

Co-Curricular Learning Outcomes

Updated 11-1-16

Augsburg University educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings.

As Informed Citizens, students will:

1. Engage their communities and demonstrate a sense of agency to create positive, informed, and meaningful change ([Civic Engagement](#)).
2. Explain one's and others' global impacts and perspectives, as well as collaborate effectively across social, cultural, and geographic differences in local and global contexts ([Global Learning](#)).

As Thoughtful Stewards, students will:

3. Engage critically with their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context ([Faith & Values](#)).
4. Identify the broad foundations for healthy, sustainable living and apply them in demonstrable ways ([Health & Wellness](#)).

As Critical Thinkers, students will:

5. Gain skills necessary to successfully complete tasks and navigate systems relevant to academics, career, family, finances, and/or other settings ([Practical & Academic Competence](#)).
6. Understand their own and other cultural norms and be able to effectively communicate and empathize with individuals who do not share similar cultural backgrounds from themselves ([Intercultural Competence](#)).
7. Recognize their own identities, privileges, and biases; name and navigate systems of power and oppression; and demonstrate their agency towards creating a more socially just world ([Social Justice](#)).

As Responsible Leaders, students will:

8. Be able to work and to collaborate effectively with others, as well as develop self-awareness of personal attributes and factors that allow them to live productive lives ([Interpersonal & Intrapersonal Development](#)).
9. Provide facilitation, contribute, engage with conflict, and solve problems within a group setting that constructively enhance that group's goals and initiatives ([Leadership Exploration & Development](#)).

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Civic Engagement

Students will recognize and articulate their role in multiple communities, and engage their communities and demonstrate a sense of agency to create positive, informed, and meaningful change.

Definition: Civic engagement is effective and intentional action that is conducted in diverse and open settings in order to shape the world around us. It is the public work of co-creating our communities and developing civic agency - the combination of capacity, knowledge, skills, values, and motivation to make that difference.

Outcome Dimensions	Civic engagement is demonstrated by students who have the ability to:
Analysis of Knowledge	a. Connect knowledge from one's academic discipline to make relevant connections to one's participation in civic life, politics, and government.
Civic Identity and Commitment	b. Develop a sense of civic identity, see oneself as a public producer and co-creator of community and the common good.
Civic Communication	c. Communicate in public arenas through expressing, listening, and/or adapting ideas through others' perspectives. d. Show ability to express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	e. Work with others across lines of difference to produce a public or common good. f. Participate, reflect, and understand accomplishments/impact made in regard to one's civic engagement activities.
Civic Contexts and Structures	g. Work within organizations, movements, campaigns, etc. to achieve a civic aim. h. Analyze and navigate complex systems and processes.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Analysis of Knowledge¹	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment¹	Provides evidence of experience in civic engagement activities and describes what one has learned about oneself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic engagement activities and describes what one has learned about oneself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of one's experience in civic engagement activities and does not connect experiences to civic identity.
Civic Communication¹	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: Express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: Express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: Express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection¹	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts and Structures¹	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic context and structures, <i>tries out a few to see what fits</i> .

¹See Civic Engagement VALUE Rubric for definitions and framing language to help guide scoring process.

Glossary

- **Civic Identity:** When one sees oneself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- **Service-learning class:** A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- **Communication skills:** Listening, deliberation, negotiation, consensus building, and productive use of conflict.

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- **Civic life:** The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
 - **Politics:** A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
 - **Government:** “The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts.” (Retrieved from the Center for Civic ENgagement Website, May 5, 2009).
 - **Civic/community contexts:** Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, nonprofit organization, town, state, nation) or defined by shared identity (i.e., African Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

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Global Learning

Students will explain one's and others' global impacts and perspectives and collaborate effectively across social, cultural, and geographic differences in local and global contexts.

Definition: Global learning is “a critical analysis of an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability” (*AAC&U Global Learning VALUE Rubric, 2016*).

Outcome Dimensions	Global learning is demonstrated by students who have the ability to:
Global Self-Awareness	a. Evaluate the global impact of one's own and others' actions on the world.
Perspective Taking	b. Synthesize others' perspectives when investigating subjects within natural and human systems.
Cultural Diversity	c. Understand the experiences of others in both a historical and current context.
Personal and Social Responsibility	d. Analyze consequences of global systems, identifying a range of actions to these informed by one's sense of responsibility.
Understanding Global Systems	e. Analyze major elements of global systems, posing solutions to complex problems.
Applying Knowledge to Contemporary Global Contexts	f. Plan and evaluate more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Global Self-Awareness²	Effectively address significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking²	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).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity²	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.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility²	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.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems²	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.	Analyzes the major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts²	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

²See Global Learning VALUE Rubric for definitions and framing language to help guide scoring process.

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Glossary

- **Global self-awareness:** In the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
- **Perspective taking:** The ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, cultural, disciplinary, environmental, local, and global.
- **Cultural diversity:** The ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender nationhood, religion, and class.
- **Personal and social responsibility:** The ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.
- **Global systems:** The complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems (1) are influenced and/or constructed, (2) operate with differential consequences, (3) affect the human and natural world, and (4) can be altered.
- **Knowledge application:** In the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

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Faith & Values

Students will critically engage their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context.

Definition: Faith and values is defined as a combination of the following intellectual and religious components: “grace, vocation, caritas, paradox, and freedom” (*Vocation, Access, and Excellence: The Educational Vision of Augsburg* [VAE], 2012, p. 4).

- Grace is defined as salvation from God (VAE, 2012).
- Vocation “represents the . . . view of the congruence between one’s being and doing; it claims the entirety of one’s life” (VAE, 2012, p. 4).
- Caritas is defined as “responding to God’s love for creation by caring for and acting responsibly in the world” (VAE, 2012, p. 4).
- Paradox is defined as “[recognizing] the complexity of many issues of both faith and human life” and “[admitting] the fallibility of both individual humans and all human institutions” (VAE, 2012, p. 4).
- Freedom is defined as the idea that each person is a mediator between God and other people, and that education does not require “unquestioning obedience to authority or intellectual conformity” (VAE, 2012, p. 4). It also requires respect for others’ viewpoints.

Because these components are defined within a Lutheran context, the outcome dimensions below have been amended to encompass a broader range of faiths and belief systems—including those who identify as nonreligious—for the purposes of measurement.

Outcome Dimensions	Faith and values are demonstrated by students who have the ability to:
Vocation	a. Understand one’s own core beliefs and the origins of those beliefs.
Caritas	b. Articulate one’s desire to create positive change in the world around them. c. Demonstrate one’s work to create positive change in the world around them.
Paradox	d. Understand core beliefs from at least one other worldview and the origins of those beliefs. e. Recognize complexity and differences between different faith and belief systems, including one’s own.
Freedom	f. Initiate and develop interactions with people of different belief, faith, and value systems. g. Demonstrate respect for individuals who hold viewpoints contrary to one’s own.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Vocation³	Student discusses in detail/analyzes both one's own core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both one's core beliefs and the origins of the core beliefs.	Student states both one's core beliefs and the origins of the core beliefs.	Student states either one's core beliefs or articulates the origin of the core beliefs but not both.
Caritas	Demonstrates independent/group experience and shows initiative in team leadership of complex or multiple projects to affect positive change, accompanied by reflective insights or analysis about how the aims and accomplishments of one's actions benefit the world around them.	Demonstrates independent experience and/or team leadership to affect positive change, with reflective insights or analysis about how the aims and accomplishments of one's actions benefit the world around them.	Has clearly participated in working to affect positive change and begins to reflect or describe how one's actions may benefit the world around them.	Has minimal evidence of one's experience in creating positive change and shows minimal ability to articulate desire to enact such change.
Paradox	Has a sophisticated understanding of at least 2 other worldviews and is able to articulate the complexity between one's own and these other faith/belief systems.	Has a deeper understanding of one other worldview and begins to articulate the complexity between one's own and another's faith/belief system.	Has a surface understanding of one other worldview and articulates some differences between one's own and another's faith/belief system.	Has minimal understanding of one other worldview but shows no ability to articulate the complexity and differences between one's own and another's faith/belief system.
Freedom	Initiates and develops interactions with people of different belief, faith, and value systems. Consistently demonstrates respect for those who hold viewpoints contrary to one's own.	Begins to initiate and develop interactions with people of different belief, faith, and value systems. Begins to demonstrate respect for those who hold viewpoints contrary to one's own.	Expresses openness to most, if not all, interactions with people of different belief, faith, and value systems. Has some difficulty demonstrating respect for those who hold viewpoints contrary to one's own.	Receptive to interacting with people of different belief, faith, and value systems. Has difficulty demonstrating respect for those who hold viewpoints contrary to one's own.

³See Ethical Reasoning VALUE Rubric for definitions and framing language to help guide scoring process.

Glossary

- **Core beliefs:** Those fundamental principles that consciously or unconsciously influence one's ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture, or training. A person may or may not choose to act on their core beliefs.

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Health & Wellness

Students will identify the broad foundations for healthy, sustainable living and apply them in demonstrable ways.

Definition: Health is “a state of complete physical, mental, and social well-being” (World Health Organization, 1948); wellness is “an active process of becoming aware of and making choices towards a more successful existence” (National Wellness Institute, 2016).

Outcome Dimensions	Health and wellness are demonstrated by students who have the ability to:
Living Purposeful and Satisfying Life	<ul style="list-style-type: none"> a. Commit to being planful and active in having meaningful purpose in one’s life. b. Demonstrate ability to experience satisfaction in one’s life.
Physical Health & Wellness	<ul style="list-style-type: none"> c. Understand and articulate the ways to improve and maintain one’s own physical health and wellness. d. Demonstrate ability to achieve goals in relation to one’s own physical health and wellness.
Emotional Health & Wellness	<ul style="list-style-type: none"> e. Understand and articulate the ways to improve and maintain one’s own emotional health and wellness. f. Demonstrate ability to achieve goals in relation to one’s own emotional health and wellness.
Spiritual Health & Wellness	<ul style="list-style-type: none"> g. Understand and articulate the ways to improve and maintain one’s own spiritual health and wellness. h. Demonstrate ability to achieve goals in relation to one’s own spiritual health and wellness.
Consent	<ul style="list-style-type: none"> i. Understand and practice consent within an array of relationships, including sexual, romantic, platonic, etc.
Sexual Health & Wellness	<ul style="list-style-type: none"> j. Understand and articulate choices for engaging in safer sex practices.
Chemical Health & Wellness	<ul style="list-style-type: none"> k. Understand and articulate choices for engaging in responsible use.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Living Purposeful and Satisfying Life	Demonstrates active plan to find purpose and experience satisfaction, and is able to articulate purpose and satisfaction in one's life as a result of these actions.	Shows commitment to planning how one will find purpose and experience satisfaction, and begins to achieve one's goals to do so.	Shows commitment to planning how one will find purpose and experience satisfaction.	Shows minimal interest in finding purpose and in experiencing satisfaction.
Physical Health & Wellness	Is able to articulate goals to improve and maintain one's own physical health and wellness, and is able to demonstrate an ability both to achieve these goals and connect their impact on one's own health and wellness.	Is able to articulate goals to improve and maintain one's own physical health and wellness, and begins to demonstrate an ability to achieve these goals.	Is able to articulate goals to improve and maintain one's own physical health and wellness.	Shows minimal interest or understanding of how to improve and maintain one's own physical health and wellness.
Emotional Health & Wellness	Is able to articulate goals to improve and maintain one's own emotional health and wellness, and is able to demonstrate an ability both to achieve these goals and connect their impact on one's own health and wellness.	Is able to articulate goals to improve and maintain one's own emotional health and wellness, and begins to demonstrate an ability to achieve these goals.	Is able to articulate goals to improve and maintain one's own emotional health and wellness.	Shows minimal interest or understanding of how to improve and maintain one's own emotional health and wellness.
Spiritual Health & Wellness	Is able to articulate goals to improve and maintain one's own spiritual health and wellness, and is able to demonstrate an ability both to achieve these goals and connect their impact on one's own health and wellness.	Is able to articulate goals to improve and maintain one's own spiritual health and wellness, and begins to demonstrate an ability to achieve these goals.	Is able to articulate goals to improve and maintain one's own spiritual health and wellness.	Shows minimal interest or understanding of how to improve and maintain one's own spiritual health and wellness.
Consent	Shows understanding of consent and is able to articulate ways of negotiating consent in an array of relationships, including sexual, romantic, platonic, etc., and does so through an intercultural framework (i.e., differences in verbal/nonverbal communication, expressiveness, etc.).	Shows understanding of consent and is able to articulate ways of negotiating consent in an array of relationships, including sexual, romantic, platonic, etc.	Shows understanding of consent and begins to articulate some ways of negotiating consent in sexual relationships.	Shows understanding of consent and its importance in sexual relationships.
Sexual Health & Wellness	Shows understanding of multiple safer sex practices, as well as campus and community resources (including those that are not relevant to oneself), and is able to articulate skills for practicing these behaviors.	Shows understanding of multiple safer sex practices, as well as campus and community resources, and begins to articulate skills for practicing these behaviors.	Shows understanding of multiple safer sex practices and their importance in sexual health and wellness, and demonstrates knowledge of campus and community resources.	Shows understanding of some safer sex practices and their importance in sexual health and wellness.
Chemical Health & Wellness	Shows understanding of multiple responsible use practices (e.g., responsible use vs. misuse, frequency, mood when using amounts, goal for	Shows understanding of multiple responsible use practices (e.g., responsible use vs. misuse, frequency, mood when	Shows understanding of multiple responsible use practices (e.g., responsible use vs. misuse, frequency, mood when	Shows understanding of some responsible use practices (e.g., responsible use vs. misuse, frequency, mood when use,

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	using, etc.), as well as campus and community resources (including those that are not relevant to oneself), and is able to articulate skills for practicing these behaviors.	using, amounts, goal for using, etc.), as well as campus and community resources, and begins to articulate skills for practicing these behaviors.	using, amounts, goal for using, etc.) and their importance in chemical health and wellness, and demonstrates knowledge of campus and community resources.	amounts, goal for using, etc.) and their importance in chemical health and wellness.
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Glossary

- **Chemical Health & Wellness** - To maintain overall chemical health and engage in appropriate and responsible use (e.g., alcohol/tobacco/drug use, medication safety, etc.).
- **Consent** - Consent requires words or overt actions by a person indicating a freely given present agreement to perform a particular sexual act with another person. Silence or the absence of resistance does not imply consent. It is a voluntary agreement to engage in sexual activity between individuals of legal age. Consent means the person is freely giving their present agreement to engage in sexual activity. Consent must be given at every stage of sexual activity. Past consent does not imply future consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another (Augsburg Sexual Misconduct Policy, 2016).
- **Emotional Health & Wellness** - To have a positive self-concept, deal constructively with one’s feelings, and develop positive qualities (e.g., optimism, trust, self-confidence, determination, persistence, dedication; Insel & Roth, 2012).
- **Physical Health & Wellness** - To maintain overall physical health and engage in appropriate physical activity (e.g., stamina, strength, flexibility, healthy body composition, nutrition, sleep, preventive medicine; Insel & Roth, 2012; SAMHSA, 2016).
- **Satisfaction** - A sense of contentment as experienced through one’s own cultural lens.
- **Spiritual Health & Wellness** - To develop a set of beliefs, principles, or values that give meaning or purpose to one’s life; to develop faith in something beyond oneself (e.g., religious faith, service to others, meditation, use of time; Insel & Roth, 2012; SAMHSA, 2016).

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Practical & Academic Competence

Students will gain skills necessary to successfully complete tasks and navigate systems relevant to academics, career, finances, and/or other settings.

Definition: Practical competence is the ability to complete certain tasks and “skills that will be useful in career . . . or other settings” (*Learning Reconsidered 2*, 2006, p. 79).

Outcome Dimensions	Practical and academic competence are demonstrated by students who have the ability to:
Effective Communication	<ul style="list-style-type: none"> a. Exchange verbal and nonverbal thoughts, messages, or information leading to shared meaning. b. Understand communication within hierarchical and egalitarian relationships.
Capacity to Manage One’s Affairs	<ul style="list-style-type: none"> c. Use organization, time management, goal planning, personal finances, personal care, and balance of competing life roles.
Systems Navigation	<ul style="list-style-type: none"> d. Navigate the systems with which one interacts, including larger systems (e.g., employment, healthcare, etc.) or higher education systems (e.g., campus support resources, curriculum, degree planning/progression, financial aid, organizational culture, etc.).
Decision-Making	<ul style="list-style-type: none"> e. Make appropriate decisions for oneself and others, articulating one’s rationale for doing so.
Professional Competence	<ul style="list-style-type: none"> f. Develop and demonstrate attitudes, skills, and knowledge that contribute to one’s ability to function in a workplace.
Leisure Prioritization	<ul style="list-style-type: none"> g. Establish a balance between one’s leisure and other commitments.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Effective Communication	Is able to communicate (verbally and nonverbally) with others in a way that creates shared meaning using a variety of communication methods, and effectively demonstrates navigation of hierarchical and egalitarian relationships.	Is able to communicate (verbally and nonverbally) with others in a way that creates shared meaning, and effectively demonstrates navigation of hierarchical and egalitarian relationships.	Is able to identify how one's communication styles (verbal and nonverbal) do or do not create shared meaning with others, and has a basic understanding of effectively navigating hierarchical and egalitarian relationships.	Has a minimal level of understanding of methods of communication (verbal and nonverbal) with others but doesn't necessarily create shared meaning or effectively navigate hierarchical and egalitarian relationships.
Capacity to Manage One's Affairs	Demonstrates the capacity to manage one's affairs in all dimensions below: <ul style="list-style-type: none"> ● Balance of Competing Life Roles ● Goal Planning ● Organization ● Personal Care ● Personal Finances ● Time Management 	Demonstrates the capacity to manage one's affairs in 4-5 dimensions below: <ul style="list-style-type: none"> ● Balance of Competing Life Roles ● Goal Planning ● Organization ● Personal Care ● Personal Finances ● Time Management 	Demonstrates the capacity to manage one's affairs in 2-3 dimensions below: <ul style="list-style-type: none"> ● Balance of Competing Life Roles ● Goal Planning ● Organization ● Personal Care ● Personal Finances ● Time Management 	Demonstrates the capacity to manage one's affairs in 1 dimension below: <ul style="list-style-type: none"> ● Balance of Competing Life Roles ● Goal Planning ● Organization ● Personal Care ● Personal Finances ● Time Management
Systems Navigation	Successfully navigates the systems with which one interacts (larger or higher education).	Is able to begin to navigate the systems with which one interacts (larger or higher education).	Has an adequate understanding of the systems with which one interacts (larger or higher education).	Is able to identify the systems with which one interacts (larger or higher education).
Decision-Making	Is able to make decisions that are both appropriate for oneself and other individuals while having a sophisticated understanding of the reason these decisions are mutually beneficial.	Is able to make decisions that are both appropriate for oneself and other individuals while having an adequate understanding of the reason these decisions are mutually beneficial.	Begins to make decisions that are both appropriate for oneself and other individuals while having a partial understanding of the reason these decisions are mutually beneficial.	Has a minimal understanding for the reasons why certain decisions should be mutually appropriate for both oneself and others.
Professional Competence	Demonstrates the attitudes, skills, and knowledge necessary to function across different workplace environments.	Demonstrates the attitudes, skills, and knowledge necessary to function in a workplace.	Has an adequate understanding of the attitudes, skills, and knowledge leading to one's ability to function in a workplace.	Has a minimal understanding of the attitudes, skills, and knowledge leading to one's ability to function in a workplace.
Leisure Prioritization	Consistently demonstrates how to balance work and leisure activities relevant to one's own life.	Begins to demonstrate how to balance work and leisure activities relevant to one's own life.	Has an adequate understanding of how to balance work and leisure activities relevant to one's own life.	Has a minimal understanding of how to balance work and leisure activities relevant to one's own life.

Glossary

- **Balance** - Proper prioritization of work (e.g., academic, career, etc.) and leisure (e.g., sleep, meditation, play, exercise, music, etc.) activities.

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Intercultural Competence

Students will understand their own and other cultural norms and be able to effectively communicate and empathize with individuals who do not share similar cultural backgrounds from themselves.

Definition: Intercultural competence is “the overall capacity of an individual to manage key challenging features of intercultural communication” (Augsburg University Diversity, Inclusion & Equity, 2017).

Outcome Dimensions	Intercultural competence are demonstrated by students who have the ability to:
Cultural Self-Awareness	a. Recognize one’s own cultural rules and biases.
Diversity of Communities and Cultures	b. Reflect and be curious on how one’s attitudes and beliefs are different from those of other cultures and communities.
Knowledge of Cultural Worldview Frameworks	c. Demonstrate knowledge of cultural worldview frameworks with respect to other cultures’ history, values, politics, communication styles, economy, beliefs, and/or practices.
Empathy	d. Empathize by recognizing intellectual and emotional dimensions of more than one worldview.
Verbal and Nonverbal Communication	e. Recognize and negotiate shared meaning in cultural differences with verbal and nonverbal communication.
Curiosity	f. Ask questions and seek information about other cultures.
Openness	g. Interact with people of different cultural backgrounds.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Cultural Self-Awareness⁴	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how one's experiences have shaped these rules; and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules share with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group[s]; e.g., uncomfortable with identifying possible cultural differences with others).
Diversity of Communities and Cultures¹	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.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Knowledge of Cultural Worldview Frameworks⁴	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.	Demonstrates adequate 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.	Demonstrates partial 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.	Demonstrates surface 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.
Empathy⁴	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.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Verbal and Nonverbal Communication⁴	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.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

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Curiosity⁴	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Openness⁴	Initiates and develops interactions with culturally different others. Suspends judgment in valuing one's interactions with culturally different views.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing one's interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgement in one's interactions with culturally different others, and is aware of own judgment and expressed a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in one's interactions with culturally different others, but is unaware of own judgment.

¹See Civic Engagement VALUE Rubric for definitions and framing language to help guide scoring process.

⁴See Intercultural Knowledge and Competence VALUE Rubric for definitions and framing language to help guide scoring process.

Glossary

- **Culture:** All knowledge and values shared by a group.
- **Cultural rules and biases:** Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Empathy:** “Empathy is the imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining [one’s] perspective (not by assuming the person’s position)”. Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-225. Yarmouth, ME: Intercultural Press.
- **Intercultural experience:** The experience of an interaction with an individual or groups of people whose culture is different from your own.
- **Intercultural/cultural differences:** The differences in rules, behaviors, communication, and biases based on cultural values that are different from one’s own culture.
- **Suspends judgment in valuing their interactions with culturally different others:** Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from oneself. Disconnecting from the process of automatic judgment and taking time to reflect on possibility multiple meanings.
- **Worldview:** Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

Co-Curricular Learning Outcomes

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Social Justice

Students will recognize their own identities, privileges, and biases; name systems of power and oppression; and demonstrate their own agency to towards creating a more socially just world.

Definition: Social justice is defined as having “a sense of [one’s] own agency as well as a sense of social responsibility toward and with others, [one’s] society, and the broader world” in order to achieve “full and equal participation of all groups of society that is mutually shaped to meet [people’s] needs” (*Teaching for Diversity and Social Justice*, 2007, pp. 1-2).

Outcome Dimensions	Social justice is demonstrated by students who have the ability to:
Identity	<ul style="list-style-type: none"> a. Name one’s membership in various social group categories. b. Articulate the impact of one’s intersecting identities in how one experiences the world.
Bias Recognition	<ul style="list-style-type: none"> c. Recognize one’s own conscious and unconscious biases about others and how they impact assumptions and decision-making.
Privilege	<ul style="list-style-type: none"> d. Name one’s own privilege and power as a result of one’s identities. e. Demonstrate using one’s privilege and power to interrupt oppressive behaviors and attitudes.
Power & Oppression	<ul style="list-style-type: none"> f. Understand how systems of oppression impact life resources and communities. g. Demonstrate strategies to maneuver systems of power to affect positive social change.
Social Responsibility & Agency	<ul style="list-style-type: none"> h. Articulate desire and rationale to create positive change to eliminate social inequities and barriers. i. Demonstrate culturally appropriate strategies in which one can use one’s own skills and knowledge to affect positive social change.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Identity	<i>Is able to name and understand one's social identity groups across 3 social identity categories, and thoroughly articulates how at least 3 of one's intersecting identities impact one's experience in the world.</i>	<i>Is able to name and understand one's social identity groups across 3 social identity categories, and begins to articulate how one's intersecting identities impact one's experience in the world.</i>	<i>Is able to name and understand one's social identity groups across 2 social identity categories.</i>	<i>Is able to name one's social identity groups in one social identity category.</i>
Bias Recognition	<i>Recognizes conscious and unconscious biases, and thoroughly articulates how these biases impact one's assumptions and decision-making processes.</i>	<i>Recognizes conscious and unconscious biases, and begins to articulate how these biases impact one's assumptions or decision-making processes.</i>	<i>Recognizes conscious or unconscious biases, and has minimal awareness of how these biases impact one's assumptions or decision-making processes.</i>	<i>Minimal recognition of biases, and has no awareness of how these biases impact one's assumptions or decision-making processes.</i>
Privilege	<i>Has a sophisticated understanding of one's own privilege across intersecting identities, and is able to demonstrate using one's privilege to interrupt behaviors and attitudes that stem from oppressive systems.</i>	<i>Has an adequate understanding of one's own privileges, and begins to demonstrate using one's privilege to interrupt behaviors and attitudes that stem from oppressive systems.</i>	<i>Has a partial understanding of one's own privileges, and is able to name (but not necessarily demonstrate) how to interrupt behaviors and attitudes that stem from oppressive systems.</i>	<i>Has a surface understanding of one's own privilege.</i>
Power & Oppression	<i>Demonstrates a sophisticated understanding of systems of oppression that affect life resources and communities, and demonstrates multiple strategies to maneuver systems of power to affect positive social change.</i>	<i>Demonstrates an adequate understanding of systems of oppression that affect life resources and communities, and begins to demonstrate strategies to maneuver systems of power to affect positive social change.</i>	<i>Demonstrates a partial understanding of systems of oppression that affect life resources and communities, and begins to articulate—but not demonstrate—strategies to maneuver systems of power to affect positive social change.</i>	<i>Demonstrates a surface understanding of systems of oppression that affect life resources and communities.</i>
Social Responsibility & Agency	<i>Articulates desire and rationale to create positive social change, and demonstrates multiple culturally appropriate strategies in which they use their own skills and knowledge to affect such change.</i>	<i>Articulates desire and rationale to create positive social change, and begins to demonstrate culturally appropriate strategies in which they use their own skills and knowledge to affect such change.</i>	<i>Articulates desire and begins to articulate rationale to create positive social change, and begins to demonstrate strategies (not necessarily culturally appropriate) in which they use skills and knowledge to affect such change.</i>	<i>Begins to articulate desire to create positive social change.</i>

Glossary

- **Conscious Bias:** Also explicit bias; prejudices of which one is aware of having.
- **Unconscious Bias:** Also implicit bias; prejudices about certain groups of people that form outside their own conscious awareness.
- **Life Resources:** Resources that significantly impact a person or a community, such as housing, employment, education, healthcare, government, politics, criminal justice, media, etc.

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- **Privilege:** “Unearned access to [life] resources only readily available to some people as a result of their advantaged social group membership” (*Teaching for Diversity and Social Justice*, 2007, p. 59).
 - **Social Identity:** The ways in which an individual characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.
 - **Systems of Oppression:** Prejudice plus power; “a system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional, and cultural levels.” It affects the ability to access or to participate in life resources (*Teaching for Diversity and Social Justice*, 2007, p. 58).
 - **Systems of Power:** Power is the ability to act or produce an effect, particularly in regard to life resources. This can result in having *power over* (e.g., use of domination), *power with* (e.g., use of connection and cooperation), and *power within* (e.g., the use of inner wisdom). Systems of power describe how individuals and communities have power over, within, and with other communities and life resources. (*Teaching for Diversity and Social Justice*, 2007, p. 190).

Interpersonal & Intrapersonal Development

Students will be able to work and to collaborate effectively with others, as well as develop self-awareness of personal attributes and factors that allow them to live productive lives.

Definition: Interpersonal competence is developing the ability to work and to collaborate effectively with others; intrapersonal competence is the ability to gather realistic appraisal, understanding, and respect for oneself, as well as being able to integrate multiple parts of one’s identity into a whole (*CAS Learning and Developmental Outcomes, 2008*).

Outcome Dimensions	Interpersonal and intrapersonal development are demonstrated by students who have the ability to:
Self-Appraisal and Self-Understanding	<ul style="list-style-type: none"> a. Identify and reflect upon one’s life factors, personal strengths, and weaknesses. b. Develop, maintain, and express positive traits (i.e., identity, self-esteem, confidence, goal setting, etc.).
Meaningful Relationships	<ul style="list-style-type: none"> c. Interact with others in healthy, mutually beneficial ways.
Interdependence	<ul style="list-style-type: none"> d. Be mutually responsible to and dependent upon others.
Collaboration and Working Across Difference	<ul style="list-style-type: none"> e. Collaborate and work together towards a joint effort, including with those who have different beliefs, ideologies, abilities, and/or personal or other differences.
Interpersonal Health & Wellness	<ul style="list-style-type: none"> f. Understand and articulate the ways to improve and maintain one’s own interpersonal health and wellness. g. Demonstrate ability to achieve goals in relation to one’s own interpersonal health and wellness.
Environmental Health & Wellness	<ul style="list-style-type: none"> h. Understand and articulate the ways to improve and maintain one’s own environmental health and wellness. i. Demonstrate ability to achieve goals in relation to one’s own environmental health and wellness.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Self-Appraisal and Self-Understanding	Demonstrates a sophisticated understanding around one's life factors, strengths, and weaknesses; and positively develop, maintain, and express four of the traits below: <ul style="list-style-type: none"> • Confidence • Goal Setting • Identity • Self-Esteem 	Demonstrates an adequate understanding around one's life factors, strengths, and weaknesses; and positively develop, maintain, and express three of the traits below: <ul style="list-style-type: none"> • Confidence • Goal Setting • Identity • Self-Esteem 	Demonstrates a partial understanding around one's life factors, strengths, and weaknesses; and positively develop, maintain, and express two of the traits below: <ul style="list-style-type: none"> • Confidence • Goal Setting • Identity • Self-Esteem 	Demonstrates a surface understanding around one's life factors, strengths, and weaknesses; and positively develop, maintain, and express one of the traits below: <ul style="list-style-type: none"> • Confidence • Goal Setting • Identity • Self-Esteem
Meaningful Relationships	Consistently demonstrates the skills to interact with others in mutually healthy, beneficial ways.	Adequately demonstrates the skills to interact with others in mutually healthy, beneficial ways.	Articulates the skills necessary to interact with others in mutually healthy, beneficial ways.	Has interest in interacting with others in mutually healthy, beneficial ways.
Interdependence	Consistently fosters relationships with others that form healthy mutual responsibility and dependence with one another.	Begins to foster relationships with others that form healthy mutual responsibility and dependence with one another.	Articulates the importance of mutual responsibility and dependence on others.	Has surface understanding of the importance of mutual responsibility and dependence on others.
Collaboration and Working Across Difference	Consistently demonstrates the skills necessary to collaborate and work together with others towards a joint effort, and develops cohesive and successful collaborative, working relationships with people with different beliefs, ideologies, abilities, and/or personal or other differences.	Adequately demonstrates the skills necessary to collaborate and work together with others towards a joint effort, and develops adequately successful collaborative, working relationships with people with different beliefs, ideologies, abilities, and/or personal or other differences.	Articulates the skills necessary to collaborate and work together with others towards a joint effort, and begins to develop working relationships with people from different beliefs, ideologies, abilities, and/or personal or other differences.	Has interest in collaborating and working together with others towards a joint effort.
Interpersonal Health & Wellness	Is able to articulate goals to improve and maintain one's own interpersonal health and wellness, and is able to demonstrate an ability both to achieve these goals and connect their impact on one's own health and wellness.	Is able to articulate goals to improve and maintain one's own interpersonal health and wellness, and begins to demonstrate an ability to achieve these goals.	Is able to articulate goals to improve and maintain one's own interpersonal health and wellness.	Shows minimal interest or understanding of how to improve and maintain one's own interpersonal health and wellness.
Environmental Health & Wellness	Is able to articulate goals to improve and maintain one's own environmental health and wellness, and is able to demonstrate an ability both to achieve these goals and connect their impact on one's own health and wellness.	Is able to articulate goals to improve and maintain one's own environmental health and wellness, and begins to demonstrate an ability to achieve these goals.	Is able to articulate goals to improve and maintain one's own environmental health and wellness.	Shows minimal interest or understanding of how to improve and maintain one's own environmental health and wellness.

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Glossary

- **Interpersonal Health & Wellness** - To develop and maintain meaningful relationships with a network of friends and family members and to contribute to the community (e.g., friendly, good-natured, compassionate, supportive, good listener; Insel & Roth, 2012).
- **Environmental Health & Wellness** - To protect oneself from environmental hazards, and to minimize the negative impact of one's behavior on the environment (e.g., carpools, recycling; Insel & Roth, 2012).

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Leadership Exploration & Development

Students will facilitate and contribute constructively towards group initiatives, engage in conflict with others effectively, and solve problems through risk-taking and selecting from alternative proposals.

Definition: Leadership development is the “expanding [of one’s] collective capacity . . . to engage effectively in leadership roles and processes” that “generally enable to groups of people to work together in meaningful ways” (*The Handbook for Leadership Development*, 1998).

Outcome Dimensions	Leadership exploration and development are demonstrated by students who have the ability to:
Contributes to Meetings	a. Offer alternative solutions or course of action that build on the ideas of others.
Facilitates Contributions of Others	b. Engage others in ways that facilitate their contributions to meetings.
Individual Contributions Outside of Group	c. Complete work that is thorough and comprehensive.
Fosters Constructive Group Climate	d. Support a constructive group environment through respectful communication, positive attitude, motivating confidence, and providing assistance.
Responds to Conflict	e. Identify, acknowledge, and stay engaged with conflict.
Takes Risks	f. Take risks by incorporating new directions or approaches to a project, task, event, etc.
Solves Problems	g. Develop a logical, consistent plan to solve a problem, having selected from alternatives.

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	Capstone	Milestones		Benchmark
	4	3	2	1
Contributes to Meetings⁵	Helps the group move forward by articulating the merits of alternative ideas of proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates Contributions of Others⁵	Engages group members in ways that facilitate one's contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages group members in ways that facilitate one's contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages group members in ways that facilitate one's contributions to meetings by restating the views of other group members and/or asking questions for clarification.	Engages group members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Group⁵	Completes all assigned tasks; work accomplished is thorough, comprehensive, and advances the projects. Proactively helps other group members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks; work accomplished advances the project.	Completes all assigned tasks.
Fosters Constructive Group Climate⁵	<p>Supports a constructive group climate by doing all of the following:</p> <ul style="list-style-type: none"> ● Treats group 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 group and its work. ● Motivates group members by expressing confidence about the importance of the task and the group's ability to accomplish it. ● Provides assistance and/or encouragement to group members. 	<p>Supports a constructive group climate by doing three of the following:</p> <ul style="list-style-type: none"> ● Treats group 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 group and its work. ● Motivates group members by expressing confidence about the importance of the task and the group's ability to accomplish it. ● Provides assistance and/or encouragement to group members. 	<p>Supports a constructive group climate by doing two of the following:</p> <ul style="list-style-type: none"> ● Treats group 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 group and its work. ● Motivates group members by expressing confidence about the importance of the task and the group's ability to accomplish it. ● Provides assistance and/or encouragement to group members. 	<p>Supports a constructive group climate by doing one of the following:</p> <ul style="list-style-type: none"> ● Treats group 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 group and its work. ● Motivates group members by expressing confidence about the importance of the task and the group's ability to accomplish it. ● Provides assistance and/or encouragement to group members.
Responds to Conflict⁵	Addresses destructive conflict constructively, helping to manage/resolve it in a way that strengthens overall group cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common group, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

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Takes Risks⁶ <i>May include personal risk (fear of embarrassment or rejection) or risk for failure in successfully completing task (i.e., going beyond original parameters of tasks, introducing new materials and forms, tackling controversial topics, advocating for unpopular ideas or solutions, etc.).</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the task in the final product.	Incorporates new directions or approaches to the task in the final product.	Considers new directions or approaches without going beyond the guidelines of the task.	Stays strictly within the guidelines of the task.
Solves Problems⁶	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.

⁵See Teamwork VALUE Rubric for definitions and framing language to help guide scoring process.

⁶See Creative Thinking VALUE Rubric for definitions and framing language to help guide scoring process.