

TABLE I 
STUDENT LEARNING OUTCOMES*

STUDENT OUTCOMES*	DIMENSIONS OF OUTCOMES**	SAMPLE DEVELOPMENTAL EXPERIENCES FOR LEARNING	BODIES OF KNOWLEDGE FOR EDUCATORS
Cognitive complexity	Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration	Classroom teaching, readings and discussions; campus speakers; problem based learning; action research; study abroad; learning communities; living-learning communities; campus newspaper and media; cultural advocacy groups; LGBT awareness programs; diversity programs; group work in diverse teams; judicial board involvement	Cognitive development, identity development, interpersonal sensitivity, neurolinguistics, epistemology, reflective judgment, orders of consciousness, pedagogy
Knowledge acquisition, integration, and application	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	Majors, minors, general education requirements, certificate programs; laboratories; action research; research teams; service learning; group projects; internships; jobs (on/ off campus); career development courses and programs; living-learning communities; Web-based information search skills; activities programming boards (e.g. film, concerts); drama, arts, and music groups; literary magazines; special teams and activities (e.g. solar car, Model UN)	Experiential learning, Cognitive development, identity development, interpersonal sensitivity, neurolinguistics, epistemology, learning theory; career development
Humanitarianism	understanding and appreciation of human differences; cultural competency; social responsibility	diverse membership of student organizations; inter-group dialogue programs; service learning; community-based learning; cultural festivals; identity group programming (e.g. LGBT); ally programs; programs on world religions; study abroad; interdisciplinary courses; curriculum transformation	Racial identity development, multicultural competence, sexual/gender/ affectational identity development; campus climate; reflective judgment, orders of consciousness, moral development, cognitive development
Civic Engagement	sense of civic responsibility; commitment to public life through communities of practice; engage in principled dissent; effective in leadership	Involvement in student organizations; service learning; various student governance groups like student government/ resident hall government/ commuter student association; sports teams; community based organizations (e.g. PTA, neighborhood coalitions); emerging leader programs; leadership courses; open forums; teach-ins; activism and protest; community standards codes; student judicial boards; involvement in academic department/ major; identity	Leadership theory, socio-political theory, community development, group dynamics, organizational development and change theory, moral development, orders of consciousness

		with campus community	
Interpersonal and intrapersonal competence	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	Identity based affinity groups; personal counseling; academic/life planning; roommate dialogues; individual advising; support groups; peer mentor programs; religious life programs and youth groups; student led judicial boards; paraprofessional roles (e.g. resident assistants, peer tutors, sexual assault advisors, peer mentor programs); disability support services; student employment; classroom project groups; classroom discussions	Psychosocial theory; identity development; interpersonal sensitivity; multiple intelligences; spiritual development, moral and ethical development
Practical competence	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	Campus recreation programs; food service and health center programs; drug and alcohol education; career development courses and programs; financial planning programs; club sports and recreation programs; senior council transition programs; personal counseling; academic/ personal advising; portfolios; senior capstone course	Psychosocial theory; self-efficacy; career development; spiritual development; self-authorship
Persistence and academic achievement	Manage the college experience to achieve academic and personal success; leading to academic goal success including degree attainment	Learning skills; bridge programs; peer mentoring; faculty and staff mentoring; supplemental instruction-tutoring; orientation programs; academic advising; financial aid; disability support services; parents' programs; child care services	Retention theory, person-environment fit, socialization, family systems

* *Learning Reconsidered* defines *learning* as a comprehensive, holistic, transformative activity that integrates *academic learning* and *student development*, processes that have often been considered separate, and even independent of each other

** The outcomes and their dimensions are drawn from Baxter Magolda, 1999; Baxter Magolda & King, 2004); CAS, 2003; Hamrick, Evans, & Schuh, 2002; Kuh, 1993; Kuh, Douglas, Lund, & Ramin-Gvurnek; McEwen, 2003; National Panel, AAC&U, 2002; Pascarella & Terenzini, 1991; Schroeder, 2003; Schuh & Whitt, 1999; Terenzini, Pascarella, & Blimling, 1996; and Whitt, 1999.