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.

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:
   o Provides guidance to a team by demonstrating exemplary behaviors
   o 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.

** Criterion revised from AAC&U Intercultural Knowledge and Competence VALUE Rubric, http://www.aacu.org/value-rubrics/intercultural-knowledge
*** Criterion 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
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
   o 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.
   o Articulate and demonstrate team work, collaboration and leadership
   o 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?)
   o 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
   o Articulate and demonstrate improvement in professional etiquette (including time management, dress code, formal versus informal protocols, etc.)
   o Articulate and demonstrate cultural competence in the workplace

6. Contexts/Structures
   o Articulate the importance of work ethic and appropriate ethical behavior in the workplace at both the local and global levels
   o 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 Critical Thinking VALUE Rubric, http://www.aacu.org/value/rubrics/critical-thinking
See all VALUE rubrics at http://www.aacu.org/value-rubrics
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/wsuimages/SAAssessment/Rubrics/Cultural%20Competency%20Rubric.pdf
See all VALUE rubrics at http://www.aacu.org/value-rubrics
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 one’s 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.


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

***Excerpt from Cultural Competence Rubric - Weber State University in Utah [http://www.weber.edu/wwsiimages/SAAssessment/Rubrics/Cultural%20Competency%20Rubric.pdf](http://www.weber.edu/wwsiimages/SAAssessment/Rubrics/Cultural%20Competency%20Rubric.pdf)***

See all VALUE rubrics at [http://www.aacu.org/value-rubrics](http://www.aacu.org/value-rubrics)
**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.

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