

Campus Activities Learning Outcomes

Department Goals

- Educate and develop leaders by engaging students in conversations of personal, group, and community values;
- Create transformative educational experiences where students and communities thrive;
- Support equity, inclusion, and a campus culture driven by student well-being;
- Provide students with opportunities to learn life skills.

Division Strategic Plan Alignment:

The Division of Student Affairs established the following four Strategic Goals to guide its work for 2017-2020:

1. Enhance the culture of equity and inclusion. **(G1)**
2. Cultivate a culture where individuals and communities thrive. **(G2)**
3. Disrupt the culture of at-risk substance use. **(G3)**
4. Foster a culture of consent and healthy relationships. **(G4)**

Alternative Breaks	
Objective	Empower students to be leaders of social change through a service learning curriculum that incorporates individual growth, team skills, and cultural awareness. (G1, G2, G3)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the concept of intersectionality while exploring one's identity in at least 3 social categories. 2. Articulate the role that power, privilege, and oppression play in the context of social issues. 3. Learn how to work collaboratively by applying at least three principles of good partnership. 4. Develop confidence to initiate social justice projects and make an impact. 5. Understand the historical, sociopolitical, and cultural perspectives (held by others if applicable) surrounding specific social issues. 6. Compare and critique the effectiveness of at least two approaches to addressing specific social issues.

Trojan Food Pantry	
Objective	Empower students to seek help, and provide relief for students with food insecurity. (G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Feel a sense of belonging to USC. 2. Learn about campus and off-campus resources. 3. Learn about healthy eating habits.

Friends and Neighbors Day

Objective	Provide students with enriching opportunities for civic engagement and educate students on how to be advocates for social change. (G1, G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Work collaboratively by applying at least one principle of good partnership. 2. Learn about one approach to address their service site's social issue.

Late Night 'SC

Objective	Support a culture of non-substance use. (G3)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Integrate healthy physical, mental, and emotional practices into students' everyday lifestyles by using the information and techniques provided through the Late Night 'SC programs. 2. Participate in activities that do not promote substance use due to the diverse range of programs that are offered to students. 3. Attend Late Night 'SC events as an alternative to attending social activities where substance use may be prevalent.
Objective	<ol style="list-style-type: none"> 1. Enhance the personal wellbeing of students by providing them with opportunities to practice self-care and self-expression through alternative activities during the weekend prime social hours. (G2) 2. Form and cultivate healthy social relationships. (G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Integrate healthy physical, mental, and emotional practices into students' everyday lifestyles by using the information and techniques provided through the Late Night 'SC programs. 2. Participate in activities that do not promote substance use due to the diverse range of programs that are offered to students. 3. Attend Late Night 'SC events as an alternative to attending social activities where substance use may be prevalent.

Leadership Education And Development (L.E.A.D.)

Objective	Develop understanding of leadership and how to use this to enact change. (G1, G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Explain leadership models and philosophies (such as Servant Leadership, Leadership Member Exchange, Social Change Model, etc.). 2. Assess leadership models, philosophies and paradigms of leadership. 3. Articulate the role of power, privilege, and oppression within leadership structures. 4. Analyze leadership paradigms, theoretical approaches and philosophies. 5. Identify strategies for how to enact change in various educational, professional and community environments.
Objective	Participate in activities to learn about leadership through outdoor recreation. (G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Increase student access to Southern California natural resources and promote an interest in outdoor recreation, environmental stewardship, and wellness. 2. Foster responsible leadership development through experiential learning using the principles of the Social Change Model. 3. Introduce students to the intersection of outdoor recreation and leadership practices allowing the development of teamwork, risk management, and personal growth.

Recognized Student Organizations

Objective	Form groups that allow students to develop personal and professional relationships, learn leadership and organizational skills, and serve the community. (G1, G2, G3, G4)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate understanding of skills necessary to manage groups, including university policies, risk management, member recruitment, and retention. 2. Display reasoned, flexible and a collaborative approach to leadership. 3. Understand and practice steps of effective event planning, scheduling, logistics, implementation, promotion, execution and evaluation. 4. Demonstrate personal characteristics that positively affect the workplace and organization.

Student Government

Objective	Translate the skills acquired through student involvement to students' career & personal growth. (G1, G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Identify three leadership strengths. 2. Navigate conflict resolution and develop mediation skills. 3. Enhance their communication skills when interacting with students from different backgrounds. 4. Understand and follow governing documents, university, state, and national policies. 5. Develop collaborative skills by engaging with peers, advisors, students and campus partners.
Objective	Educate, entertain, and advocate for the student body to create a positive student experience. (G1, G2, G3, G4)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Develop an understanding of personal identity, power, privilege and oppression by participating in ongoing cultural competency trainings. 2. Participate in activities that encourage diversity of thought and experience and promote an inclusive environment.
Objective	Feel a sense of belonging to USC by participating in USG/GSG. (G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Formulate the student's own concept of thriving. 2. Identify two strategies for a healthy lifestyle.
Objective	Develop programs and initiatives for USC students. (G1, G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Assess and respond to advocacy and programmatic interests of the student body. 2. Identify all aspects of planning and executing an event or initiative, and complete all relevant tasks in a timely manner. 3. Develop, implement, monitor, and make adjustments to budgets based on allocated funding.

Student Employment	
Objective	Develop life skills and leadership experience to help develop the students' professional experiences. (G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Understand a strong work ethic, and being an active member of a team striving for a common goal. 2. Actively seek various resources to complete a task, and providing excellent customer service. 3. Articulate team goals and expectations to team members, and motivating them to achieve their best. 4. Identify and adapting behaviors based on understood information and experiences to various situations or settings.
Objective	Align graduate student employees with NASPA/ACPA competencies. (G2)
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Identify one's own informal theories of student development ("theories in use") and how they can be informed by formal theories to enhance work with students. 2. Construct learning outcomes for both daily practice as well as teaching and training activities. 3. Facilitate problem-solving, individual decision-making and goal-setting. 4. Challenge and support students and colleagues. 5. Encourage reflection to make meaning from experiences with students, groups, colleagues, and others.