

Learning Aims
Division of Student Affairs
Willamette University

Educational Priority: As a result of their experience at WU, students will positively contribute to building communities for a just world.

By *positive social change*, we mean improvements of human and social conditions for the betterment of society.

By *just world* we mean a world where systems and structures center people who have historically been excluded. *Social justice* is a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. It involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the world (Hardiman, Jackson, & Griffin, 2007)¹.

1. Learning Goal: Self-Growth

Narrative: Students' ability to lean into new opportunities for learning and knowing and to feel ready for life's challenges is tied to their sense of self and the fundamental question, "Who am I?". Most students initially adopt external expectations of themselves as their own, without genuine exploration of the self. Finding, listening to, and constructing an internal self-authored voice as the source of self-definition serves as the internal compass needed to guide learning and decision-making. Key to the process of self-growth is to move beyond a fixed identity that originates from how others label or define them to an evolution of self that moves students to becoming authors of their own lives. Through exploration and reflection of their abilities, interests, salient identities, and values, students will develop a greater internal voice that will assist them in finding their purpose (Magolda, 2001², Magolda & King, 2004³).

LG Statement: Students will engage in experiences that will lead to an evolution of their sense of self⁴.

Learning Outcomes: Each student will be able to...

- 1.1 Articulate their strengths and areas of challenge.
- 1.2 Articulate their salient identities and their impact on others.
- 1.3. Identify strategies to overcome obstacles.
- 1.4. Describe their values.

¹Hardiman, R., Jackson, B., & Griffin, P. (2007). Conceptual foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (pp. 35–66). Routledge/Taylor & Francis Group.

²Magolda, M.B. (2001). *Making their own way: Narratives for transforming higher education to promote self development*. Sterling, VA: Stylus Publishing, LLC.

³Magolda, M.B., & King, P.M. eds. (2004). *Learning partnerships: Theory and models of practice to education for self-authorship*. Sterling, VA: Stylus Publishing, LLC.

⁴ Gee, J.P. (2000). Identity as an analytic lens for research. *Review of Research in Education*, 25, 99-125.

	No understanding	Developing Understanding	Moderate Understanding	Transformation
1.1 Articulates strengths & challenge	No understanding of their strengths and challenges; not willing to reflect on strengths	Can identify one strength or challenge but not both	Can identify a few strengths and challenges	Can identify their strengths and challenges and ways to leverage their strengths and develop growth strategies
1.2 Articulates identities and impact	Does not view self as unique or unable to identify characteristics	Recognizes variety of characteristics that makes them unique	Can identify many of their core identities and can reflect on their impact on self & others	Articulates their core identities and how they've impacted their experiences, views & others
1.3 Identifies strategies to overcome obstacles	Unaware of or reluctant to discuss obstacles OR cannot identify strategies or solutions	Can identify 1 obstacle	Can identify 1-2 obstacles and 1-2 strategies to overcome them	Can identify challenges and implement strategies to overcome
1.4 Describes values	Cannot articulate values	Can articulate values they have internalized from others	Has awareness of values they have inherited from others and can reflect on what they mean to them	Has developed an internal voice/compass that considers values of others but can define values for themselves

2. Learning Goal: Connect Meaningfully with Others

Narrative: Forming meaningful, positive, authentic relationships with people different from oneself are the connections that serve as the basis for a fulfilling life—these relationships are key to wellbeing and learning. Complex decision making requires engagement in mature relationships that are characterized by respect for self, respect and understanding for others' identities and cultures, and by productive collaboration to negotiate and integrate multiple perspectives and needs into these relationships. This interdependence requires openness to other perspectives without being consumed by them or sacrificing self to please others (Magolda, 2001)⁵. Having meaningful connections also supports students feeling as if they matter. During transitions in particular, students' knowing that they can depend on and feel

⁵ Magolda, M.B. (2001). *Making their own way: Narratives for transforming higher education to promote self development*. Sterling, VA: Stylus Publishing, LLC.

important to somebody helps them gain a sense of belonging on campus that is key to their retention and success at Willamette (Schlossberg,1989)⁶.

LG Statement: Students will establish meaningful relationships with their peers.

Learning Outcomes: Each student will be able to...

- 2.1 Establish positive connections with peers.
- 2.2 Engage meaningfully with a community.
- 2.3 Listen with empathy and compassion.
- 2.4 Participate in productive conflict resolution.
- 2.5 Establish meaningful relationships with people different from themselves.

	None	Developing	Moderate	Transformative
2.1 Has positive peer connections	No connections	Has one peer connection	Has connections with peers with shared interests/experiences	Feels as if they matter to a peer group
2.2 Engages meaningfully with a community	Is not engaged with a community	Can identify communities they want to get connected to	Is engaged in at least one community	Is meaningfully engaged in a community (i.e., attends meetings, has relationships, matters)
2.3 Displays empathy	Does not express an understanding or consideration of others' experiences or feelings	Knows that others think and feel differently but primarily focuses on their own needs/perspective	Able to understand thoughts and feelings of others; perspectives limited & not far from own experience	Consistently demonstrates understanding for others; considers multiple perspectives; responds to others' in sensitive ways
2.4 Participates in productive conflict resolution	Doesn't recognize conflict or engages in negative behaviors	Recognizes when conflict exists and identifies possible solutions	Identifies conflict and utilizes some strategies for conflict resolution	Recognizes role in conflict; effectively engages in resolution to mutually enhance relationships
2.5 Meaningful connections with diverse peers	Has no relationships with diverse peers OR Engages in	Identifies components of mutual respect; open to	Engages in respectful relationships	Has meaningful and sustained relationships with peers different

⁶ Schlossberg, N. K. (1989). Marginality and mattering: Key issues in building community. In D.C. Roberts (Ed.), *Designing campus activities to foster a sense of community* (pp. 5–15). New Directions for Student Services, no. 48. San Francisco, CA: Jossey-Bass.

	disrespectful behaviors within their relationships	establishing/improving relationships with others		from oneself that support mutual well-being
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3. Learning Goal: Well-being

Narrative: Critical to students' ability to learn and thrive on campus and beyond is their ability to maintain their well-being. Well-being includes having good mental, physical, social, and emotional health. Questioning systems and structures that cause distress and understanding communities as restorative resources are key components to long-term health. Well-being is seen in having the ability to productively manage stress, feeling high life satisfaction, and a sense of meaning and purpose.

LG Statement: Students will apply their knowledge and skills to support their well-being.

Learning Outcomes: Each student will be able to...

3.1 Define what well-being means to them.

3.2 Identify resources and strategies to support their well-being.

3.3. Integrate well-being practices into their daily life.

3.4 Apply strategies to support the well-being of their peers and communities.

	No understanding	Developing Understanding	Moderate Understanding	Transformation
3.1 Can define what well-being means to them	Has no understanding of well-being or what it means to them	Is developing and understanding of what well-being means to them	Can articulate what well-being means to them in one dimension	Can articulate a holistic understanding of what well-being means to them
3.2 Identifies resources and strategies	Has no knowledge of well-being resources	Can identify one resource to support their well-being	Can identify multiple resources to support their well-being	Can identify resources and has developed a strategy to support their well-being
3.3 Integrates well-being practices into their daily life	Does not engage in behaviors that support their well-being/no awareness of self-care	Is developing an understanding of how their choices can impact their well-being and variety of aspects of well-being	Engages in 1-2 behaviors to support their well-being	Has a well-rounded plan and routine that supports their well-being
3.4 Applies strategies to support peers and community	Does not understand or engage in supporting their peers well-being	Can articulate ways they could support the well-being of their peers and	Has engaged in one or two behaviors that showed care for the well-being of a	Regularly demonstrates care for the well-being of others and their community

		community	peer or their community	
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4. Learning Goal: Leadership for positive social change

Narrative: Willamette’s beloved motto, *Non nobis solum*, or “Not unto ourselves alone are we born,” captures the spirit of this goal, leadership that is aimed in service of a better community and the greater good of humanity. Effective leadership is about creating the conditions for groups, teams, organizations, and communities to effectively and creatively leverage opportunities for greater social impact. Leadership is a purposeful, collaborative, values-driven process, not dependent on a title or position. Instead, a "leader" is anyone who wants to work with others to make a positive difference. Leaders commit to improving the groups or communities of which they are members, act in ways that are consistent with their values, and partner with others toward mutually agreed upon goals. Leadership for effective social change requires self-knowledge, group collaboration, and a vision and commitment for a socially just world (Komives, Wagner, & NCLP, 2016)⁷.

LG Statement: Students will engage in leadership for the betterment of their communities.

Learning Outcomes: Each student will be able to...

- 4.1 Identify cultural messages they’ve internalized.
- 4.2 Discuss how systems of oppression operate.
- 4.3 Identify opportunities to foster greater equity in their communities.
- 4.4. Effectively contribute to positive change in their communities.

	No understanding	Developing Understanding	Moderate Understanding	Transformation
4.1 Can identify internalized cultural messages	Cannot identify any message they have learned about their culture/or has no understanding of cultural messages	Is developing an understanding of what a cultural message is and/or one they may have internalized	Can identify some cultural messages they have internalized and how it has impacted them	Can identify the ways they have been shaped by cultural messages and is working to heal/mitigate their impact
4.2 Can discuss how systems of oppression operate	Has no understanding of power, privilege or oppression	Is beginning to understand how power and/or privilege and/or oppression operates	Can provide an example of how oppression has impacted themselves or a community that they are not a	Can explain how oppression operates to others

⁷Komives, S.R., Wagner, W., NCLP (National Clearinghouse for Leadership Programs). (2016). *Leadership for a better world: Understanding the social change model of leadership development, 2nd Edition*. Wiley, New Jersey.

			member	
4.3 Can identify opportunities to foster greater equity in their communities	Cannot identify equity issues in any of the communities in which they they are a member/does not use an equity lens	Has identified an equity issue in a community in which they are a member OR shows interest for developing an equity lens	Has one idea about how to address equity issue in a community in which they are a member	Can use a critical lens to identify equity issues in their communities and strategies to address them
4.4 Effectively contributes to positive change in their communities	Is not engaged in making any positive change in their communities OR Negatively engages in their communities	Makes decisions based on implications for broader community/explores actions for greater justice in communities	Is advocating for ways to foster greater equity in a community in which they are a member	Has made effective positive contributions to their communities that enhances experiences for all