

The gray shading indicates the Student Affairs Learning Domains. [In each section there are examples of how students might demonstrate their learning, tools you could use to collect assessment evidence, and sample unit-level student learning outcomes to use as guides (See Appendices for more learning outcomes examples).]

Think Critically and Solve Problems		
<p><i>Students may demonstrate their learning by:</i></p> <ul style="list-style-type: none"> • Developing a budget • Allocating funding requests • Planning and coordinating events • Writing reflection papers 	<p><i>Tools to collect assessment evidence may include:</i></p> <ul style="list-style-type: none"> • Rubrics • Quizzes • Structured interviews • Concept maps • Campus-wide surveys (e.g., UCUES) <p>(See Appendix A for more assessment tool examples)</p>	<p><i>Unit-level student learning outcomes may include:</i></p> <ul style="list-style-type: none"> • Identify the unstated assumptions of an argument • Judge the consistency of supporting reasons/evidence • Cite relevant evidence to support one’s position • Evaluate assumptions to advance solutions • Propose alternative hypotheses regarding an event <p>(See Appendix B for more learning outcomes examples)</p>
Communicate Effectively		
<p><i>Students may demonstrate their learning by:</i></p> <ul style="list-style-type: none"> • Giving oral presentations • Writing an essay • Role playing • Participating in meetings • Poster presentations • Writing cover letters 	<p><i>Tools to collect assessment evidence may include:</i></p> <ul style="list-style-type: none"> • Rubrics • Checklists • Surveys • Campus-wide surveys* (e.g., UCUES, The CIRP Freshman Survey, College Senior Survey) 	<p><i>Unit-level student learning outcomes may include:</i></p> <ul style="list-style-type: none"> • Use language appropriate to the audience and occasion • Listen with an open mind to others’ different points of view • Engage in dialogue with a focus on inclusive language • Use technology to effectively communicate • Give and respond to feedback appropriately <p>(See Appendix C for more learning outcomes examples)</p>

Advance Personal, Academic, and Professional Success		
<p><i>Students may demonstrate their learning by:</i></p> <ul style="list-style-type: none"> • Writing resumes • Creating academic plans • Creating career plans • Writing reflection papers • Developing a portfolio 	<p><i>Tools to collect assessment evidence may include:</i></p> <ul style="list-style-type: none"> • Rubrics • Checklists • Surveys • Quizzes 	<p><u><i>Unit-level student learning outcomes may include:</i></u></p> <ul style="list-style-type: none"> • Develop technological competence • Develop time management skills • Enact a plan for personal/academic/professional goals • Incorporate ethical reasoning into decision making • Develop self-knowledge and awareness of one's beliefs, values, and cultural background
Lead in a Diverse Global Society		
<p><i>Students may demonstrate their learning by:</i></p> <ul style="list-style-type: none"> • Participating in student organization leadership • Writing reflection papers • Engaging in team building exercises 	<p><i>Tools to collect assessment evidence may include:</i></p> <ul style="list-style-type: none"> • Rubrics • Checklists • Interviews • Surveys • Campus-wide surveys (e.g., UCUES, College Senior Survey) 	<p><u><i>Unit-level student learning outcomes may include:</i></u></p> <ul style="list-style-type: none"> • Motivate others to strive towards a common purpose, in groups that may be comprised of individuals that have cultural differences • Work in groups to develop and achieve shared goals • Demonstrate a willingness to seek and receive feedback on one's leadership • Demonstrate a willingness to modify one's leadership based on feedback
Engage in a Healthy Lifestyle		
<p><i>Students may demonstrate their learning by:</i></p> <ul style="list-style-type: none"> • Keeping a journal • Taking a knowledge quiz • Taking a survey 	<p><i>Tools to collect assessment evidence may include:</i></p> <ul style="list-style-type: none"> • Rubrics • Campus-wide surveys (e.g., UCUES, UCOP Global Food Initiative Survey, National Collegiate Health Assessment) 	<p><u><i>Unit-level student learning outcomes may include:</i></u></p> <ul style="list-style-type: none"> • Engage in physical well-being behaviors • Identify in financial well-being behaviors • Use healthy coping strategies to manage stress • Develop skills to negotiate competing demands

Promote Social Justice and Community Responsibility		
<p><i>Students may demonstrate their learning by:</i></p> <ul style="list-style-type: none"> • Keeping a journal • Crafting an essay (e.g., written, video, photo) • Taking a survey 	<p><i>Tools to collect assessment evidence may include:</i></p> <ul style="list-style-type: none"> • Rubrics • Campus-wide surveys (e.g., The CIRP Freshman Survey, UCUES, Your First College Year Survey) 	<p><u><i>Unit-level student learning outcomes may include:</i></u></p> <ul style="list-style-type: none"> • Understand dimensions of identity and the intersectionality of identities and how it may relate to power, privilege, and oppression • Articulate the impact of power, privilege, and oppression • Describe institutional factors of discrimination and prejudice • Engage with the campus, local community, state, nation, or the globe via decision-making opportunities or service