

Measurable Learning Outcomes Grid

From:

Learning Reconsidered (2004). NASPA & ACPA. Washington, D.C.

STUDENT OUTCOMES	DIMENSIONS OF OUTCOMES	SAMPLE DEVELOPMENTAL EXPERIENCES FOR LEARNING	BODIES OF KNOWLEDGE FOR EDUCATORS
1. Cognitive Complexity	Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration	Readings and discussions; campus speakers; problem based learning; action research; study abroad; campus newspaper & media; cultural advocacy groups; diversity programming; judicial board	Cognitive development, identity development, interpersonal sensitivity, epistemology, reflective judgment, consciousness, pedagogy
2. Knowledge acquisition; integration; and application	Understanding knowledge in 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	Service learning; group projects; internships; jobs (on/off campus); career development courses and programs; web-based information search skills; activities programming boards (e.g. film, concerts); campus publications	Experiential learning, cognitive development, identity development, interpersonal sensitivity, epistemology, learning theory, career development
3. 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; diversity programming; study abroad	Identity development; multicultural competence; campus climate; reflective judgment; orders of consciousness; moral development; cognitive development
4. 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; student governance groups; community based organizations; leadership courses and programs; open forums; activism; judicial boards;	Leadership theory, community development, group dynamics, organizational development and change theory, moral development, orders of consciousness
5. Interpersonal and intrapersonal competence	Realistic self appraisal and self understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity; 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; support groups; peer mentor programs; student led judicial boards; paraprofessional roles (e.g. RA, peer tutors); disability support services; student employment	Psychosocial theory; identity development; interpersonal sensitivity; multiple intelligences; moral and ethical development

6. Practical Competence	Effective communication; capacity to manage one's affairs; economic self-sufficiency and vocational competence; maintain health & wellness; prioritize leisure pursuits; living a purposeful & satisfying life	Campus recreation programs; food service & health center programs; drug & alcohol education; career development courses & programs; financial planning programs; club sports & recreation programs; personal counseling	Psychosocial theory; self-efficacy; career development; self-authorship
7. Persistence & academic achievement	Manage college experience to achieve academic & personal success; academic goal success including degree attainment	Learning skills; bridge programs; peer mentoring; staff mentoring; supplemental instruction/tutoring; orientation programs; financial aid; disability support services; child care services	Retention theory; person-environment fit; socialization; family systems