Division of Student Affairs (DSA) Learning Domains

The Student Affairs student learning domains and associated student learning outcomes help guide the assessment efforts of the division. The CAS (Council for the Advancement of Standards) Learning and Development Outcome domains have been chosen to provide guidance for division learning outcomes. The learning domains are: 1) Knowledge Acquisition, 2) Cognitive Complexity, 3) Intrapersonal Development, 4) Interpersonal Competence, 5) Humanitarianism and Civic Engagement, and 6) Practical Competence. CAS is a nationally recognized leader in the Student Affairs Profession whose primary mission is to promote the improvement of programs and services to enhance the quality of student learning and development.

There are several resources that offer learning domains similar to those promoted by CAS: AAC&U's LEAP (2011), Learning Reconsidered (NASPA & ACPA, 2004), and Learning Reconsidered 2 (Keeling, 2006), learning outcomes detailed by academic accrediting agencies (Drechsler Sharp, Komives, & Fincher, 2011), and the Degree Qualifications Profile (DQP) (Adelman, Ewell, Gaston, & Schneider, 2011).

CAS Domains (2008)	Learning Reconsidered (2004)	LEAP [AAC&U] (2007)	Disciplines (2011)	Degree Qualifications Profile [DQP] (2011)
• Knowledge Acquisition, Construction, Integration and Application	• Knowledge Acquisition, Integration, and Application	• Knowledge of Human Cultures and the Physical and Natural World	• Knowledge Bases	• Specialized Knowledge; Broad and Integrative Knowledge
• Cognitive Complexity	• Cognitive Complexity	• Intellectual and Practical Skills	• Critical Thinking	• Intellectual Skills
• Intrapersonal Development • Interpersonal Competence • Humanitarianism and Civic Engagement	• Interpersonal and Intrapersonal Competence • Humanitarianism • Civic Engagement	• Personal and Social Responsibility	• Intrapersonal Attributes and Competencies • Interpersonal relations with diverse others • Ethics • Management & collaborative leadership	• Civic and Global Learning
• Practical Competence	• Practical Competence • Persistence and Academic Achievement	• Integrative and Applied Learning	• Professional Skills • Life-long Learning	• Applied and Collaborative Learning

The Division of Student Affairs outcome domains and learning outcomes are provided below.

DSA Learning Domains (Outcomes Underneath)

Students who utilize or interact with Student Affairs programs, activities, and services will:

Learning Domain 1 – Knowledge Acquisition
- Acquire knowledge that supports their academic and personal growth.
- Integrate knowledge that supports their academic and personal growth.
- Apply knowledge that supports their academic and personal growth.

Learning Domain 2 – Cognitive Complexity
- Acquire critical thinking skills that support their ability to effectively address and solve problems.
- Demonstrate critical thinking skills that support their ability to effectively address and solve problems.

Learning Domain 3 – Intrapersonal Development
- Develop an integrated sense of personal identity.
- Develop a sense of self.

Learning Domain 4 – Interpersonal Competence
- Develop healthy relationships with others.
- Develop respectful relationships with others.
- Demonstrate an awareness of the personal implications for holding societally marginalized identities.
- Demonstrate an awareness of the personal implications for holding societally privileged identities.

Learning Domain 5 - Humanitarianism and Civic Engagement
- Demonstrate an understanding of cultural and human differences.
- Demonstrate an appreciation of cultural and human differences.
- Develop knowledge of sustainability from an environmental, social, and economic lens.

Learning Domain 6 – Practical Competence
- Acquire practical skills that will enable them to live a meaningful and healthy life.
- Demonstrate practical skills that will enable them to live a meaningful and healthy life.

Mapping DSA Learning Domains to Institutional Learning Objectives

Institutional Learning Objective	DSA Learning Domain
Creativity: Education for creativity includes the development of an understanding of the ways in which the arts and sciences support expression of the diversity of the human experience and human community, and the development of the ability to apply creative skills in problem solving; it stimulates the imagination to inform new ways of understanding our place in the world and contributes to innovative solutions addressing the challenges we face locally and globally.	• Cognitive Complexity
Reasoning: Education for reasoning includes the development and application of logic, analytic and synthetic skills, the reflective discovery and use of information, the ability to identify and understand problems, ask effective questions, understand and apply ethical principles appropriate to the task(s) and communities at hand, and the application of requisite knowledge and skills as part of multidisciplinary approaches to key challenges at all levels of society.	• Knowledge Acquisition • Cognitive Complexity • Practical Competence
Communication: Education for personal and professional expression includes the development of written and oral communication skills for technical, professional, and public audiences. These skills include developing the capacity to listen substantively and communicate effectively and respectfully in settings where a variety of viewpoints, cultures, identities, and objectives may intersect; skills central to effective and equitable communication in a diverse society.	• Practical Competence • Interpersonal Competence
Responsibility: Education for personal and social responsibility is built upon an understanding of the social and educational advantages of viewpoint diversity and the ability to learn from those with perspectives, histories, cultures, and identities different from our own. Personal and social responsibility involves shared deliberation on the just ordering of political and legal systems, the presence of and options for responding to systemic barriers to equity and inclusiveness, and an understanding of the interconnectedness of societies worldwide. Finally, personal and social responsibility also includes understanding and being able to articulate and justify the values and principles involved in personal decision-making, taking responsibility for our own actions, speech, and reasoned convictions, engaging in critical reflection, and as warranted, self-correction or principled dissent; as well as understanding and participating in relevant governance systems.	• Knowledge Acquisition • Intrapersonal Development • Interpersonal Competence • Humanitarianism & Civic Engagement
Collaboration: Education for collaboration is oriented toward the effective and sustainable stewardship of human, economic, and environmental resources. This involves developing cooperative and mutually beneficial relationships with others; understanding of the advantages of shared discourse, open inquiry, and constructive disagreement regarding proposed solutions to social problems; demonstrating skill in guiding and assisting a group, organization, or community in meeting its goals; understanding the dynamics of a group and exhibiting democratic principles as a leader or group member; and communicating a vision, mission, or purpose that encourages commitment and action in others.	• Practical Competence • Humanitarianism & Civic Engagement