



**LEARNING IN**  
**Student Affairs**

2020-21



**UMASS  
BOSTON**

# In Student Affairs, we believe that student learning happens throughout and across the college experience.

That learning must account for systemic oppression, power and privilege, and culture and identity. Accordingly, we have developed five broad, division-wide student learning domains (professional readiness, global and [inter] cultural awareness, leadership, social responsibility/civic engagement, and personal competence) that structure the co-curricular learning which takes place through the programs, activities, and services offered by Student Affairs and provide opportunities for students to learn and grow in service of social action, transformation, personal development, and wellness. During the 2020-2021 academic year, staff that oversee the below experiences assessed student learning as detailed below.\*

	 <b>Professional Readiness</b>	 <b>Global and (Inter)Cultural Awareness</b>	 <b>Leadership</b>	 <b>Social Responsibility/Civic Engagement</b>	 <b>Personal Competence</b>
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Beacon Card Student Employees	X				
Dean of Students Student Employees	X	X	X	X	X
Housing and Residence Life Residence Assistants	X		X		X
Student Activities Student Leaders	X		X		
New Student and Family Programs Orientation Leaders	X				
OSLCE Beacon Voyages for Service and First Year Leadership Experience			X	X	
Student Multicultural Affairs Immigrant Student Program Mentors and Coordinators	X	X	X	X	X
U-ACCESS Specialists and Coordinators	X	X	X	X	X
VCSA Student Employees	X				



## The results of these assessments were noteworthy, as students were found to have grown in competence between fall and spring assessments for each domain as detailed below.



**6% increase** in *professional readiness* at the leading or knowledgeable\*\* levels.



**9% increase** in *global and (inter) cultural awareness* at the leading or knowledgeable\*\* levels.



**12% increase** in *leadership* at the leading or knowledgeable\*\* levels.



**13% increase** in *social responsibility/civic engagement* at the leading or knowledgeable\*\* levels.



**27% increase** in *personal competence* at the leading or knowledgeable\*\* levels.

\* Domains were selected by each area to reflect the learning focus/foci of that experience.

\*\* To assess students a rubric was used that contained a four-point scale with the values of exposure (low competence), developing, knowledgeable, leading (high competence).