panelists speak about their personal experiences on a particular topic, followed by a safe-space moderated Q&A. Along the lines of Triangle Speakers. Topic could include religion, race, sexuality, class, and politics – all the things mom told you weren’t polite to talk about at the dinner table.

“YELL-Oh Girls!” Workshops CAS3 CAS5 CAS14 LR5
• “Join Vickie Nam, Ph.D., (author of YELL-Oh Girls! Emerging Voices Explore Culture, Identity, and Growing Up Asian American) in a quest toward building knowledge and community through critical thought and creative process painting. Our stories comprise our history and heritage as Asian American Pacific Islander women, challenging us to break through barriers and create an open destiny.”

A three part workshop: “Explore” (discussion), “Express” (create art) & “Exhibit” (exhibit results).

“Make Yourself” CAS3 CAS5 CAS14
• Arts/Crafts project where people are given the opportunity to create a non-traditional self-portrait that represents who they are. The artists would put the resulting pieces of art on display along with optional explanations.

Passive:

“PostSecret” CAS3 CAS4 CAS5 LR5
• Inspired by http://www.postsecret.com/. Students anonymously submit decorated postcards with a secret they’ve never before shared. These are then collected and displayed. From Wikipedia: “The secrets are meant to be empowering both to the author and to those who read it. Frank Warren claims that the postcards are inspirational to those who read them, have healing powers for those who write them, give hope to people who identify with a stranger’s secret, and create an anonymous community of acceptance.”
Academic & Life Skills *(How do I do that?)*

- Students will develop academic, communication, and life skills with a commitment to knowledge that will be transferable in years to come.
- They will connect deeply with and achieve their academic goals while gaining a clear and full understanding of their potential and lifelong direction.
- Students will develop strong interpersonal and communication skills that will assist with interpersonal relationships and professional situations and will also develop tangible skill-sets that they can carry beyond their college experience.

The Learning Outcomes of Academic & Life Skills:

**Intellectual Growth (CAS1)**
- Students will develop intellectually

**Effective Communication (CAS2)**
- Students will explore different types of communication and how to utilize them in various settings

**Career Exploration (CAS6)**
- Students will be provided with the tools to explore a broad range of experiences and/or pursue specific goals.

**Leadership Development (CAS7)**
- Provides students the tools to explore their own talents and place within leadership and hone their leadership skills.

**Meaningful Interpersonal Relationships (CAS9)**
- Students will gain tools to engage in respectful relationships with others.

**Independence (CAS10)**
- Students will develop the tools to take responsibility for their own decisions and life choices.

**Collaboration (CAS11)**
- Students will develop the skills to function effectively in collaborative settings.

**Personal and Educational Goals (CAS16)**
- Students will gain the tools necessary to develop and achieve goals.

**Cognitive Complexity (LR1)**
- Students will engage in critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, and identity/cognition integration.

**Knowledge Acquisition (LR2)**
- Students will acquire, integrate, and apply knowledge from a wide range of disciplines.

**Interpersonal/Intrapersonal Competence (LR5)**
- Students will gain a stronger understanding of themselves and/or their various communities, and put that understanding into practice.

**Practical Competence (LR6)**
- Students will develop their practical competence (e.g., 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.

**Persistence and Academic Achievement (LR7)**
- Students will learn to manage the college experience to achieve academic and personal success; leading to academic goal success including degree attainment.

**Empowered Learned (GE1)**
- Students will develop the passion to learn and possesses the tools to achieve their learning goals.
Informed Learner (GE2)
- Students will acquire the foundational knowledge and tools necessary to engage in society effectively.

Continuous Learner (GE4)
- Students will continuously seek to expand their knowledge base.

Academic Preparation (GE6)
- Students will gain academic knowledge/understanding within a topic or area.

Transition to College (GE7)
- Students will gain tools to take the next step in their development into independent adults within a university community.

**Academic & Life Skills Program Ideas**

**Active:**

**“Constructing a Four Year Plan”**  CAS4 CAS16 LR7 GE6 GE7
- Workshop where students learn how to easily make and edit a four-year plan for their college career. Organizing GEs, sorting out major requirements, and getting advice on classes.

**"Just Nuke It!: Microwave Cooking for the Discerning Palate"**  CAS10 LR2 GE4
- Workshop on creative/healthy microwave cooking.

**Non-violent communication workshop**  CAS7 CAS11 GE2 LR2
- A workshop introducing students to the concept of Nonviolent Communication and how it can be used in daily life.

**Interviewing skills**  CAS2 CAS6 CAS16 LR2 LR6
- A program where students learn tips and strategies to effectively interview for a job. It could end with the opportunity to put what they’ve learned into practice with mock interviews.

**"Making Sense Out of Dollars & Cents"**
- Showing students how to create and maintain a budget.

**Passive:**

**“Laundry 101”**  CAS10 LR2 LR6
- Educational posters on how to do your laundry without ruining your clothes. Posted in laundry room.

**Note taking**  CAS10 CAS16 GE1 GE6 GE7
- Tips on how to effectively take and review notes.

**"5 ingredient recipes"**  CAS10 LR2 GE4
- Good food doesn’t need to be complicated. A series of displays featuring simple, tasty, & healthy five ingredient recipes.

**"Red Bull Will Give You... Time Management?"**  CAS1 LR2 LR6 LR7 GE6
- A finals week study break/passive program. Hand out free energy drinks to residents late at night, with labels printed with time-management tips stuck on the cans - "Here’s some caffeine for now, and some tips so you won’t need any next time..."
Health and Well-being  *(How Do I Take Care of Me?)*

- Students will develop healthy and balanced habits in the areas of physical, mental, and emotional health and well-being.
- Students will gain the tools to make informed decisions with knowledge of the long-term and short-term impact on themselves physically, mentally, and emotionally.
- Students will choose behaviors and environments that promote health and reduce risk in their lives and in the community.
- "Well-being" will be explored as a multifaceted concept that exists on a spectrum.

**The Learning Outcomes of Health and Well-being:**

**Effective Communication (CAS2)**
- Students will explore different types of communication and how to utilize them in various settings.

**Enhanced Self Esteem (CAS3)**
- Students will gain awareness and appreciation of their own identity.

**Clarified Values (CAS5)**
- Students will learn to scrutinize their own beliefs and values and act in accordance with them.

**Healthy Behaviors (CAS8)**
- Students will identify and engage in healthy behaviors that reduce risk.

**Meaningful Interpersonal Relationships (CAS9)**
- Students will gain tools to engage in respectful relationships with others.

**Satisfying/Productive Lifestyle (CAS13)**
- Students will develop the tools to achieve a healthy and sustainable balance between the various facets of their life while pursuing their goals.

**Interpersonal/Intrapersonal Competence (LR5)**
- Students will gain a stronger understanding of themselves and/or their various communities, and put that understanding into practice.

**Practical Competence (LR6)**
- Students will develop their practical competence (e.g., 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).

**Informed Learner (GE2)**
- Students will acquire the foundational knowledge and tools necessary to engage in society effectively.

**Responsible Learner (GE3)**
- Students will develop a broad understanding of multiple perspectives that informs their decision-making.

**Transition to College (GE7)**
- Students will gain tools to take the next step in their development into independent adults within a university community.
Health and Well-being Program Ideas

Active:

**Cruzfit team**
- CAS8 CAS13 LR6
  - Coinciding with the Cruzfit Challenge, RAs would put together teams of two, three, or four residents to participate in wellness and physical activities of their choice—anytime and anywhere—and log their sessions over the course of the eight weeks. There would be periodic check-ins with small prizes, and a grand prize at the end going to the winning team.

**Healthy relationship workshop**
- CAS2 CAS3 CAS8 CAS9 LR5
  - Workshop about building & maintaining healthy relationships, and recognizing & addressing unhealthy relationships.

**AOD Jeopardy**
- CAS8 CAS13 LR6
  - Jeopardy-style game, with an alcohol & other drug awareness theme, with prizes for the winners. A good opportunity to collaborate with SHOP.

"**Safer Sex, Slug Style!"**
- CAS8 CAS13 LR6
  - "Come have a jolly good time learning safer sex, communication techniques, and more in a fun, friendly, open, and relaxed environment! Be prepared to laugh, and receive free condoms and banana splits!" This was collaboration with SHOP's "Slug Love Workshop" volunteers.

Passive:

**“Signs of Depression”**
- CAS8 CAS13 LR6
  - Using CAPS as a resource, this series of posters would highlight the signs of depression, and offer information on how to deal with depression.

"**Who Needs A Gym?"**
- CAS8 CAS13 LR6
  - A how-to display of exercises that can be done at home, without gym equipment.

Alcohol use passive
- CAS8 CAS13 LR6
  - Information on the realities of alcohol use and abuse.
The “College Specific” Core Programming Area was created to accommodate those infrequent and unique situations where a program *absolutely cannot fit* into one of the other five programming areas, or *has no educational purpose or outcomes other than community development*.

*This is not a catch-all for when you don’t want to think about the purpose of your program.*

Consult with your supervisor about when it is appropriate to use the ‘College Specific’ Core Programming Area.
Learning Outcomes – Complete Definitions

C.A.S. Standards: Council for the Advancement of Standard in Higher Education, Founded in 1979, The Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs.

Intellectual Growth (CAS1)
• “Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences.” - CAS General Standards and Guidelines 2003

Effective Communication (CAS2)
• “Writes and speaks coherently and effectively; writes and speaks after reflection; able to influence others through writing, speaking, or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances.” - CAS General Standards and Guidelines 2003

Enhanced Self Esteem (CAS3)
• “Shows self respect and respect for others; Initiates actions towards achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others.” - CAS General Standards and Guidelines 2003

Realistic Self Appraisal (CAS4)
• “Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences.” - CAS General Standards and Guidelines 2003

Clarified Values (CAS5)
• “Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work, and lifestyle values and explains how they influence decision-making.” - CAS General Standards and Guidelines 2003

Career Exploration (CAS6)
• “Articulates career choices based on assessment of interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from education, work, organization, community service, and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume incorporating skills and accomplishments including skills gained from co-curricular involvement; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education.” - CAS General Standards and Guidelines 2003

Leadership Development (CAS7)
• “Articulates leadership philosophy or style; Serves in a leadership position in student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose & desired outcome.” - CAS General Standards and Guidelines 2003

Healthy Behavior (CAS8)
• “Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.” - CAS General Standards and Guidelines 2003

Meaningful Interpersonal Relationships (CAS9)
• “Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others points of view; Treats others with respect.” - CAS General Standards and Guidelines 2003
Independence (CAS10)
• “Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively.” - CAS General Standards and Guidelines 2003

Collaboration (CAS11)
• “Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills.” - CAS General Standards and Guidelines 2003

Social Responsibility (CAS12)
• “Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social & legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behaviors of other individuals or groups; Participates in service/volunteer activities.” - CAS General Standards and Guidelines 2003

Satisfying / Productive Lifestyle (CAS13)
• “Achieves balance between education, work, and unstructured free time; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives.” - CAS General Standards and Guidelines 2003

Appreciation of Diversity (CAS14)
“Understands one’s own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one’s own society.” - CAS General Standards and Guidelines 2003

Spiritual Awareness (CAS15)
• “Develops and articulates personal belief system; Seeks to understand the belief systems of others; Understands the role of spirituality in personal and group values and behaviors.” - CAS General Standards and Guidelines 2003

Personal & Educational Goals (CAS16)
• “Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and educational goals on others; Obtains a degree or credential.” - CAS General Standards and Guidelines 2003

Learning Reconsidered: A blueprint for action which shows how to create the dialogue, tools, and materials necessary to put into practice the recommendations which encourage engagement in dialogue and planning for institution-wide student learning outcomes.

Cognitive Complexity (LR1)
• “Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration” - Learning Reconsidered: A Campus-wide Focus on the Student Experience

Knowledge Acquisition (LR2)
• “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.” - Learning Reconsidered: A Campus-wide Focus on the Student Experience

Humanitarianism (LR3)
• Understanding and appreciation of human differences; Cultural competency; Social Responsibility.” - Learning Reconsidered: A Campus-wide Focus on the Student Experience

Civic Engagement (LR4)
• “Sense of civic responsibility; commitment to public life through communities of practice; Engage in principled dissent; Effective Leadership.” - Learning Reconsidered: A Campus-wide Focus on the Student Experience
Interpersonal / Intrapersonal Competence (LR5)

- “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.” - Learning Reconsidered: A Campus-wide Focus on the Student Experience

Practical Competence (LR6)

- “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.” - Learning Reconsidered: A Campus-wide Focus on the Student Experience

Persistence and Academic Achievement (LR7)

- “Manage the college experience to achieve academic and personal success; leading to academic goal success including degree attainment.” - Learning Reconsidered: A Campus-wide Focus on the Student Experience

Greater Expectations: An initiative to articulate the aims of a 21st century liberal education and identify comprehensive, innovative programs that improve learning for all students. Provides tools to develop learner-centered campus programs in liberal education.

Empowered Learner (GE1)

- The ‘empowered learner’ can communicate effectively through various means; solves problems through quantitative and qualitative analysis; can “interpret and evaluate information from a variety of sources”; can “understand and work within complex systems and with diverse groups”; possesses “intellectual agility and the ability to manage change”; and can “transform information into knowledge and knowledge into judgment and action ”. - Greater Expectations National Panel Report

Informed Learner (GE2): Having a base level of knowledge about the world.

- The ‘informed learner’ possesses “knowledge about the natural and social worlds and about forms of inquiry basic to these studies.” This includes “the human imagination, expression, and the products of many cultures, the interrelations within and among global and cross-cultural communities, means of modeling the natural, social, and technical worlds, the values and histories underlying U.S. democracy.” - Greater Expectations National Panel Report

Responsible Learner (GE3)

- The ‘responsible learner’ has developed a sense of “intellectual honesty [and] responsibility for society’s moral health and for social justice.” They “[actively participate] as a citizen of a diverse democracy. They discern “the ethical consequences of decisions and actions” and they have a “deep understanding of [themselves] and respect for the complex identities of others, their histories, and their cultures.” - Greater Expectations National Panel Report

Continuous Learner (GE4)

- Continuous learners’ have “rational and reflective minds, open to continuous learning throughout a lifetime... support[ing] free discussion that respects a variety of viewpoints, and to embrace the active life of the mind. They engage in the “informed probing of ideas and values.” - Greater Expectations National Panel Report

Global Understanding (GE5)

- Learns about “cultures, perspectives and issues” from within the context of the “the plurality of the modern world, worldwide problems, [...] interdependence”, “cultural complexity... and global issues.”; Global Citizenship; - Greater Expectations National Panel Report

Academic Preparation (GE6)

- Students will explore how to think and learn and assume more responsibility for their learning and academic growth. - Greater Expectations National Panel Report

Transition to College (GE7)

- Students will acclimate to new communities and surroundings; develop skills for new challenges within a unique community and their college environment. - Greater Expectations National Panel Report