



## STUDENT LEARNING OUTCOMES

### COLLEGE OF COMMUNITY INNOVATION AND EDUCATION LEADERSHIP - B.S./B.A.

#### Discipline Specific Knowledge, Skills, Behavior and Values

1. **Self-Leadership:** Students will understand, synthesize, and evaluate their personal readiness for leadership by communicating effectively through written and oral means.
2. **Ethics:** Students will manifest an understanding of leadership ethics and service to others, illustrate, analyze, and assess ethical behaviors as demonstrated in written work and oral presentation in the classroom and in community/public settings.

<https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-ethical-reasoning>

From the VALUE rubric:

#### Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

#### Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

#### Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

**Ethical perspectives/concepts:** The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).

3. **Leadership Theory/Qualities:** Students will describe, apply, and criticize major leadership theories and be able to interpret theoretical foundations through a historical perspective. Students will be prepared to assess their own leadership qualities in relation to theoretical principles as they practice their leadership styles in placement settings like the class project or hands-on work.
4. **Critical Thinking Skills:** Students will understand the methods and skills needed for critical thinking and decision-making and be prepared to interpret situations and cases beyond surface arguments. Students will observe and understand the critical thinking habits of mentors and leaders as evaluated through the reflection experiences.

#### **Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

#### **Framing Language**

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

#### **Explanation of Issues criteria from the AAC&U Critical Thinking VALUE rubric**

<https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-critical-thinking>

5. **Problem-Solving Skills:** Students will apply problem-solving skills by taking on volunteer and community service projects or through case management activities.

#### **Definition**

Problem solving is the process of designing, evaluating, and implementing a strategy to

answer an open-ended question or achieve a desired goal.

### Framing Language

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

Definitions from the AAC&U Problem-Solving VALUE rubric.

<https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-problem-solving>

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**5. Problem-Solving Skills: Students will apply problem-solving skills by taking on volunteer and community service projects or through case management activities.**

**Definition**

**Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.**

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**Communication**

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#### **Assessment of Leadership - B.S./B.A. Outcomes**

**These outcomes will be assessed using a variety of assessment methods, including:**

- Tests
- Projects
- Presentations
- Papers
- Scoring rubrics