WMU Student Affairs Learning Outcomes: Knowledge, Competence, Engagement

WMU Vision: Learner-Centered, Discovery-Driven, Globally Engaged

WMU Goals:
1. Ensure a distinctive learning experience and foster success of students.
2. Promote innovative learning, discovery, and service.
3. Advance WMU as a major research university.
4. Ensure a diverse, inclusive, and healthy community.
5. Advance social, economic, and environmental sustainability practices and policies.

Student Affairs Vision: To be a premier learning-oriented student affairs division.

Student Affairs Mission: Student Affairs fosters involvement, growth and development in safe, healthy, and inclusive learning environments.

Student Affairs Goals:
1. Cultivate learning and development.
2. Enhance infrastructure to provide excellent learning and service delivery.
3. Encourage healthy, ethical and responsible behavior.

Student Affairs Learning Outcomes:
1. Knowledge
2. Competence
3. Engagement
<table>
<thead>
<tr>
<th>WMU Student Affairs Outcome</th>
<th>We want WMU Broncos to:</th>
<th>AAC&amp;U LEAP Learning Outcomes</th>
<th>CAS Standards</th>
<th>NASPA/ACPA Learning Reconsidered</th>
<th>Skills Employers Want (NACE)</th>
<th>Student Development Theory</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Be knowledgeable</td>
<td>Knowledge of human cultures and the physical and natural world; intellectual skills, including critical and creative thinking; Personal responsibility;</td>
<td>Intellectual growth; enhanced self-esteem; appreciating diversity; spiritual awareness; realistic self-appraisal.</td>
<td>Cognitive complexity; knowledge acquisition &amp; integration.</td>
<td>Problem-solving skills; strong work ethic; flexibility/adaptability; creativity; entrepreneurial skills/risk taker.</td>
<td>Baxter-Magolda self-authorship domains: cognitive maturity, integrated identity. Chickering vectors: developing competence, cognitive complexity, establishing identity. (including specific identify development: Josselson - women; Cross, Helm’s, Phinney - racial and ethnic; Cass, D’Augelli – GLBT). Kohlberg, Gilligan: moral development. Perry intellectual and moral development.</td>
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<tr>
<td>Competence</td>
<td>Be competent</td>
<td>Practical skills including written and oral communication, information literacy, teamwork and problem-solving; ethical reasoning; integrative and applied learning.</td>
<td>Collaboration; effective communication; career choices; leadership development; healthy behavior; independence.</td>
<td>Knowledge application; practical competence; interpersonal &amp; intrapersonal competence;</td>
<td>Ability to work in a team; communication skills; analytical/quantitative skill; technical skills; detail-oriented; computer skills; interpersonal skills; organizational ability; strategic planning; tactfulness; friendly/outgoing personality.</td>
<td>Baxter-Magolda domain: mature relationships. Chickering vectors: managing emotions. Schlossberg transition theory. Perry intellectual and moral development.</td>
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