

Figure 2. **Scope and Sequence Matrix for Undergraduate Students Based on Selected Developmental Vectors***

	First Year	Second Year
Developing Competence (intellectual, physical/manual, and social/interpersonal)	Ability to access student learning support resources; Evidence of basic critical thinking skills.	Describes benefits of student learning resources to first-year students; Ability to act as a campus advocate.
	Ability to demonstrate proficiency in physical education, athletics, dance, or other activity that documents translation of abstract concepts into tangible products.	Active member of student recreation, intramural, or athletic activities; Engagement with campus or community fine arts efforts.
Managing Emotions	Actively engages in programs or service learning efforts that offer skills-based education in conflict mediation, respect for differences, or participation in community dialogue.	Through formal or ad hoc participation, serves as a peer mentor in housing/residential life programs, judicial programs, alcohol and other drug education programs, peer counseling programs, or women, LGBT, or other minority student programs.
Moving through Autonomy Toward Interdependence	Demonstrates adherence to personal beliefs and values through engagement in peer dialogues, individuation from parents or other familial caretakers, and ability to take ownership for one's circumstances.	Engages in programs or service learning activities that contribute to an ethical and respectful living environment; Advances a respectful community of student citizenry on and off campus; Demonstrates evidence of reasonable financial competencies.
Developing Mature Interpersonal Relationships	Ability to engage in productive and respectful relationships with roommates or peers.	Contribution as an active member of student mentoring or leadership group.
Establishing Identity	Ability to reflect on the impact of peer pressure as it pertains to one's sense of self, sense of culture, gender, race, and sexual orientation.	Engages in learning activities and programs that allow students to explore diversity, equity, and human rights. Gains comfort individuating from organizations or cliques that prescribe standards based on socioeconomic class, gender, or body image.
Developing Purpose	Ability to access and proactively use personal counseling, professional or faculty advising, and career counseling services.	Full commitment to a major course of study; Ability to describe one's career goals and differentiate career from job; Development of a portfolio or other document that illustrates links between personal, academic, service or experiential learning and career goals.
Developing Integrity	Engages in programs and courses of study that allow for examination personal values on a range of issues. Works with an adviser to register for a balance of courses that includes the arts, sciences, religion, and international issues.	Demonstrates social competencies that include ability to contrast personal beliefs with those of other and differing beliefs; Ability to engage in thoughtful discourse on social issues; Demonstrates empathy.

*Developmental vectors after A.W. Chickering and L. Reisser, *Education and Identity* (San Francisco: Jossey-Bass, 1993).

Third Year	Fourth Year
<p>Contributes as a leader to supplemental instruction, tutoring, peer education, or other student support services.</p>	<p>Through assessment and evaluation activities acts as an adviser to the senior student affairs officer in matters pertinent to the quality of student support services.</p>
<p>Engages in program conceptualization and planning for recreation, athletic, intramural, or fine arts activities.</p>	<p>Acts as an advocate to the institution about the benefits to the community of quality recreation and fine arts activities.</p>
<p>Assesses the need for, plans, and implements student-led peer education, housing/residential life, peer counseling, or service learning efforts that seek to engage undergraduate students in skills-based education that results in civility and community engagement.</p>	<p>Synthesizes program and student learning outcomes data from relevant programs; makes recommendations to senior student affairs officers about the quality and productivity of programs relevant to this area of student development.</p>
<p>Provides leadership to campus and community housing efforts; Through formal and ad hoc activities provides community mentorship to peers in-classroom and out-of-classroom activities; Manages finances effectively and acts as a resource to peers.</p>	<p>Acts as an adviser to senior campus leadership; Assesses quality and productivity of campus efforts that seek to build students' capacity to develop healthy interdependence from peers and family.</p>
<p>Contributes to formal organizational efforts to broaden leadership opportunities for undergraduate students; Develops and convenes student leadership retreats, symposia, or intercollegiate conferences to explore service and experiential learning.</p>	<p>Works closely with the institution's senior leadership to link service or experiential learning to general education programs and specific courses of study; acts as a peer adviser to senior capstone projects.</p>
<p>Engages in student and community leadership opportunities that support positive youth development, healthy parenting, and human rights.</p>	<p>Acts as adviser to the institution's leadership on matters related to equality, supporting first year students as they transition into the institution, and contributes to evaluation of current programs to ensure access and equity.</p>
<p>Active engagement in internship, study abroad, or comprehensive service learning activities; Provides peer leadership in chosen fields of interest and formal study.</p>	<p>Has a plan for post-bachelors work (e.g., graduate school application process, job interviews, etc); Adheres to high quality of academic and campus standards that promote the brand identity of the institution; Develops relationships with alumni and seeks opportunities to advance the institution. Knows who he or she is.</p>
<p>Actively engages in debates, institution and community supported events that promote critical thinking. Can synthesize life lessons from opposing viewpoints (e.g., pro-life and pro-choice; the role of women in the workplace; same-sex marriage, etc).</p>	<p>Engages in institutional efforts to examine general education requirements that seek to develop "whole human beings;" Acts as a student spokesperson for the institution on matters of critical thinking, student development, and academic rigor.</p>

The identification of desired student learning outcomes creates a new horizontal force