
**LEARNING IN THE
CO-CURRICULUM**

Division of Student Affairs

Northwestern

Student Affairs Learning Outcomes

At Northwestern University, we believe student learning happens throughout and across the college experience. The following four broad, division-wide student learning domains and related student learning outcome statements define/describe the co-curricular learning that takes place through the programs, activities and services offered by Student Affairs. These learning outcomes also consider and reflect the missions and strategic plans of the University and Student Affairs.

An explanation of our layered approach to learning in the co-curriculum can be found in the first section of this booklet. More about the four student learning domains and how we define them can be found in the second section. Next are the learning outcomes for each Student Affairs department and seven Division-wide programs. The last section illustrates how the Division learning outcomes relate to the department and program outcomes.



PERSONAL DEVELOPMENT

LEARNING OUTCOME:

Students who engage in Student Affairs programs, activities, and services will develop an integrated sense of personal identity, a positive sense of self, and a personal code of ethics.



"We will be full partners in the student learning experience."

**INTERPERSONAL
COMPETENCE**

LEARNING OUTCOME:
Students who engage in Student Affairs programs, activities, and services will develop healthy, respectful, and collaborative relationships with others.

**SOCIAL
RESPONSIBILITY**

LEARNING OUTCOME:
Students who engage in Student Affairs programs, activities, and services will demonstrate an understanding of and commitment to social justice and apply that knowledge to create safe, healthy, equitable, and thriving communities.

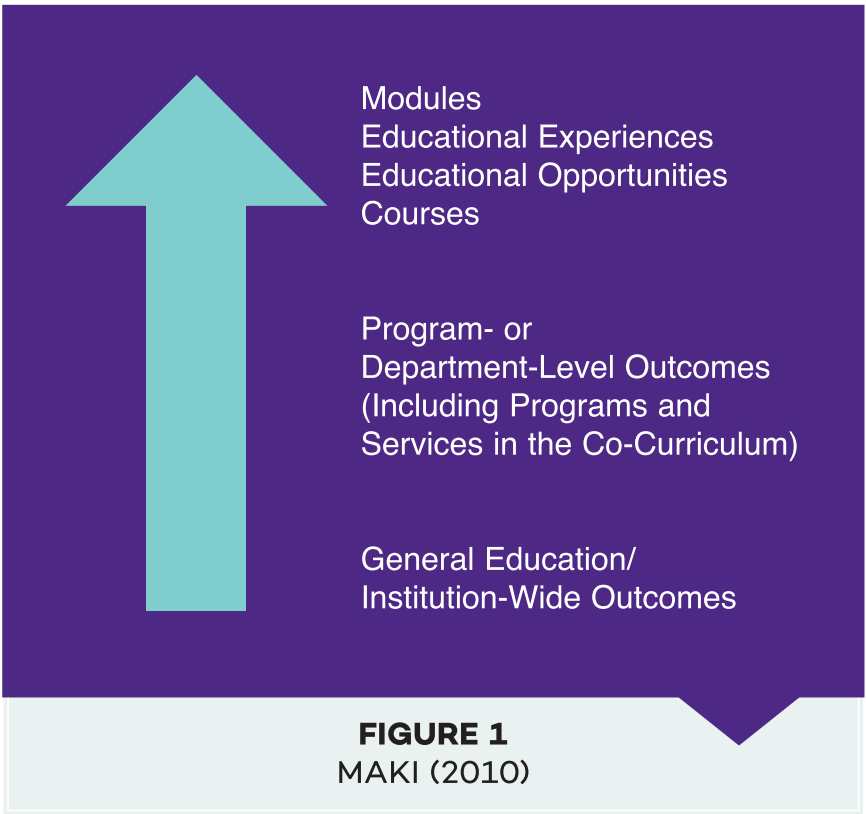
**COGNITIVE &
PRACTICAL SKILLS**

LEARNING OUTCOME:
Students who engage in Student Affairs programs, activities, and services will acquire and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives.

A LAYERED APPROACH TO LEARNING IN THE CO-CURRICULUM

In her book, *Assessing for Learning: Building a Sustainable Commitment Across the Institution*, author Peggy Maki (2010) suggests a layered approach to learning in higher education. For example, in her model (Figure 1), institution-wide outcomes inform department-level outcomes, which, in turn, are considered when developing individual courses.





This layered approach is useful when thinking about student learning in the co-curriculum or beyond the classroom (Figure 2).

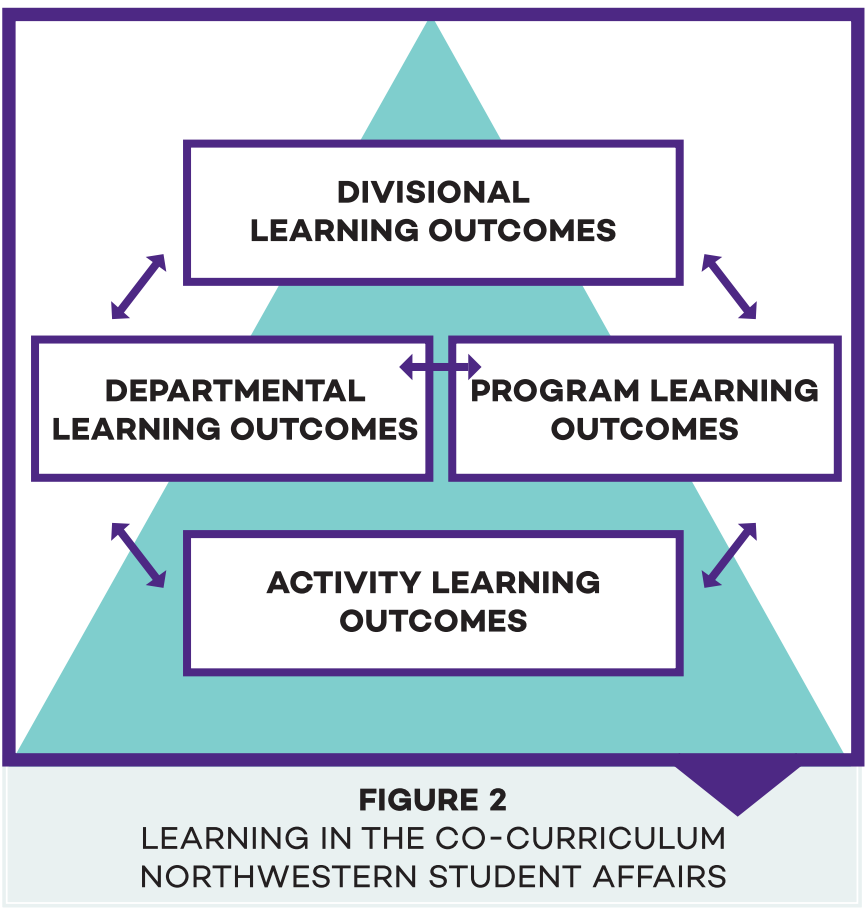
At Northwestern, we have defined four Division-level learning outcomes that describe the kind of learning we influence through the programs, activities, and services offered through Student Affairs in the co-curriculum.

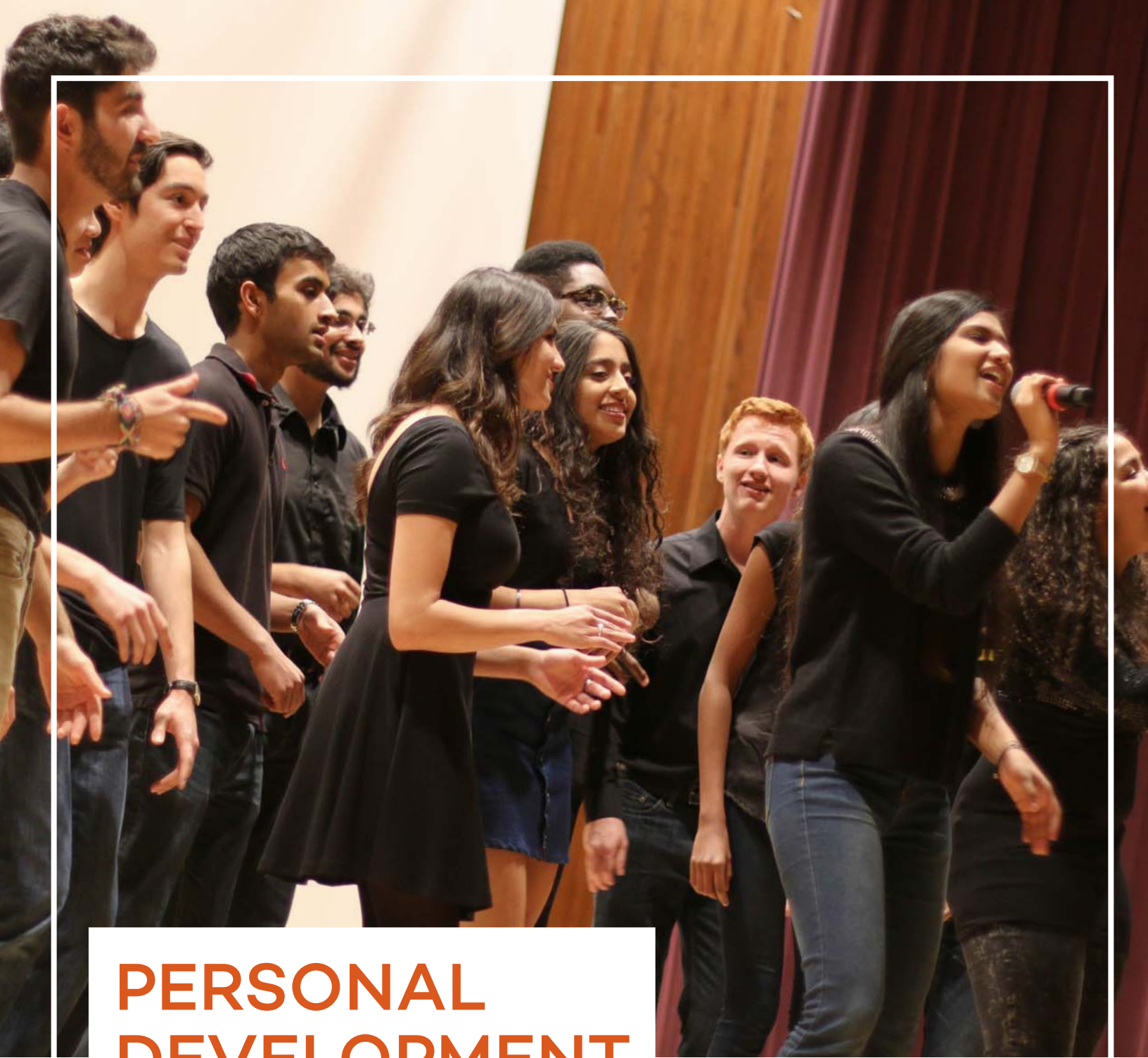
Each department, in turn, has described the kind of learning they influence through their work. These department-level learning outcomes “flow” from the Division learning outcomes.

Program-level learning outcomes describe the kind of learning we influence through the programs, activities, or services offered in the co-curriculum by one or more departments, but with a common focus, e.g., leadership development, pre-orientation programs, peer educator training, and student employment.

Finally, activity-level outcomes—what students can learn through participation in a single program, activity, workshop, training, or encounter—is where the assessment occurs.

In other words, each layer of learning outcomes informs the other, mapping where and how learning occurs in the co-curriculum.





PERSONAL DEVELOPMENT

BROAD DEFINITION OF DOMAIN:

The Personal Development domain recognizes the importance of developing an integrated sense of personal identity, a positive sense of self, and a personal code of ethics.

LEARNING OUTCOME:

Students who engage in Student Affairs programs, activities, and services will develop an integrated sense of personal identity, a positive sense of self, and a personal code of ethics.

DESCRIPTORS

IDENTITY DEVELOPMENT

- Explores own identity and culture (e.g., gender, sexual orientation, racial/ethnic background, socioeconomic status)
- Integrates multiple aspects of personal identity into a coherent whole
- Can articulate how personal identities relate to larger social constructs

ETHICS AND INTEGRITY

- Explores and articulates the values and principles involved in personal decision-making
- Incorporates ethical reasoning into action
- Develops and articulates a personal belief system while exploring issues of purpose, meaning, and faith
- Develops a personal code of ethics
- Accepts personal accountability

POSITIVE SENSE OF SELF

- Assesses, articulates, and acknowledges personal skills, abilities, and growth areas
- Demonstrates adaptability, persistence, dependability, and resilience
- Seeks and considers feedback from others
- Employs self-reflection to gain insight
- Acts independently, without supervision
- Demonstrates emotional intelligence

Examples of programs, activities, and services offered by Student Affairs where students learn about Personal Development

- Accessing referrals for specialty medical care (Health Service)
- Accommodation review meeting (ANU)
- Administrative and Hearing Panel meetings and outcomes
- Allergy Clinic counseling
- Alumni Mock Interview Program
- Brief Alcohol/Drug Screening and Intervention for College Students (BASICS)
- CAPS clinical services and outreach programs

- Career Ambassadors & Graduate Interns
- Career assessments (MBTI, Strong Interest Inventory)
- Career Treks
- Concussion Education
- Emotional Intelligence Class (CAPS with McCormick)
- Firesides in residential facilities
- Fraternity and Sorority Life Council Transition Retreat
- Fraternity/Sorority councils and chapters
- Greek Leadership Retreat
- Heritage month celebrations
- Inclusion Task Force
- Individual advising & counseling appointments (NCA)
- Individualized academic coaching meetings (ANU)

- Job/grad school accommodation guidance (ANU)
- Medical leave and reinstatement process
- Men Against Rape and Sexual Assault (MARS) training
- Mock Interviews
- Northwestern Externship Program (NEXT)
- On-going case management in SASS
- Peer Advisor Leadership Training Course
- Pharmacy prescription counseling
- Pre-service Orientation
- RA Affinity Group for staff of color
- RCB New Officer Training
- Real Talk: LGBTQIA Educational Workshop
- Red Watch Band training and facilitator training
- Resident Assistant training
- Service & Slices community engagement program
- Sexual Health and Assault Peer Educators (SHAPE) presentations and Facilitator training
- Spiritual care (Religious & Spiritual Life)
- Spiritual initiatives (Religious & Spiritual Life)
- Stress Management Clinic
- Student leader interview processes (NSFP)
- Student leadership trainings
- Sustained Dialogue
- Theater pre-production process
- This We Believe initiative
- True Northwestern Dialogues
- Wellness and Performance Enhancement Workshops
- Wildcat Welcome Program
- Wildcats Advancing Total Campus Wellness (WATCH) training
- Women in Leadership program



INTERPERSONAL COMPETENCE

BROAD DEFINITION OF DOMAIN:

The Interpersonal competence domain focuses on students' ability to interact with others and with the greater community. Competence in this domain includes the ability to foster and maintain healthy, mutually beneficial relationships with others, and the capacity for interdependence and collaboration.

LEARNING OUTCOME:

Students who engage in Student Affairs programs, activities, and services will develop healthy, respectful, and collaborative relationships with others.

DESCRIPTORS

LEADERSHIP

- Seeks and considers feedback from others
- Exhibits sensitivity and understanding of others' perspectives in a respectful manner
- Maintains healthy, mutually beneficial relationships with others
- Effectively weaves and analyzes information from multiple sources and perspectives into a cohesive narrative
- Employs narrative to engage people and call them to action
- Acts in congruence with personal, organizational, and community values and beliefs
- Demonstrates leadership through role modeling, influence, and service

CIVIC ENGAGEMENT

- Demonstrates the ability to work with people of different genders, sexual orientations, races/ethnicities, nations, religions, socioeconomic statuses
- Exhibits the ability to connect with others across communities
- Adapts behaviors appropriately to live and work in an evolving, diverse world
- Demonstrates care and concern for the welfare of others
- Engages in community involvement and/or affiliation with on-campus organizations

INTERDEPENDENCE

- Accepts responsibility for actions
- Works collaboratively with others
- Recognizes how one's personal actions affect other people and communities
- Constructively resolves interpersonal conflicts



Examples of programs, activities, and services offered by Student Affairs where students learn about Interpersonal Competence

- Administrative and Panel Hearing meetings and outcomes
- Associated Student Government (ASG)
- CARE
- Community service days
- Conflict mediation training
- Council Transition Retreat
- Drinking Culture Close Up Program
- Emotional Intelligence Course (CAPS with McCormick)
- Greek Leadership Retreat
- Inclusion Task Force
- Men Against Rape and Sexual Assault (MARS) training
- NUActive Minds
- Pre-Orientation Programs and training for counselors
- Pre-Service Orientation
- Question Persuade Refer (QPR) training
- Real Talk: LGBTQIA Educational Workshop
- Roommate agreements
- Service & Slices community engagement program
- Sexual Health and Assault Peer Educators (SHAPE)
- Student leader interview processes (NSFP)
- Student Organization Finance Organization (SOFO) training
- Student Organization Symposium
- Student staff training in SAIT
- Supports Starts Here
- Sustained Dialogue
- True Northwestern Dialogues
- Wildcat Welcome Program
- Wildcats Advancing Total Campus Wellness (WATCH) training



SOCIAL RESPONSIBILITY

BROAD DEFINITION OF DOMAIN:

The Social Responsibility domain recognizes our increasingly diverse and interdependent world and is deeply rooted in fostering a shared commitment to social justice. Social responsibility is the purposeful, collaborative pursuit of safe, equitable, and thriving communities through one's self-knowledge, leadership, and advocacy.

LEARNING OUTCOME:

Students who engage in Student Affairs programs, activities, and services will demonstrate an understanding of and commitment to social justice and apply that knowledge to create safe, healthy, equitable, and thriving communities.

DESCRIPTORS

SOCIAL JUSTICE

- Applies awareness, understanding, and appreciation of cultural and human differences to personal and professional situations
- Creates and fosters inclusive communities
- Identifies and seeks to remove systemic barriers to equality and inclusiveness
- Challenges oppressive systems and behaviors and works to create change

CIVIC ENGAGEMENT

- Identifies and addresses needs of community members
- Develops an awareness of social problems
- Recognizes and upholds shared ethical values and standards
- Exercises ethical leadership to meet group, organization, or community goals
- Actively engages in civic, political, and community activities
- Develops global awareness
- Demonstrates effective stewardship of human, economic, and environmental resources

Examples of programs, activities, and services offered by Student Affairs where students learn about Social Responsibility

- “Knocks and Talks” initiative
- Administrative Panel Hearing meeting and outcomes
- Associated Student Government (ASG)
- Bias Incident Response Team
- Community service/Service learning
- Drinking Culture Close Up Program
- Eco Rep programming in campus residences
- Fraternity/Sorority officer training
- Greek Leadership Retreat
- Heritage month celebrations
- Inclusion Task Force
- Interfaith Advocates
- Leadership courses and programs
- Leadership development opportunities
- NU Men series
- Open forums, speakers, teach-ins, activism, and protests
- Pre-Orientation Programs
- Pre-Service Orientation
- Real Talk: LGBTQIA Educational Workshop
- Red Watch Band training
- and facilitator training
- Resident Assistant training
- Residential Life Community Standards process
- Service & Slices community engagement program
- Step Up! Bystander Intervention Workshop
- Student governance groups
- Student leadership positions and training
- Student organizations and leadership positions
- Support Starts Here
- Sustained Dialogue
- This We Believe initiative





COGNITIVE AND PRACTICAL SKILLS

BROAD DEFINITION OF DOMAIN:

The Cognitive and Practical Skills domain involves acquiring and analyzing knowledge and skills and integrating them in a way that allows for effectively managing one's daily affairs and meeting personal and social responsibilities. Cognitive and practical competencies are key to enhancing individual and community well-being and to living a life of purpose.

LEARNING OUTCOME:

Students who engage in Student Affairs programs, activities, and services will acquire and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives.

DESCRIPTORS

CRITICAL THINKING/ PROBLEM SOLVING

- Identifies, analyzes, and interprets important problems, questions, and issues
- Critically assesses the relevance of information to develop alternative perspectives and solutions
- Applies theories, concepts, and previous experiences to inform new situations and creatively solve practical problems

LIFE SKILLS

- Develops and applies strategies for managing personal and/or organizational resources
- Exercises purposeful decision-making
- Strategically develops and pursues short and long-term personal, educational, and professional goals
- Holds oneself accountable for personal, work, and social obligations
- Articulates priorities regarding time management
- Demonstrates the ability to plan and execute complex projects
- Effectively balances education, work, and leisure time

CAREER DEVELOPMENT

- Describes and applies own professional strengths and weaknesses, interests, skills/competencies, and values to one's career search
- Effectively utilizes life-long career/life planning, job search, and career management tools/skills
- Applies academic and co-curricular experiences to career opportunities

HEALTH/WELLNESS

- Engages in behaviors and contributes to environments that promote personal health and wellness and reduce risk both personally and within the community

COMMUNICATION SKILLS

- Effectively communicates and conveys meaning by writing and speaking coherently and productively
- Demonstrates technological literacy and skills
- Uses technology ethically and effectively to communicate, solve problems, and complete tasks

Examples of programs, activities, and services offered by Student Affairs where students learn about Cognitive and Practical Skills

- Allergy Clinic counseling
- Alumni Mock Interview Program
- Assistance with applications for accommodations for graduate school admissions tests and licensure exams (ANU)
- Assistive technology recommendations, training, & support

- Brief Alcohol/Drug Screening and Intervention for College Students (BASICS)
- Campus Coalition on Sexual Violence
- CAPS Outreach & Education Programs
- Career Ambassadors & Graduate Interns
- Career education workshops
- Concussion Education
- Emotional Intelligence Class (CAPS with McCormick)
- Employer Information Sessions & Career Fairs
- Fraternity and Sorority Life advising services (council officers, chapter presidents, honor society leadership)

- Fraternity and Sorority Life Council Transition Retreat
- Individual advising & counseling appointments (NCA)
- Industry-based programming
- International Office/OCL webinars
- LinkedIn presentations
- Men Against Rape (MARS)
- Mock Interviews
- Norris Center Manager training
- Norris JumpStart Student Employee Training
- OCL "How-To" Guides
- OCL's presentations regarding students' Rights, Responsibilities, and Resources
- Peer Adviser training
- Peer Advising (Wildcat Welcome)
- Pharmacy prescription counseling
- Question Persuade Refer (QPR) training
- RA interview workshop and application process
- RCB New Officer Training
- Red Watch Band training and facilitator training
- Resident Assistant training
- Residential room contracting process
- RHA, RCB, and residential programming board training and advising
- Risk Management training/symposiums (FSL)
- Service & Slices community engagement program
- Sexual Health and Assault Peer Educators (SHAPE)
- Step Up! Bystander Intervention Workshop
- Stress Management Clinic
- Student Organization Finance Office (SOFO)
- Student Organization Symposium
- Study abroad accommodation guidance (ANU)
- Theater pre-production process
- True Northwestern dialogues
- Wildcats Advancing Total Campus Wellness (WATCH) training
- Using health insurance
- Accessing referrals for specialty medical care (Health Service)

DEPARTMENT STUDENT LEARNING OUTCOMES

Each department in Student Affairs has developed learning outcomes for the work they do. These department learning outcomes flow from the Division learning outcomes.

ACCESSIBLE NU

Students who engage in programs, activities, and services provided by AccessibleNU will [or will be able to] . . .

- Demonstrate knowledge of University and community resources that will enable them to more fully self-advocate. (Cognitive and Practical Skills)
- Use technology effectively to support equal access. (Cognitive and Practical Skills)
- Articulate individual strengths, weaknesses, and compensatory strategies in order to comprehensively understand their ability and disabilities. (Personal Development)





CAMPUS INCLUSION AND COMMUNITY

(Multicultural Student Affairs, Student Enrichment Services, Social Justice Education)

Students who engage in programs, activities, and services provided by Campus Inclusion and Community will [or will be able to] . . .

- Acquire skills that will enable them to participate in effective dialogue across difference and foster an inclusive community. (Interpersonal Competence, Social Responsibility)
- Understand their individual and collective responsibility to create safe, equitable, and inclusive communities. (Social Responsibility)
- Understand the impact of their identities on their development as leaders. (Personal Development)
- Identify barriers to inclusiveness and actively work to create equitable communities. (Social Responsibility)

CAMPUS LIFE

(Student Organizations & Activities, Leadership & Community Engagement, Fraternity & Sorority Life)

Students who engage in programs, activities, and services provided by Campus Life will [or will be able to] . . .

- Identify personal interests, values, strengths, and identities and use these attributes to positively shape their communities at Northwestern and beyond. (Personal Development, Interpersonal Competence, Social Responsibility, Cognitive and Practical Skills)
- Hone leadership and relationship-building skills and apply them to strengthen their organizations and communities at Northwestern and beyond. (Interpersonal Competence)
- Articulate how their co-curricular involvement integrates with their personal and professional goals. (Personal Development, Social Responsibility)

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Students who engage in programs, activities, and services provided by CAPS will [or will be able to] . . .

- Prioritize and manage their own mental health so they can achieve their academic and personal goals. (Personal Development)
- Develop personal life skills that lead to an integrated sense of self, well-being, and resilience. (Personal Development & Cognitive and Practical Skills)
- Develop interpersonal skills that will help them form meaningful and healthy relationships. (Interpersonal Competence and Cognitive and Practical Skills)

HEALTH PROMOTION AND WELLNESS

Students who engage in the programs, activities, and services provided by Health Promotion and Wellness will [or will be able to] . . .

- Use harm reduction, helping, and/or coping skills that support academic and personal success and contribute to increased resiliency and self-efficacy. (Personal Development, Cognitive and Practical Skills)
- Develop wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being. (Social Responsibility, Interpersonal Competence)
- Deliver/Facilitate programs and services that promote individual and community health and wellness. (Cognitive and Practical Skills, Social Responsibility)
- Foster healthy relationships that contribute to an increase in mutual respect and shared responsibility. (Interpersonal Competence)

NEW STUDENT AND FAMILY PROGRAMS

Students who engage in the programs, activities, and services provided by New Student and Family Programs will [or will be able to] ...

- Articulate expectations for members of the Northwestern community and how they can engage in and positively contribute to that community. (Interpersonal Competence)
- Navigate the campus physical environment and identify University resources that will contribute to their success at Northwestern. (Cognitive and Practical Skills)
- Articulate/describe their strengths and how they can use these strengths to achieve their personal and professional goals. (Personal Development)

NORRIS UNIVERSITY CENTER

Students who engage in programs, activities, and services provided by Norris University Center will [or will be able to] ...

- Plan and execute complex projects, effectively utilizing the event planning/production and financial resources offered through Norris Center. (Cognitive and Practical Skills)
- Develop creative, physical, cultural, or spiritual interests that contribute meaningfully to their quality of life. (Personal Development)

Students who are employed by Norris University Center will [or will be able to] ...

- Demonstrate transferable work-related skills, such as customer service, time management, problem solving, and conflict management that will enable them to be effective in their student employment role and future professional positions. (Cognitive and Practical Skills)

NORTHWESTERN CAREER ADVANCEMENT

Students who engage in the programs, activities, and services provided by Northwestern Career Advancement will [or will be able to] ...

- Determine personal interests, strengths, values, and skills that will inform intentional career decision-making. (Personal Development)
- Translate their Northwestern experiences (academic, co-curricular, and work-related) in ways that will distinguish them in the job search or academic application process. (Personal Development)
- Apply career skills (e.g. resume writing, networking) to gain opportunities (e.g. internships, jobs) during and following their Northwestern experience. (Cognitive and Practical Skills)

OFF-CAMPUS LIFE

Students who engage in programs, activities, and services provided by Off-Campus Life will [or will be able to] ...

- Manage their own affairs off campus, making use of appropriate Northwestern and Evanston/Chicago resources/services. (Cognitive and Practical Skills)
- Articulate their rights and responsibilities of being a member of both the Northwestern and Evanston/Chicago communities. (Social Responsibility)





RELIGIOUS AND SPIRITUAL LIFE

Students who engage in programs, activities, and services provided by Religious Life will [or will be able to] . . .

- Describe their own spirituality and/or faith traditions and cultures and the role these play in their personal identity. (Personal Development)
- Articulate a personal belief system that sustains one in daily life. (Personal Development)
- Describe aspects of other religious traditions and cultures and commit to using that knowledge to create and foster inclusive communities. (Social Responsibility)
- Reflect on experiences that challenged assumptions, and transformed thinking about issues related to social justice. (Social Responsibility)

RESIDENTIAL SERVICES

Students who engage in the programs, activities, and services provided by Residential Services will [or will be able to] . . .

- Demonstrate self-awareness and empathy in their relationships with other students that will contribute to a positive sense of community within their residential neighborhoods. (Personal Development, Social Responsibility, Cognitive and Practical Skills)
- Demonstrate personal responsibility in their decision-making and be accountable for the impact of those decisions on themselves and others. (Interpersonal Competence)
- Examine personal needs, interests, abilities, growth areas, and identities and use this knowledge to inform their personal and professional goals. (Personal Development)

SAFE RIDE

Students who are employed by Safe Ride will [or will be able to] . . .

- Demonstrate personal responsibility and professional behavior that supports the mission of the SafeRide service, i.e., to provide reliable, safe rides to members of the Northwestern community. (Cognitive and Practical Skills)
- Use effective customer service skills in order to provide timely, efficient service to the Northwestern community. (Cognitive and Practical Skills)
- Analyze and solve problems in order to ensure the safety of the SafeRide users. (Cognitive and Practical Skills)

STUDENT AFFAIRS INFORMATION TECHNOLOGY (SAIT)

Students who are employed by Student Affairs Information Technology will [or will be able to] . . .

- Analyze and solve problems through application of technical skills. (Cognitive and Practical Skills)
- Demonstrate personal responsibility and effective collaboration in a team environment. (Personal Development)
- Develop interpersonal skills, such as respectful and timely communication, applicable to future professional and personal relationships. (Interpersonal Competence)

STUDENT ASSISTANCE AND SUPPORT SERVICES

Students who engage in programs, activities, and services provided by Student Assistance and Support Services will [or will be able to] . . .

- Describe how well-being and health are central to their success (academic, co-curricular, social) at Northwestern. (Personal Development)
- Reflect on their personal behavior and how it impacts themselves and the community and create a plan with specific behavioral and treatment goals designed to create positive change. (Personal Development)
- Employ strategic help seeking behaviors and positive coping skills that promote self-advocacy and self-efficacy. (Cognitive and Practical Skills)

STUDENT CONDUCT

Students who engage in programs, activities, and services provided by Student Conduct will [or will be able to] . . .

- Articulate Northwestern's community expectations outlined in the Student Code of Conduct. (Social Responsibility)
- Demonstrate congruence between their actions, their personal and community values, and Northwestern's community expectations. (Personal Development, Social Responsibility)
- Describe the impact their actions have on themselves and the Northwestern community. (Interpersonal Competence)

UNIVERSITY HEALTH SERVICE

Students who utilize the University Health Service will [or will be able to] . . .

- Acquire and use knowledge, skills and information that will enable them to manage their personal health and wellness needs. (Cognitive and Practical Skills)
- Acquire and use knowledge, skills, and information that will enable them to effectively navigate the health care system. (Cognitive and Practical Skills)
- Understand and engage in individual health care practices that contribute to the overall health of the Northwestern community. (Personal Development)



PROGRAM LEARNING OUTCOMES

Program-level learning outcomes describe the kind of learning we influence through the programs, activities, or services offered in the co-curriculum, often involving more than one department, but with a common focus. Learning outcomes for seven programs are below.

LEADERSHIP DEVELOPMENT

Students who participate in leadership development programs and activities offered through Student Affairs will [or will be able to] . . .

- Identify and articulate their own values, strengths, and social identities and describe how they inform an authentic leadership style. (Personal Development)
- Develop a social justice lens through which they will practice leadership. (Social Responsibility)
- Identify opportunities for growth or improvement and strategically plan for sustained and ethical practice of leadership. (Cognitive and Practical Skills)
- Build and maintain relationships in order to positively shape their communities at Northwestern and beyond. (Interpersonal Competence)
- Demonstrate initiative and follow through in order to achieve positive change through the leadership process. (Cognitive and Practical Skills)

PEER EDUCATOR TRAINING

Students who participate in peer educator training will [or will be able to] . . .

- Describe how their social identities affect group dynamics and the processes of facilitation and presentation. (Personal Development)
- Recognize the dominant narrative in group settings and use group facilitation skills to invite in other voices. (Social Responsibility, Cognitive and Practical Skills)
- Demonstrate basic facilitation skills. (Cognitive and Practical Skills)
- Demonstrate basic presentation skills. (Cognitive and Practical Skills)
- Describe their own facilitation and presentation style, including its strengths and weaknesses. (Personal Development)
- Create an atmosphere where group members are encouraged and feel comfortable asking the questions themselves. (Cognitive and Practical Skills)
- Create a physical setting/ environment that promotes dialogue. (Cognitive and Practical Skills)

PRE-ORIENTATION PROGRAMS

Students who participate in pre-orientation programs (Project Wildcat, Freshman Urban Program, CATalyst, Alternative Student Break) will [or will be able to] . . .

- Describe two – three Northwestern resources (services, offices, etc.) that they plan to use. (Cognitive and Practical Skills)
- Describe what they learned about themselves (e.g., strengths, interpersonal skills, communication skills, social identities, etc.) and how the pre-orientation program contributed to that learning. (Personal Development, Interpersonal Competence, Social Responsibility, Cognitive and Practical Skills)

STUDENT ACTIVISM

Students who participate in student activism activities will [or will be able to] . . .

- Define and articulate the dynamics of power within their social issue. (Social Responsibility)
- Formulate a plan of action for using effective activism and advocacy strategies to change the dynamics of power. (Social Responsibility)
- Apply research, planning, and organizing strategies to engage others in the issue. (Social Responsibility, Cognitive and Practical Skills)
- Evaluate the effectiveness of activism efforts and modify plans when faced with challenges. (Social Responsibility, Cognitive and Practical Skills)
- Use organizing strategies to build their organization for continued engagement beyond a single issue. (Social Responsibility)

STUDENT EMPLOYMENT

Students who are employed by the Division of Student Affairs will [or will be able to] . . .

- Demonstrate professional work skills/habits (e.g., accountability, follow through, time management) that are transferrable to other employment settings. (Cognitive and Practical Skills)
- Assess their personal strengths and skills and use them to contribute to the work of the department. (Personal Development)
- Recognize the personal strengths, skills, and diverse perspectives of co-workers and how they complement and contribute to effective teamwork. (Interpersonal Competence)
- Use effective customer service skills to provide timely, efficient service to relevant constituencies. (Cognitive and Practical Skills)
- Apply critical thinking skills to effectively solve problems, resolve conflict, and create opportunities in their workplace settings. (Cognitive and Practical Skills)
- Adapt their communication to meet the needs of individuals, groups, and contexts. (Cognitive and Practical Skills)

SUMMER ACADEMIC WORKSHOP

Students to participate in the Summer Academic Workshop (SAW) will [or will be able to . . .]

- Describe campus resources and when and how they will use these resources. (Cognitive and Practical Skills)
- Demonstrate improved learning skills measured by the Learning and Study Strategies Inventory (LASSI). (Cognitive and Practical Skills)
- Express greater self-efficacy in their ability to be successful in college. (Personal Development)
- Describe what they learned about their identities and how this can influence their first year at Northwestern. (Personal Development, Social Responsibility)
- Use help-seeking skills to solve problems they may encounter in their first year. (Cognitive and Practical Skills)

TRUE NORTHWESTERN DIALOGUES

New students who participate in the True Northwestern Dialogues will [or will be able to] . . .

- Know how to access and use appropriate Northwestern resources in times of need and/or to support their personal development. (Cognitive and Practical Skills)
- Recognize when to seek help and that it is okay to seek help. (Personal Development)
- Understand Northwestern community standards, values, expectations, rules and policies (e.g., consent, alcohol policy, Amnesty for Responsible Action). (Cognitive and Practical Skills, Social Responsibility)



In this section, we combine the four Student Affairs student learning domains with the department and program learning outcomes, making it easier to see which departments and programs are related to each Division-level learning outcome.

PERSONAL DEVELOPMENT

DEPARTMENTS

Students who engage in Programs, activities, and services provided by . . .

PERSONAL DEVELOPMENT

Students who engage in Student Affairs programs, activities, and services will develop an integrated sense of personal identity, a positive sense of self, and a personal code of ethics.

ACCESSIBLE NU

- Will be able to articulate individual strengths, weaknesses, and compensatory strategies in order to comprehensively understand their ability and disabilities

CAMPUS INCLUSION AND COMMUNITY

- Will understand the impact of their identities on their development as leaders

CAMPUS LIFE

- Will identify personal interests, values, strengths, and identities and use these attributes to positively shape their communities at Northwestern and beyond
- Will be able to articulate how their co-curricular involvement integrates with their personal and professional goals

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

- Will develop personal life skills that lead to an integrated sense of self, well-being, and resilience
- Will be able to prioritize and manage their own mental health so they can achieve their academic and personal goals

HEALTH PROMOTION AND WELLNESS

- Will use harm-reduction, helping, and coping skills that support academic and personal success and contribute to increased resiliency and self-efficacy

NEW STUDENT AND FAMILY PROGRAMS

- Will articulate and describe their strengths and how they can use these strengths to achieve their personal and professional goals

NORRIS UNIVERSITY CENTER

- Will develop creative, physical, cultural, or spiritual interests that contribute meaningfully to their quality of life

NORTHWESTERN CAREER ADVANCEMENT

- Will determine personal interests, strengths, values, and skills that will inform intentional career decision-making
- Will be able to translate their Northwestern experiences (academic, co-curricular, and work-related) in ways that will distinguish them in the job search or academic application process

RELIGIOUS AND SPIRITUAL LIFE

- Will be able to describe their own spirituality and/or faith traditions and cultures and the role these play in their personal identity
- Will be able to articulate a personal belief system that sustains one in daily life

RESIDENTIAL SERVICES

- Will demonstrate self-awareness and empathy in their relationships with other students that will contribute to a sense of community within their residential neighborhoods
- Will examine personal needs, interests, abilities, growth areas, and identities and use this knowledge to inform their personal and professional goals

STUDENT AFFAIRS INFORMATION TECHNOLOGY (SAIT)

- Will demonstrate personal responsibility and effective collaboration in a team environment

STUDENT ASSISTANCE AND SUPPORT SERVICES

- Will be able to describe how well-being and health are central to their success (academic, co-curricular, social) at Northwestern
- Will reflect on their personal behavior and how it impacts themselves and the community and create a plan with specific behavioral and treatment goals designed to create positive change

STUDENT CONDUCT

- Will demonstrate congruence between their actions, their personal and community values, and Northwestern's community expectations

UNIVERSITY HEALTH SERVICE

- Will understand and engage in individual health care practices that contribute to the overall health of the Northwestern community

PROGRAMS

Students who engage in Programs, activities, and services provided by . . .

PERSONAL DEVELOPMENT

Students who engage in Student Affairs programs, activities, and services will develop an integrated sense of personal identity, a positive sense of self, and a personal code of ethics.

LEADERSHIP

- Will be able to Identify and articulate their own values, strengths, and social identities and describe how they inform an authentic leadership style

PEER EDUCATOR TRAINING

- Will be able to describe how their social identities affect group dynamics and the processes of facilitation and presentation
- Will be able to describe their own facilitation and presentation style, including its strengths and weaknesses

PRE-ORIENTATION PROGRAMS

- Will be able to describe what they learned about themselves (e.g., strengths, interpersonal skills, communication skills, social identities, etc.) and how the pre-orientation program contributed to that learning

STUDENT EMPLOYMENT

- Will assess their personal strengths and skills and use them to contribute to the work of the department

SUMMER ACADEMIC WORKSHOP

- Will express greater self-efficacy in their ability to be successful in college
- Will be able to describe what they learned about their identities and how this can influence their first year at Northwestern

TRUE NORTHWESTERN DIALOGUES

- Will be able to recognize when to seek help and that it is okay to seek help

INTERPERSONAL COMPETENCE

DEPARTMENTS

Students who engage in Programs, activities, and services provided by . . .

INTERPERSONAL COMPETENCE

Students who engage in Student Affairs programs, activities, and services will develop healthy, respectful, and collaborative relationships with others.

CAMPUS INCLUSION AND COMMUNITY

- Will acquire skills that will enable them to participate in effective dialogue across difference and foster an inclusive community

CAMPUS LIFE

- Will identify personal interests, values, strengths, and identities and use these attributes to positively shape their communities at Northwestern and beyond
- Will hone leadership and relationship-building skills and apply them to strengthen their organizations and communities at Northwestern and beyond

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

- Will develop interpersonal skills that will enable them to form meaningful and healthy relationships

HEALTH PROMOTION AND WELLNESS

- Will develop wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being
- Will foster healthy relationships that contribute to an increase in mutual respect and shared responsibility

NEW STUDENT AND FAMILY PROGRAMS

- Will be able to articulate expectations for members of the Northwestern community and how they can engage in and positively contribute to that community

RESIDENTIAL SERVICES

- Will demonstrate personal responsibility in their decision-making and be accountable for the impact of those decisions on themselves and others

STUDENT AFFAIRS INFORMATION TECHNOLOGY (SAIT)

- Will develop interpersonal skills, such as respectful and timely communication, applicable to future professional and personal relationships

STUDENT CONDUCT

- Will be able to describe the impact their actions have on themselves and the Northwestern community

PROGRAMS

LEADERSHIP

- Build and maintain relationships in order to positively shape their communities at Northwestern and beyond

PRE-ORIENTATION PROGRAMS

- Will be able to describe what they learned about themselves (e.g., strengths, interpersonal skills, communication skills, social identities, etc.) and how the pre-orientation program contributed to that learning

STUDENT EMPLOYMENT

- Will recognize the personal strengths, skills, and diverse perspectives of co-workers and how they complement and contribute to effective teamwork

SOCIAL RESPONSIBILITY

DEPARTMENTS

Students who engage in programs, activities, and services provided by . . .

SOCIAL RESPONSIBILITY

Students who engage in Student Affairs programs, activities, and services will demonstrate an understanding of and commitment to social justice and apply that knowledge to create safe, healthy, equitable, and thriving communities.

CAMPUS INCLUSION AND COMMUNITY

- Will acquire skills that will enable them to participate in effective dialogue across difference and foster an inclusive community
- Will understand their individual and collective responsibility to create safe, equitable, and inclusive communities
- Will be able to identify barriers to inclusiveness and actively work to create equitable communities

CAMPUS LIFE

- Will identify personal interests, values, strengths, and identities and use these attributes to positively shape their communities at Northwestern and beyond
- Will be able to articulate how their co-curricular involvement integrates with their personal and professional goals

HEALTH PROMOTION AND WELLNESS

- Will develop wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being
- Will be able to deliver/facilitate programs and services that promote individual and community health and wellness

OFF-CAMPUS LIFE

- Will be able to articulate their rights and responsibilities of being a member of both the Northwestern and Evanston/Chicago communities

RELIGIOUS AND SPIRITUAL LIFE

- Will describe aspects of other religious traditions and cultures and commit to using that knowledge to create and foster inclusive communities
- Will reflect on experiences that challenged assumptions, and transformed thinking about issues related to social justice

RESIDENTIAL SERVICES

- Will demonstrate self-awareness and empathy in their relationships with other students that will contribute to a sense of community within their residential neighborhoods

STUDENT CONDUCT

- Will be able to articulate Northwestern's community expectations outlined in the Student code of conduct
- Will demonstrate congruence between their actions, their personal and community values, and Northwestern's community expectations

PROGRAMS

LEADERSHIP

- Will develop a social justice lens through which they will practice leadership

PEER EDUCATOR TRAINING

- Will be able to recognize the dominant narrative in group settings and use group facilitation skills to invite in other voices

PRE-ORIENTATION PROGRAMS

- Will be able to describe what they learned about themselves (e.g., strengths, interpersonal skills, communication skills, social identities, etc.) and how the pre-orientation program contributed to that learning

STUDENT ACTIVISM

- Will be able to define and articulate the dynamics of power within their social issue
- Will be able to formulate a plan of action for using effective activism and advocacy strategies to change the dynamics of power
- Will apply research, planning, and organizing strategies to engage others in the issue
- Will evaluate the effectiveness of activism efforts and modify plans when faced with challenges
- Will use organizing strategies to build their organization for continued engagement beyond a single issue

SUMMER ACADEMIC WORKSHOP

- Will be able to describe what they learned about their identities and how this can influence their first year at Northwestern

TRUE NORTHWESTERN DIALOGUES

- Will understand Northwestern community standards, values, expectations, rules and policies (e.g., consent, alcohol policy, Amnesty for Responsible Action)

COGNITIVE AND PRACTICAL SKILLS

DEPARTMENTS

Students who engage in Programs, activities, and services provided by . . .

COGNITIVE AND PRACTICAL SKILLS

Students who participate in Student Affairs programs, activities, and services will acquire and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives.

ACCESSIBLE NU

- Will demonstrate knowledge of University and community resources that will enable them to more fully self-advocate
- Will be able to use technology effectively to support equal access

CAMPUS LIFE

- Will identify personal interests, values, strengths, and identities and use these attributes to positively shape their communities at Northwestern and beyond

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

- Will develop personal life skills that lead to an integrated sense of self, well-being, and resilience
- Will develop interpersonal skills that will enable them to form meaningful and healthy relationships

HEALTH PROMOTION AND WELLNESS

- Will use harm reduction, helping, and/or coping skills that support academic and personal success and contribute to increased resiliency and self-efficacy
- Will deliver/facilitate programs and services that promote individual and community health and wellness

NEW STUDENT AND FAMILY PROGRAMS

- Will be able to navigate the campus physical environment and identify University resources that will contribute to their success at Northwestern

NORRIS UNIVERSITY CENTER

- Will be able to plan and execute complex projects, effectively utilizing the event planning/production and financial resources offered through Norris Center
- Will demonstrate transferable work-related skills, such as customer service, time management, problem solving, and conflict management that will enable them to be effective in their student employment role and future professional positions

NORTHWESTERN CAREER ADVANCEMENT

- Will be able to apply career skills (e.g. resume writing, networking) to gain opportunities (e.g. internships, jobs) during and following their Northwestern experience

OFF-CAMPUS LIFE

- Will be able to manage their own affairs off campus, making use of appropriate Northwestern and Evanston/Chicago resources/services

RESIDENTIAL SERVICES

- Will demonstrate self-awareness and empathy in their relationships with other students that will contribute to a sense of community within their residential neighborhoods

SAFE RIDE

- Will demonstrate personal responsibility and professional behavior that supports the mission of the SafeRide service, i.e., to provide reliable, safe rides to members of the Northwestern community
- Will use effective customer service skills in order to provide timely, efficient service to the Northwestern community
- Will analyze and solve problems in order to ensure the safety of the SafeRide users

STUDENT AFFAIRS INFORMATION TECHNOLOGY (SAIT)

- Will be able to analyze and solve problems through application of technical skills

STUDENT ASSISTANCE AND SUPPORT SERVICES

- Will employ strategic help-seeking behaviors and positive coping skills that promote self-advocacy and self-efficacy

UNIVERSITY HEALTH SERVICE

- Will acquire and use knowledge, skills, and information that will enable them to manage their personal health and wellness needs
- Will acquire and use knowledge, skills, and information that will enable them to effectively navigate the health care system

PROGRAMS

Students who engage in Programs, activities, and services provided by . . .

COGNITIVE AND PRACTICAL SKILLS

Students who participate in Student Affairs programs, activities, and services will acquire and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives.

LEADERSHIP

- Will be able to identify opportunities for growth or improvement and strategically plan for sustained and ethical practice of leadership
- Will demonstrate initiative and follow through in order to achieve positive change through the leadership process

PEER EDUCATOR TRAINING

- Will be able to recognize the dominant narrative in group settings and use group facilitation skills to invite in other voices
- Will demonstrate basic facilitation skills
- Will demonstrate basic presentation skills
- Will be able to create an atmosphere where group members are encouraged and feel comfortable asking the questions themselves
- Will be able to create a physical setting/environment that promotes dialogue

PRE-ORIENTATION PROGRAMS

- Will be able to describe two – three Northwestern resources (services, offices, etc.) that they plan to use
- Will be able to describe what they learned about themselves (e.g., strengths, interpersonal skills, communication skills, social identities, etc.) and how the pre-orientation program contributed to that learning

STUDENT ACTIVISM

- Will apply research, planning, and organizing strategies to engage others in the issue
- Will evaluate the effectiveness of activism efforts and modify plans when faced with challenges

STUDENT EMPLOYMENT

- Will demonstrate professional work skills/habits (e.g., accountability, follow through, time management) that are transferrable to other employment settings
- Will use effective customer service skills to provide timely, efficient service to relevant constituencies
- Will apply critical thinking skills to effectively solve problems, resolve conflict, and create opportunities in their workplace settings
- Will adapt their communication to meet the needs of individuals, groups, and contexts

SUMMER ACADEMIC WORKSHOP

- Will be able to describe campus resources and when and how they will use these resources
- Will demonstrate improved learning skills measured by the Learning and Study Strategies Inventory (LASSI)
- Will be able to use help-seeking skills to solve problems they may encounter in their first year

TRUE NORTHWESTERN DIALOGUES

- Will know how to access and use appropriate Northwestern resources in times of need and/or to support their personal development
- Will understand Northwestern community standards, values, expectations, rules and policies (e.g., consent, alcohol policy, Amnesty for Responsible Action)

Northwestern