

UNIVERSITY LIFE FRAMEWORK FOR CO-CURRICULAR STUDENT LEARNING

The Division of University Life (UL) contributes to George Mason University's mission through programs, services, and activities intentionally designed to support the learning that takes place through the academic curriculum and to impact student learning, persistence, retention, and student success. By having well-defined learning goals to guide programs and services, University Life is positioned to implement and assess quality, co-curricular educational experiences (see [Appendix A](#) for more detailed information on goal and outcome development).

The six division-wide learning domains and supporting dimensions and learning goals (see [Appendix B](#) for a list of sample learning goals) represent how University Life enhances the educational experience of Mason undergraduate and graduate students across all campuses through the promotion of knowledge (cognitive), attitude (affective), and skills (psychomotor) development in co-curricular contexts.



Domain 1: Practical Skills

DIMENSION 1-A: CRITICAL THINKING

DLG 1-A-1	Independently and accurately evaluate information, data, and ideas from multiple perspectives
DLG 1-A-2	Create and implement solutions to solving a problem or issue
DLG 1-A-3	Makes connections between classroom and out-of-classroom learning
DLG 1-A-4	Acquire learning skills and strategies to assist in academic success

DIMENSION 1-B: COMMUNICATING EFFECTIVELY

DLG 1-B-1	Express information to others effectively and appropriately in formal/informal written communications
DLG 1-B-2	Present information clearly and effectively in verbal communications

DIMENSION 1-C: MANAGING PERSONAL AFFAIRS

DLG 1-C-1	Identify and utilize campus and off-campus resources
DLG 1-C-2	Understand student rights and responsibilities
DLG 1-C-3	Acquire strategies for effective time management and understand consequences of not meeting deadlines
DLG 1-C-4	Successfully manage finances short- and long-term

DIMENSION 1-D: MANAGING CAREER DEVELOPMENT

DLG 1-D-1	Explore career/graduate school options and identify realistic short-term and aspirational long-term goals
DLG 1-D-2	Identify areas necessary for professional growth and take necessary steps to develop in these areas
DLG 1-D-3	Identify and articulate skills, strengths, knowledge and experiences relevant to stated goals/position desired

DIMENSION 1-E: TECHNOLOGICAL COMPETENCE

DLG 1-E-1	Leverage technology to effectively communicate, solve problems, complete tasks, and accomplish goals
DLG 1-E-2	Demonstrate the ethical application of intellectual property and privacy

University Life Opportunities

Below are some examples of UL units, offices, and initiatives that provide opportunities to learn about practical skills:

Academic Integrity	Mason Autism Support Initiative (MASI)	Student Conduct
Disability Services	Mason Korea Student Affairs	Student Involvement
Graduate Student Life	Mason Recreation	Student Media
GROWTH: Student Talent Development	New Student and Family Programs	Student Success Initiatives
Housing and Residence Life	Off-Campus Student Services	University Career Services
International Programs and Services (OIPS)	Patriot Experience	University Life Arlington
Leadership Education and Development (LEAD)	Special Diversity Initiatives	University Life SciTech
Learning Services	Student Centers	Women and Gender Studies Center

Domain 2: Global and Multicultural Inclusion

DIMENSION 2-A: UNDERSTANDING AND APPRECIATION FOR DIFFERENCES

DLG 2-A-1	Explore one's own identity, culture, and group memberships
DLG 2-A-2	Understand and appreciate human differences

DIMENSION 2-B: INCLUSIVE WORLDVIEW

DLG 2-B-1	Develop global awareness
DLG 2-B-2	Identify connections between personal decision-making and local and global issues
DLG 2-B-3	Demonstrate effective stewardship of human, economic, and environmental resources

DIMENSION 2-C: CULTURAL INTERACTION

DLG 2-C-1	Take initiative to interact across differences
DLG 2-C-2	Develop the capacity to interact effectively with others who differ in beliefs, behaviors, values, and worldview

DIMENSION 2-D: CLIMATE OF MUTUAL RESPECT

DLG 2-D-1	Learn about and use language that is inclusive
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University Life Opportunities

Below are some examples of UL units, offices, and initiatives that provide opportunities to learn about social responsibility:

Disability Services	Leadership Education and Development (LEAD)	Student Conduct
Diversity, Inclusion and Multicultural Education	Mason Korea Student Affairs	University Life Arlington
Housing and Residence Life	Patriot Experience	University Life SciTech
International Programs and Services (OIPS)	Special Diversity Initiatives	Women and Gender Studies Center
LGBTQ and Questioning Resources	Student Centers	

Domain 3: Interpersonal Competence

DIMENSION 3-A: INTERDEPENDENCE

DLG 3-A-1	Seek help from others when needed and offers assistance to others
DLG 3-A-2	Proactively and constructively resolve interpersonal conflicts
DLG 3-A-3	Recognize how one's personal actions affect other people and communities

DIMENSION 3-B: COLLABORATION

DLG 3-B-1	Collaborate and work cooperatively with others of diverse backgrounds and perspectives
DLG 3-B-2	Make individual contributions both during and outside of team meetings
DLG 3-B-3	Foster a constructive team climate

DIMENSION 3-C: LEADERSHIP

DLG 3-C-1	Adopt a leadership style in both formal and informal roles that facilitates equality and respect within the group
DLG 3-C-2	Demonstrate an understanding of group dynamics and effective teamwork
DLG 3-C-3	Mobilize groups around shared interests
DLG 3-C-4	Apply specific knowledge, skills and abilities to goal setting, delegation, conflict resolution and planning events
DLG 3-C-5	Seek feedback from group members and supervisors in order to conduct self-reflection and determine areas of strength and growth

University Life Opportunities

Below are some examples of UL units, offices, and initiatives that provide opportunities to learn about interpersonal competence:

Counseling and Psychological Services (CAPS)
 Diversity, Inclusion and Multicultural Education
 GROWTH: Student Talent Development
 Housing and Residence Life
 International Programs and Services (OIPS)
 Leadership Education and Development (LEAD)
 LGBTQ and Questioning Resources
 Mason Autism Support Initiative (MASI)

Mason Korea Student Affairs
 Mason Recreation
 Off-Campus Student Services
 New Student and Family Programs
 Patriot Experience
 Peer Student Success Coaching
 Student Centers
 Student Conduct

Student Involvement
 Student Media
 Student Support and Advocacy Center
 University Life Arlington
 University Life Loudoun
 University Life SciTech
 Women and Gender Studies Center

Domain 4: Social Responsibility

DIMENSION 4-A: SOCIAL JUSTICE

DLG 4-A-1	Identify root causes and systemic issues of social injustice
DLG 4-A-2	Implement sustainable solutions to address social justice problems in the community
DLG 4-A-3	Engage in principled dissent concerning unfair, unjust, and uncivil systems, practices, and behaviors

DIMENSION 4-B: CIVIC ENGAGEMENT

DLG 4-B-1	Participate in service projects that reflect personal values, educational goals, and/or engagement with their local community
DLG 4-B-2	Collaboratively work across and within communities to achieve a civic aim

DIMENSION 4-C: COMMUNITY LEADERSHIP

DLG 4-C-1	Organize community service efforts that promote equity and social change
DLG 4-C-2	Forge meaningful partnerships with people in communities through service in organizations in those communities

DIMENSION 4-D: ALLYSHIP AND ADVOCACY

DLG 4-D-1	Build relationships based on trust, consistency, and accountability with marginalized groups
DLG 4-D-2	Use tools and techniques to interrupt microaggressions and bias behaviors that adversely impact marginalized communities
DLG 4-D-3	Advocate for the visibility and needs of marginalized communities

DIMENSION 4-E: SOCIAL ENTREPRENEURSHIP

DLG 4-E-1	Learn the principles of social entrepreneurship
DLG 4-E-2	Identify an unsatisfactory social equilibrium and actively pursue a solution to create a more just, fair, and sustainable model

University Life Opportunities

Below are some examples of UL units, offices, and initiatives that provide opportunities to learn about social responsibility:

Diversity, Inclusion and Multicultural Education
 Leadership Education and Development (LEAD)
 LGBTQ and Questioning Resources
 Mason Korea Student Affairs
 Patriot Experience

Special Diversity Initiatives
 Student Centers
 Student Involvement
 Student Media
 Student Support and Advocacy Center

University Life Arlington
 University Life SciTech
 Women and Gender Studies Center

Domain 5: Well-Being

DIMENSION 5-A: PSYCHOLOGICAL WELL-BEING

DLG 5-A-1	Identify, accept, and manage a wide range of one's feelings while being sensitive to others' feelings
DLG 5-A-2	Have a strong sense of personal identity, self-esteem, and purpose
DLG 5-A-3	Model mindful awareness and engage in positive coping mechanisms

DIMENSION 5-B: FINANCIAL WELL-BEING

DLG 5-B-1	Take steps to become fully aware of financial state and address any financial problems
DLG 5-B-2	Keep track of expenses and maintain a budget
DLG 5-B-3	Make conscious decisions to practice purposeful spending
DLG 5-B-4	Save and manage finances in order to achieve realistic goals
DLG 5-B-5	Understand market value of degree, skills and experiences and develop salary negotiation skills

DIMENSION 5-C: COMMUNITY WELL-BEING

DLG 5-C-1	Expand knowledge and skills through active participation in scholastic, cultural, and community activities
DLG 5-C-2	Have an open mind when encountering new ideas, cultures, knowledge, skills, and environments
DLG 5-C-3	Contribute positively (e.g., donating, volunteering) to a campus community

DIMENSION 5-D: PHYSICAL WELL-BEING

DLG 5-D-1	Maintain optimal physical health through regular exercise, eating a balanced and nutritious diet, regular medical checkups, and getting enough sleep
DLG 5-D-2	Make decisions that promote safe, healthy behaviors and reduce risk
DLG 5-D-3	Be aware of the limitations of the body

DIMENSION 5-E: PURPOSE/CAREER WELL-BEING

DLG 5-E-1	Choose a major/career path that is consistent with one's values and beliefs
DLG 5-E-2	Use one's talents, expertise, and values in activities to create meaning and purpose in one's work
DLG 5-E-3	Balance work and/or academic obligations with leisure activities

DIMENSION 5-F: SOCIAL WELL-BEING

DLG 5-F-1	Create and sustain healthy, mutually beneficial relationships
DLG 5-F-2	Connect to a positive, supportive social network
DLG 5-F-3	Deal with conflict appropriately
DLG 5-F-4	Develop a sense of pride and connection to Mason by actively engaging in campus life

University Life Opportunities

Below are some examples of UL units, offices, and initiatives that provide opportunities to learn about well-being:

Counseling and Psychological Services (CAPS)	Mason Korea Student Affairs	University Career Services
Disability Services	Mason Recreation	University Life Arlington
Graduate Student Life	Patriot Experience	University Loudoun
Housing and Residence Life	Student Centers	University Life SciTech
Leadership Education and Development (LEAD)	Student Health Services	University Life Smithsonian
Learning Services	Student Involvement	Well-Being and Strengths Initiatives
LGBTQ and Questioning Resources	Student Support and Advocacy Center	Women and Gender Studies Center
Mason Autism Support Initiative (MASI)	University Life Advancement	

Domain 6: Identity Development

DIMENSION 6-A: SELF-UNDERSTANDING

DLG 6-A-1	Assess, articulate, and acknowledge personal skills, abilities, and growth areas
DLG 6-A-2	Improve self-understanding and awareness by developing an integrated personal identity (e.g., sex, gender, gender expression, sexual orientation, race, ethnicity, culture, spiritual)
DLG 6-A-3	Articulate how personal identities relate to larger social constructs
DLG 6-A-4	Practice self-reflection to gain insight and make decisions [

DIMENSION 6-B: VALUES AND ETHICS

DLG 6-B-1	Develop a personal code of ethics that guides actions
DLG 6-B-2	Incorporate ethical reasoning into action
DLG 6-B-3	Exhibit responsible decision-making and personal accountability

DIMENSION 6-C: SPIRITUAL AWARENESS

DLG 6-C-1	Explore issues of purpose, meaning, and faith
DLG 6-C-2	Develop and articulate a personal belief system
DLG 6-C-3	Recognize the relationship between spirituality and identity in all persons

DIMENSION 6-D: RESILIENCE

DLG 6-D-1	Demonstrate adaptability and persistence in the face of obstacles
DLG 6-D-2	Exhibit commitment to continual learning
DLG 6-D-3	Take calculated risks and respond constructively to failure

University Life Opportunities

Below are some examples of UL units, offices, and initiatives that provide opportunities to learn about personal development:

Academic Integrity	Leadership Education and Development (LEAD)	Student Centers
Counseling and Psychological Services (CAPS)	Learning Services	Student Conduct
Disability Services	LGBTQ and Questioning Resources	Well-Being and Strengths Initiatives
Diversity, Inclusion and Multicultural Education	Mason Autism Support Initiative (MASI)	Women and Gender Studies Center
Graduate Student Life	Mason Korea Student Affairs	University Career Services
GROWTH: Student Talent Development	Mason Recreation	University Life Arlington
Housing and Residence Life	Patriot Experience	University Life SciTech
International Programs and Services (OIPS)	Peer Student Success Coaching	

APPENDIX A: MAPPING UL DIVISION LEARNING GOALS

UL Division Learning Goals (Part 1 of 4)		Patriot Experience	GROWTH: Student Talent Development	The Mason Graduate Is...	Mason Impact
<ul style="list-style-type: none"> ▫ Practical Skills ▫ Global and Multicultural Inclusion ▫ Interpersonal Competence ▫ Social Responsibility ▫ Well-Being ▫ Identity Development 					
DLG 1-A-1	Independently and accurately evaluate information, data, and ideas from multiple perspectives				
DLG 1-A-2	Create and implement solutions to solving a problem or issue				
DLG 1-A-3	Makes connections between classroom and out-of-classroom learning				
DLG 1-A-4	Acquire learning skills and strategies to assist in academic success				
DLG 1-B-1	Express information to others effectively and appropriately in formal/informal written communications				
DLG 1-B-2	Present information clearly and effectively in verbal communications				
DLG 1-C-1	Identify and utilize campus and off-campus resources				
DLG 1-C-2	Understand student rights and responsibilities				
DLG 1-C-3	Acquire strategies for effective time management and understand consequences of not meeting deadlines				
DLG 1-C-4	Successfully manage finances short- and long-term				
DLG 1-D-1	Explore career/graduate school options and identify realistic short-term and aspirational long-term goals				
DLG 1-D-2	Identify areas necessary for professional growth and take necessary steps to develop in these areas				
DLG 1-D-3	Identify and articulate skills, strengths, knowledge and experiences relevant to stated goals/position desired				
DLG 1-E-1	Leverage technology to effectively communicate, solve problems, complete tasks, and accomplish goals				
DLG 1-E-2	Demonstrate the ethical application of intellectual property and privacy				
DLG 2-A-1	Explore one's own identity, culture, and group memberships				
DLG 2-A-2	Understand and appreciate human differences				
DLG 2-B-1	Develop global awareness				
DLG 2-B-2	Identify connections between personal decision-making and local and global issues				
DLG 2-B-3	Demonstrate effective stewardship of human, economic, and environmental resources				
DLG 2-C-1	Take initiative to interact across differences				
DLG 2-C-2	Develop the capacity to interact effectively with others who differ in beliefs, behaviors, values, and worldview				
DLG 2-D-1	Learn about and use language that is inclusive				

UL Division Learning Goals (Part 2 of 4)		Patriot Experience	GROWTH: Student Talent Development	The Mason Graduate Is...	Mason Impact
<ul style="list-style-type: none"> ▢ Practical Skills ▢ Global and Multicultural Inclusion ▢ Interpersonal Competence ▢ Social Responsibility ▢ Well-Being ▢ Identity Development 					
DLG 3-A-1	Seek help from others when needed and offers assistance to others				
DLG 3-A-2	Proactively and constructively resolve interpersonal conflicts				
DLG 3-A-3	Recognize how one's personal actions affect other people and communities				
DLG 3-B-1	Collaborate and work cooperatively with others of diverse backgrounds and perspectives				
DLG 3-B-2	Make individual contributions both during and outside of team meetings				
DLG 3-B-3	Foster a constructive team climate				
DLG 3-C-1	Adopt a leadership style in both formal and informal roles that facilitates equality and respect within the group				
DLG 3-C-2	Demonstrate an understanding of group dynamics and effective teamwork				
DLG 3-C-3	Mobilize groups around shared interests				
DLG 3-C-4	Apply specific knowledge, skills and abilities to goal setting, delegation, conflict resolution and planning events				
DLG 3-C-5	Seek feedback from group members and supervisors in order to conduct self-reflection and determine areas of strength and growth				
DLG 4-A-1	Identify root causes and systemic issues of social injustice				
DLG 4-A-2	Implement sustainable solutions to address social justice problems in the community				
DLG 4-A-3	Engage in principled dissent concerning unfair, unjust, and uncivil systems, practices, and behaviors				
DLG 4-B-1	Participate in service projects that reflect personal values, educational goals, and/or engagement with local community				
DLG 4-B-2	Collaboratively work across and within communities to achieve a civic aim				
DLG 4-C-1	Organize community service efforts that promote equity and social change				
DLG 4-C-2	Forge meaningful partnerships with people in communities through service in organizations in those communities				
DLG 4-D-1	Build relationships based on trust, consistency, and accountability with marginalized groups				
DLG 4-D-2	Use tools and techniques to interrupt microaggressions and bias behaviors that adversely impact marginalized communities				
DLG 4-D-3	Advocate for the visibility and needs of marginalized communities				
DLG 4-E-1	Learn the principles of social entrepreneurship				
DLG 4-E-2	Identify an unsatisfactory social equilibrium and actively pursue a solution to create a more just, fair, and sustainable model				

UL Division Learning Goals (Part 3 of 4)		Patriot Experience	GROWTH: Student Talent Development	The Mason Graduate Is...	Mason Impact
<input type="checkbox"/> Practical Skills <input type="checkbox"/> Global and Multicultural Inclusion <input type="checkbox"/> Interpersonal Competence <input type="checkbox"/> Social Responsibility <input type="checkbox"/> Well-Being <input type="checkbox"/> Identity Development					
DLG 5-A-1	Identify, accept, and manage a wide range of one's feelings while being sensitive to others' feelings				
DLG 5-A-2	Have a strong sense of personal identity, self-esteem, and purpose				
DLG 5-A-3	Model mindful awareness and engage in positive coping mechanisms				
DLG 5-B-1	Take steps to become fully aware of financial state and address any financial problems				
DLG 5-B-2	Keep track of expenses and maintain a budget				
DLG 5-B-3	Make conscious decisions to practice purposeful spending				
DLG 5-B-4	Save and manage finances in order to achieve realistic goals				
DLG 5-B-5	Understand market value of degree, skills and experiences and develop salary negotiation skills				
DLG 5-C-1	Expand knowledge and skills through active participation in scholastic, cultural, and community activities				
DLG 5-C-2	Have an open mind when encountering new ideas, cultures, knowledge, skills, and environments				
DLG 5-C-3	Contribute positively (e.g., donating, volunteering) to a campus community				
DLG 5-D-1	Maintain optimal physical health through regular exercise and medical checkups, eating a balanced/nutritious diet, and getting enough sleep				
DLG 5-D-2	Make decisions that promote safe, healthy behaviors and reduce risk				
DLG 5-D-3	Be aware of the limitations of the body				
DLG 5-E-1	Choose a major/career path that is consistent with one's values and beliefs				
DLG 5-E-2	Use one's talents, expertise, and values in activities to create meaning and purpose in one's work				
DLG 5-E-3	Balance work and/or academic obligations with leisure activities				
DLG 5-F-1	Create and sustain healthy, mutually beneficial relationships				
DLG 5-F-2	Connect to a positive, supportive social network				
DLG 5-F-3	Deal with conflict appropriately				
DLG 5-F-4	Develop a sense of pride and connection to Mason by actively engaging in campus life				

UL Division Learning Goals (Part 4 of 4)		Patriot Experience	GROWTH: Student Talent Development	The Mason Graduate Is...	Mason Impact
DLG 6-A-1	Assess, articulate, and acknowledge personal skills, abilities, and growth areas				
DLG 6-A-2	Improve self-understanding and awareness by developing an integrated personal identity				
DLG 6-A-3	Articulate how personal identities relate to larger social constructs				
DLG 6-A-4	Practice self-reflection to gain insight and make decisions				
DLG 6-B-1	Develop a personal code of ethics that guides actions				
DLG 6-B-2	Incorporate ethical reasoning into action				
DLG 6-B-3	Exhibit responsible decision-making and personal accountability				
DLG 6-B-4	Demonstrate adaptability, persistence, dependability, and resilience				
DLG 6-C-1	Explore issues of purpose, meaning, and faith				
DLG 6-C-2	Develop and articulate a personal belief system				
DLG 6-C-3	Recognize the relationship between spirituality and identity in all persons				
DLG 6-D-1	Demonstrate adaptability and persistence in the face of obstacles				
DLG 6-D-2	Exhibit commitment to continual learning				
DLG 6-D-3	Take calculated risks and respond constructively to failure				

Domain 1: Practical Skills

Definition

The Practical Skills domain focuses on employing adaptive behaviors that help students manage the demands of everyday life and acquiring the knowledge, skills, and personal attributes to be successful in their academic and professional careers.

Dimensions



Domain 2: Global and Multicultural Inclusion

Definition

The Global and Multicultural Competency domain focuses on developing skills and competencies for understanding and appreciating diversity, building an inclusive worldview, interacting with others in culturally appropriate ways, and creating a climate of mutual respect.

Dimensions



Domain 3: Interpersonal Competence

Definition

The Interpersonal Competence domain focuses on working effectively with others in a positive way, with the goal of increasing their capacity for interdependence, collaboration, and leadership.

Dimensions



Domain 4: Social Responsibility

Definition

The Social Responsibility domain focuses on developing the knowledge, values, and skills associated with social justice, civic engagement, community leadership, allyship/advocacy, and social entrepreneurship.

Dimensions



Domain 5: Well-Being

Definition

The Well-Being domain is comprised of seven interconnected dimensions that contribute to personal and community well-being. By striving to exhibit characteristics and behaviors across psychological, financial, community, physical, purpose/career, and social dimensions, students can build a life of vitality, purpose, resilience, and engagement.

Dimensions



Domain 6: Identity Development

Definition

The Identity Development domain focuses on developing a realistic sense of self, which promotes the capacity to define students' personal beliefs and values and to follow a code of ethics that guides their actions.

Dimensions



APPENDIX B: UL LEARNING GOAL AND OUTCOME OVERVIEW

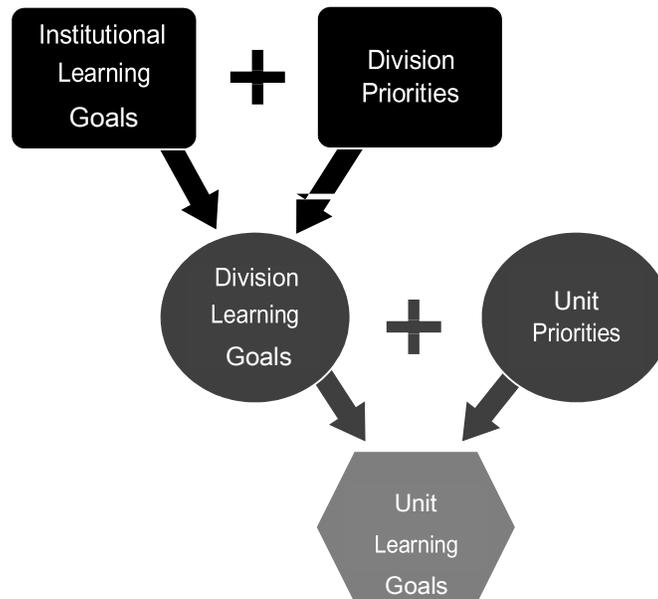
Consistent Terminology

When articulating goals and outcomes, the terminology that one encounters for these concepts can be inconsistent and confusing. It is important that our division works towards using the same terms to facilitate common dialogue (Taylor & Jonnson, 2016). The sections below focus on a set of four terms (*Institutional Learning Goal*, *Division Learning Goal*, *Unit Learning Goal*, and *Student Learning Outcome*), which should be used consistently when discussing student learning in the University Life co-curricular context.

Goal Development

Institutional Learning Goals and Division Priorities guide the development of Division Learning Goals, which define the focus of this *UL Co-Curricular Student Learning Framework* and articulate what the Division of University Life expects students to know or be able to do as a result of participating in its programs, services, and activities. These broad Divisional Learning Goals also guide the development of Unit Learning Goals; provide direction for assessment of student learning; and help to ensure the continued improvement of students' co-curricular experiences.

Figure 1: University Life Learning Goal Development



Institutional Learning Goals (ILG)

Institutional Learning Goals define the skills and knowledge graduates will have developed and acquired during their matriculation. These goals help students understand the purpose of their time at the university and guide curricular and co-curricular planning. “The Mason Graduate Is...” (*George Mason University 2014-2024 Strategic Plan*, p. 6) provides thirteen Institutional Learning Goals, which are grouped under the categories of “Engaged Citizen,” “Well-Rounded Scholar,” and “Prepared to Act.”

Engaged Citizen

1. Ethically oriented and committed to democratic ideals
2. Respectful of individual differences, rights, and liberties
3. Knowledgeable of important issues affecting the world
4. Focused on the well-being of others, today and tomorrow
5. Committed to building a just society

Well-Rounded Scholar

6. Thinks critically and creatively and demonstrates professional competence
7. Possesses an inquisitive nature
8. Appreciates science, humanities, and the arts
9. Skilled as a communicator
10. Committed to lifelong learning

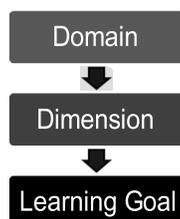
Prepared to Act

11. Innovative, resourceful, and entrepreneurial; ready to do or create a job
12. Interested and practiced in working with individuals from other cultures, backgrounds, and perspectives
13. Equipped to make positive and meaningful changes in society

Division Learning Goals (DLG), Unit Learning Goals (ULG), and Student Learning Outcomes (SLO)

Division Learning Goals guide the work of the division, including both assessment and research efforts. Most learning goals for the Division of University Life map to an Institutional Learning Goal, further strengthening the connection to overall student learning at Mason. **Division Learning Goals** (see Appendix B) are grouped under a given dimension. Further, each dimension falls under one of six domains.

Figure 2: UL Learning Goal Organization



The role that Division Learning Goals play at the unit level is two-fold:

1. Unit Learning Goals

In order to develop a list of Unit Learning Goals (often posted in the About Us area of the unit's website), units have the option of copying DLGs verbatim or editing the DLGs to better suit the unit's purposes. San Jose State University (SJSU) Student Affairs' learning goals can be used as an example of how a unit's ULGs can be mapped to one or more DLGs (*Learning Outcomes*, 2019). Also, although the ULGs below are narrower in scope than their overarching DLGs and are written specifically for the Student Conduct context, they are not true learning outcome statements, which must include details on how assessment will be carried out and measured.

Table 1: Division Learning Goal and Unit Learning Goal Alignment

DIVISION LEARNING GOALS (SJSU Student Affairs)	UNIT-WIDE LEARNING GOALS (SJSU Student Conduct)
Critical Thinking Skills 1. Independently and accurately evaluate information, data and ideas from multiple perspectives 2. Apply appropriate methods of inquiry, determine quality of evidence, explore alternatives, and effectively use knowledge as well as experience to solve problems	As a result of interactions with Student Conduct and Ethical Development and engaging in the student conduct process, students will be able to:
Effective Communication 3. Receive information, exchange ideas, present information, and convey messages in ways that are effective and appropriate to the situation and audience	1. Understand how the standards of conduct support the University community and form the basis for behavioral expectations [Maps to DLG 10] 2. Articulate the reasoning behind their behavioral choices and decisions effectively using verbal and written communication [Maps to DLG 1, 3]

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4. Use suitable information sources, presentation formats, and technologies

Multicultural Competence and Active Citizenship

5. Understand and appreciate human differences
6. Positively contribute to the community.
7. Have the awareness, knowledge, and skills needed to work in meaningful, relevant, and productive ways with others who are culturally different from oneself
8. Meet individual responsibility to demonstrate ethical behavior, take action against injustice, be informed and participate in one's communities

Practical Competence/Life Skills

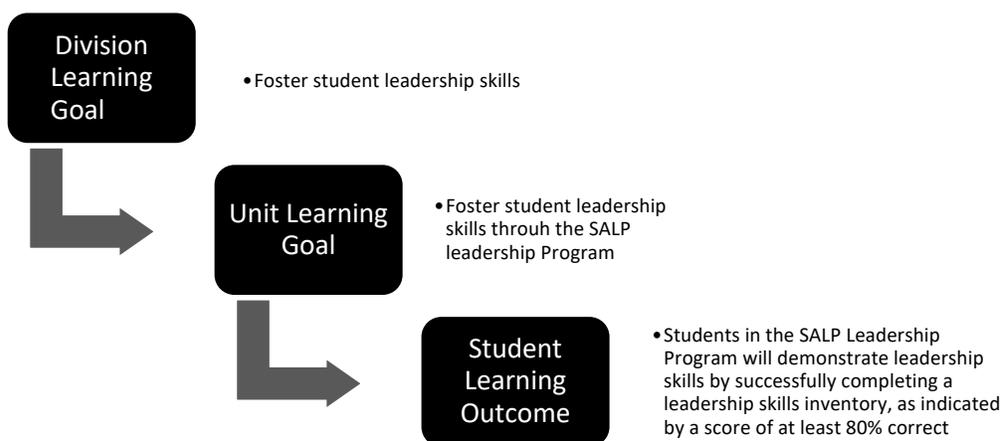
9. Have the capacity to manage one's affairs both inside and outside the university
10. Utilize available campus resources and understand student rights and responsibilities
11. Apply self-management skills to career development, time management, values clarification, social integration and financial well-being

3. Evaluate positive and negative courses of action critically and proficiently [Maps to DLG 1, 2]
4. Recognize how behaviors (may) impact others and their greater responsibility as a member of the University community [Maps to DLG 1, 2]
5. Identify skills, strategies, and resources that are likely to assist them in avoiding future violations of the Student Conduct Code [Maps to DLG 2, 10]

2. Student Learning Outcomes

In order to carry out assessment projects like those found in Tk20 cyclical reporting, units may use the SMART (Specific | Measurable | Achievable | Relevant | Time-Bound) and A-B-C-D (Audience-Behavior-Condition-Degree) frameworks to transform DLGs and/or ULGs into specific, measurable learning outcomes. *Outcomes* are statements derived from goals and state specifically what you want to assess, what you want the end result of your efforts to be, and the changes you want to occur. *Learning outcomes* describe what you want the student to know and do and what you will assess in regards to the changes in students' knowledge, skills, attitudes, and habits of mind that result from involvement in a program, service, or activity. *Program outcomes*, on the other hand, are the changes you want to see in operations, programs, and services.

Figure 3: DLG → ULG → SLO Development



Content adapted from *Goals to Outcomes* (2011)

References

- Division Student Learning Outcomes.* (2017). Retrieved from Northwestern Student Affairs Assessment and Planning: <https://www.northwestern.edu/studentaffairs/assessment/learning-outcomes/student-learning-outcomes/index.html>
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