

# STUDENT LEARNING OUTCOMES (SLOs)

## FRAMEWORK

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“Understanding and application might be likened to coloring within the lines; critical thinking helps students question assumptions—to color outside the lines; transformative learning is about thinking about things in a new way and moving in new directions—creating a new picture without relying on the old lines.” (Eyler, J., & Giles, D. E., Jr. Where’s the learning in service learning? (1999). San Francisco: Jossey-Bass, p. 17)

## LEADERSHIP

### STUDENT LEARNING OUTCOMES (SLOs)

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#### 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. *Fosters Constructive Teamwork Climate* \*\*\*\*

- 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.

#### **6. Embracing Contradictions \*\*\*\*\***

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

#### **7. 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.

#### **8. 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.

#### **9. 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.

#### **10. Well-Being**

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

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

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

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

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

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

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

\*\* Criterion from AAC&U Ethical Reasoning VALUE Rubric

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

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

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

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

(Learn more and view all AAC&U VALUE Rubrics at <http://www.aacu.org/value/rubrics>)