

Social Responsibility

STUDENT LEARNING OUTCOMES (SLOs)



1. Demonstrate Growth

Articulates the acquisition, integration, construction, and application of knowledge

2. Improve Cognitive Complexities

Recognizes and gives some validity to different dimensions, values, and viewpoints in a situation, along with links or interactions among them.

3. Diversity of Communities and Cultures

Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

4. Analysis of Knowledge

Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to service, civic engagement, and one's own civic participation in life, politics, and government.

5. Identity and Commitment

Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity. Develop an appreciation and continued commitment to service, humanitarianism, public action etc.

6. Interpersonal Communication

Tailors communication strategies to effectively express, listen, and adapt to others to establish foster and maintain relationships to further service and civic action.

7. Action and Reflection

Demonstrates independent experience and shows initiative in team leadership of complex or multiple service/civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

8. Contexts/Structures

Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a service/civic aim.

*Criteria from AAC&U Civic Engagement VALUE Rubric, <https://www.aacu.org/civic-engagement-value-rubric>
See all VALUE rubrics at <http://www.aacu.org/value-rubrics>

LEADERSHIP

STUDENT LEARNING OUTCOMES (SLOs)



1. Knowledge of Self as Leader

Can clearly articulate own leadership capacity based on a thorough examination of personal leadership style, vision, and values.

2. Ethical Self-Awareness

Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.

3. Application of Ethical Perspectives/Concepts

Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.

4. Human Diversity

Demonstrates in interactions with others understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

5. Meaningful Relationships:

Has the ability to build a relationship that is of personal significance based on respect and support

6. Collaboration:

Seeks the involvement and feedback of others in order to contribute to the achievement of a group goal. Integrates alternate, divergent, or contradictory perspectives or ideas fully

7. Team Leadership:

- Provides guidance to a team by demonstrating exemplary behaviors
- Supports a constructive team climate by doing all of the following: Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members

8. Navigation of Organizational Culture:

Understands the ways in which an organization conducts its business, as well as the values that hold the organization together

9. Civic Identity and Commitment

Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

10. Civic Action and Reflection

Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

11. Personal and Social Responsibility

Takes informed and responsible action to address ethical, social, and environmental challenges in human systems and evaluates the local and broader consequences of individual and collective interventions.

12. Well-Being

Consistently demonstrates behaviors that support own emotional and physical wellbeing and can clearly articulate the relationship between health and the ability to function as an effective leader.

* Criteria from AAC&U Civic Engagement VALUE Rubric,
<http://www.aacu.org/value/rubrics>

** Criterion revised from AAC&U Intercultural Knowledge and Competence VALUE Rubric,

<http://www.aacu.org/value/rubrics/intercultural-knowledge>

*** Criteria from AAC&U Ethical Reasoning VALUE Rubric,

<http://www.aacu.org/ethical-reasoningvalue-rubric>

**** Criterion from AAC&U Teamwork VALUE Rubric,

<http://www.aacu.org/value/rubrics/teamwork>

***** Criterion from AAC&U Creative Thinking VALUE Rubric,

<http://www.aacu.org/value/rubrics/creative-thinking>

***** Criterion revised from AAC&U Global Learning VALUE Rubric,

<http://www.aacu.org/value/rubrics/global-learning>

See all VALUE rubrics at <http://www.aacu.org/value-rubrics>

Integrative Learning

STUDENT LEARNING OUTCOMES (SLOs)

*AAC&U Inquiry and Analysis VALUE Rubric SLOs**

1. Topic Selection

Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.

2. Existing Knowledge, Research, and/or Views

Synthesizes in-depth information from relevant sources representing various points of view/approaches.

3. Design Process

All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.

4. Analysis

Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.

5. Conclusions

States a conclusion that is a logical extrapolation from the inquiry findings.

6. Limitations and Implications

Insightfully discusses in detail relevant and supported limitations and implications.

*AAC&U Problem Solving VALUE Rubric SLOs*****

1. Define Problem

Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.

2. Identify Strategies

Identifies multiple approaches for solving the problem that apply within a specific context.

3. Propose Solutions/Hypotheses

Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.

4. Evaluate Potential Solutions

Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.

5. Implement Solutions

Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem

6. Evaluate Outcomes

Reviews results relative to the problem defined with thorough, specific considerations of need for further work.

*AAC&U Critical Thinking VALUE Rubric SLOs***

1. Explanation of issues

Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

2. Evidence

Selecting and using information to investigate a point of view of conclusion. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.

3. Influence of context and assumptions

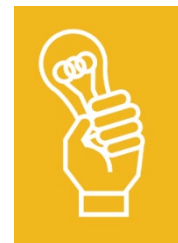
Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

4. Student's position (perspective, thesis/hypothesis)

Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).

5. Conclusions and related outcomes (implications and consequences)

Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.



AAC&U Integrative Learning VALUE Rubric

*SLOs******

1. Connections to Experience

Meaningfully synthesizes connections among experiences outside of the formal classroom to deepen understanding of fields of study and to broaden own points of view.

2. Connections to Discipline

Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. Integrate classroom learning, theory and course content with internship experiences.

3. Transfer

Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. Describe and explain work responsibilities and duties (evidence of understanding)

4. Integrated Communication

- Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Articulate and demonstrate team work, collaboration and leadership
- Reflection and Self-Assessment: Articulate how the internship experiences match up with career options, interests and skills (i.e. how have experiences expanded, directed or confirmed career options, interests and skills?)
- Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).

5. Diversity of Communities and Cultures

- Articulate and demonstrate improvement in professional etiquette (including time management, dress code, formal versus informal protocols, etc.)
- Articulate and demonstrate cultural competence in the workplace

6. Contexts/Structures

- Articulate the importance of work ethic and appropriate ethical behavior in the workplace at both the local and global levels
- Demonstrates ability and commitment to collaboratively work across and within contexts and structures to achieve professional goals

AAC&U Creative Thinking VALUE Rubric

*SLOs****

1. Acquiring Competencies

Reflect: Evaluates creative process and product using domain appropriate criteria.

2. Taking Risks

Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.

3. Solving Problems

Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.

4. Embracing Contradictions

Integrates alternate, divergent, or contradictory perspectives or ideas fully.

5. Innovative Thinking

Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.

6. Connecting, Synthesizing, Transforming

Transforms ideas or solutions into entirely new forms.

*Criteria from AAC&U Inquiry & Analysis VALUE Rubric,
<http://www.aacu.org/value/rubrics/inquiry-analysis>

**Criteria from AAC&U Critical Thinking VALUE Rubric,
<http://www.aacu.org/value/rubrics/critical-thinking>

****Criteria from AAC&U Problem Solving VALUE Rubric,
<http://www.aacu.org/value/rubrics/problem-solving>

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Personal Development

STUDENT LEARNING OUTCOMES (SLOs)

1. Health and Wellness

Consistently exhibits behaviors that promote own emotional, physical, and mental health and nurtures the same for others. Care of self and others, consistently exhibits behaviors that promote own emotional, physical, and mental health and nurtures the same for others. Clearly articulates the essential connections between personal health and the health of the natural environment and of the community

2. Beliefs

Explores issues of purpose, meaning, beliefs, and/or faith

3. Ethics, Values, Integrity

Incorporates dependability, honesty, and trustworthiness. Consistently responds positively to the opportunities and challenges of human difference, including differences in opinion and world-view.

4. Self-Management

Has a level of identity awareness and understanding

5. Identity development, Emotional Intelligence, and Resilience

Integrates aspects of identity and uses emotional information to guide thinking and behavior

6. Goal achievement and wellness

Clearly articulates the relationship between health and one's capacity to meet personal, academic, and life goals

7. Engagement

Consistently demonstrates positive engagement in academic and co-curricular aspects of life and can clearly articulate its importance for success. Consistently exhibits behaviors that demonstrate a clear sense of personal role in fostering and sustaining a healthy sense of community that includes well-being for all.



*Criteria from AAC&U Global Learning VALUE Rubric <http://www.aacu.org/value/rubrics/global-learning>

**Criteria from AAC&U Intercultural Knowledge and Competence VALUE Rubric <http://www.aacu.org/value/rubrics/intercultural-knowledge>

***Excerpt from Cultural Competence Rubric - Weber State University in Utah

<http://www.weber.edu/wsuiimages/SAAssessment/Rubrics/Cultural%20Competency%20Rubric.pdf>

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Intercultural Competence

STUDENT LEARNING OUTCOMES (SLOs)

1. Global Self-Awareness

Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context. Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

2. Cultural Knowledge & Competence

Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems. Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

3. Global Perspective/Perspective Taking

Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.) Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.

4. Social Justice:

Advocates for a just society where all people have a right to fair and equitable treatment, support, and resources

5. Personal, Social & Civic Responsibility

Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and

natural worlds. Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.



6. Challenging One's Biases

Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. Demonstrates ability to assess the impact of assumptions, judgments, and/or biases related to one's own and other cultures.

7. Incorporate Perspectives

Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

8. Empathy

Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

9. Respect/Civility

Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. Demonstrates ability to assess the impact of assumptions, judgments, and/or biases related to one's own and other cultures.

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CULTURAL COMPETENCE

*AAC&U Intercultural Knowledge and Competence VALUE Rubric***

1. Knowledge (cultural self- awareness)

Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

2. Knowledge (knowledge of cultural worldview frameworks)

Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

3. Skills (empathy)

Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

4. Skills (verbal and nonverbal communication)

Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.

5. Attitudes (curiosity)

Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives

6. Attitudes (openness)

Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.

CULTURAL AWARENESS***

Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. Demonstrates ability to assess the impact of assumptions, judgments, and/or biases related to one's own and other cultures.

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