

**SLO Identification Rubric: Cognitive Complexity**  
**21<sup>st</sup> Century Skills: Creativity; Critical Thinking; Problem Solving**

**COGNITIVE COMPLEXITY:** To foster *cognitive complexity* in students' thinking, student affairs professionals must understand various learning theories of cognitive development, and development theories that forge identity. They should be able to apply these theories in ways that will enhance students' cognitive complexity.\*

Student Outcomes*	Outcome Dimensions*	Definition	Action Words**	Sample Developmental Experiences for Learning*	Sample Student Learning Outcomes	
<b>COGNITIVE COMPLEXITY</b>	<b>SET 1: Complexity</b>	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>•tell</li> <li>•explain</li> <li>•discuss</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom teaching, readings and discussions</li> <li>•Campus speakers</li> <li>•Problem based learning</li> <li>•Action research</li> <li>•Study abroad</li> <li>•Living-learning communities</li> <li>•Campus newspaper and media</li> </ul>	Students who participate in _____ will articulate the pros and cons of a particular subject matter and formulate their own opinion on the topic.	
		<b>Reflective Thinking</b>	<ul style="list-style-type: none"> <li>•compare</li> <li>•distinguish</li> <li>•reflect</li> <li>•describe</li> </ul>		1) Students who participate in _____ will be able to integrate personal experiences with a particular subject matter.  2) Students who participate in _____ will be able to change the way they understand or view the _____.	
		<b>Effective Reasoning</b>	<ul style="list-style-type: none"> <li>•integrate</li> <li>•understand</li> <li>•articulate</li> </ul>		Students who participate in _____ will be able to utilize methodologies of logical thinking to compare and contrast competing or opposing concepts.	
	<b>SET 2: Flexibility &amp; Integration</b>	<b>Intellectual Flexibility</b>	The ability to see the elements of truth in all sides of a controversy, to analyze arguments, and to construct coherent ways of evaluating those arguments.	<ul style="list-style-type: none"> <li>•analyze</li> <li>•discuss</li> <li>•criticize</li> <li>•defend</li> <li>•judge</li> <li>•apply</li> <li>•evaluate</li> </ul>	<ul style="list-style-type: none"> <li>•Cultural advocacy groups</li> <li>•LGBTQ awareness programs</li> <li>•Diversity programs</li> <li>•Group work in diverse teams</li> <li>•Judicial board involvement</li> </ul>	Students who participate in _____ are open to change. Students are able to engage in a discussion about a controversial subject matter and can argue either side of the topic.
		<b>Emotion/ cognition Integration</b>	The process of understanding how one's emotional response to newly acquired information impacts or effects how one appraises situations and makes coherent judgments.	<ul style="list-style-type: none"> <li>•criticize</li> <li>•respond</li> </ul>		Students who participate in _____ are able to engage in discussions about a particular subject and manage conflict constructively.
		<b>Identity/ cognition Integration</b>	The application of acquired knowledge that increases one's capacity to articulate and critique their personal stories about who they are (what life is about, what is going to happen to them and how they should respond to the various challenges life presents).	<ul style="list-style-type: none"> <li>•criticize</li> <li>•respond</li> </ul>		Students who participate in _____ can apply _____ knowledge to their life.

## SLO Identification Rubric: Knowledge Acquisition and Integration 21<sup>st</sup> Century Skills: Information Technology Literacy

**KNOWLEDGE ACQUISITION, APPLICATION and INTEGRATION:** To enhance *knowledge acquisition and application*, student affairs professionals must also have a comprehensive understanding of the higher education environment, career development theory, and the knowledge bases (e.g. community development, conflict resolution) behind their professional practice.\*

Student Outcomes*	Outcome Dimensions*	Definition	Action Words**	Sample Developmental Experiences for Learning*	Sample Student Learning Outcomes	
KNOWLEDGE ACQUISITION, APPLICATION and INTEGRATION	SET 1: Collection and Application	Acquisition & Comprehension	<ul style="list-style-type: none"> <li>•define</li> <li>•describe</li> <li>•recognize</li> <li>•list</li> <li>•recall</li> <li>•paraphrase</li> <li>•discuss</li> </ul>	<ul style="list-style-type: none"> <li>•Majors, minors, general education requirements, certificate programs</li> <li>•Laboratories</li> <li>•Action research</li> <li>•Research teams</li> <li>•Service learning</li> <li>•Group projects</li> <li>•Internships</li> <li>•Jobs (on/off campus), career development courses and programs</li> <li>•Living-learning communities</li> <li>•Web-based information search skills</li> <li>•Activities programming boards (e.g. concerts)</li> <li>•Drama, arts, and music groups; literary magazines</li> <li>•Special teams and activities (e.g. solar car, model UN)</li> </ul>	Students who participate in _____ will be able to summarize their learning and experiences verbally or written.	
		Integration	The ability to connect knowledge to other knowledge, ideas, and experiences. The analysis and synthesis of information.		<ul style="list-style-type: none"> <li>•distinguish</li> <li>•criticize</li> <li>•debate</li> <li>•reorganize</li> <li>•relate</li> <li>•write</li> <li>•incorporate</li> <li>•explain</li> </ul>	Student who participate in _____ will be able to combine and compare knowledge from a _____ (e.g. event, experience, internship, advising) to the _____ (e.g. classroom or real life).
		Application	The process of relating knowledge to daily life. Solving problems using acquired knowledge; apply methods of theories to new problems. [Bloom's idea of evaluation]		<ul style="list-style-type: none"> <li>•illustrate</li> <li>•solve</li> <li>•demonstrate</li> <li>•interpret</li> <li>•administer</li> <li>•apply</li> <li>•teach</li> </ul>	Students who participate in _____ will utilize _____ knowledge gained to solve problems in their life or work (e.g. application of study skills gained from tutoring sessions to become a better student, succeed at test taking).
	SET 2: Intentional Learning	Pursuit of Life Long Learning	The development of personal growth through understanding the importance of gaining and utilizing knowledge in response to changing needs. Lifelong learning creates the challenge to understand, explore and support new essential dimensions of learning, such as self-directed learning, learning on demand, collaborative learning and organizational learning.		<ul style="list-style-type: none"> <li>•attend</li> <li>•pursue</li> <li>•investigate</li> <li>•identify</li> <li>•desire</li> <li>•drive</li> </ul>	Students who participate in _____ will pursue _____ because of their desire to learn and not because of a requirement to do so.
		Career Decidedness	The application of learning and experience to developing a professional identity.		<ul style="list-style-type: none"> <li>•conclude</li> <li>•apply</li> <li>•identify</li> <li>•seek</li> <li>•develop</li> <li>•investigate</li> </ul>	1) Students will conclude through _____ that they would succeed at a career in _____. 2) Students who participate in _____ will pursue an independent study or an internship to further their career exploration.
		Technological Competence	The development of skills necessary to understand and evaluate a variety of technologies and harnessing these abilities for personal, practical and professional needs.		<ul style="list-style-type: none"> <li>•explain</li> <li>•adapt</li> <li>•display</li> <li>•fix</li> <li>•react</li> <li>•question</li> <li>•create</li> </ul>	Students who participate in _____ will show technological competencies through using _____ for _____.

## SLO Identification Rubric: Humanitarianism 21<sup>st</sup> Century Skills: Cultural Awareness

**HUMANITARIANISM:** To advance *humanitarianism*, student affairs professionals must respect human diversity and understand different ways of processing and learning information. They must be able to apply theories of social justice, social identity development, group development, and interpersonal communication. They must be multiculturally competent and able to address their students' cultural context.\*

Student Outcomes*	Outcome Dimensions*	Definition	Action Words**	Student Developmental Experiences for Learning*	Sample Student Learning Outcomes
HUMANITARIANISM	Understanding and Appreciation of Human Differences	The attitudes, skills, and knowledge through which individuals and systems respond respectfully, empathically and effectively to people who are different. This includes differences in viewpoints, political ideologies, cultures, languages, classes, races, ethnic backgrounds, religions, sexual orientation, disabilities and other diversity factors in a manner that recognizes, affirms and values the worth of individuals, communities and families, and protects and preserves the dignity of each.	<ul style="list-style-type: none"> <li>•demonstrate</li> <li>•apply</li> <li>•defend</li> <li>•change</li> </ul>	<ul style="list-style-type: none"> <li>•Diverse membership of student organizations</li> <li>•Inter-group dialogue programs</li> <li>•Service learning</li> <li>•Community based learning</li> <li>•Cultural festivals</li> </ul>	<p>1) Students who participate in _____ will identify differences in others such as _____ and value/ appreciate/ utilize others for these differences.</p> <p>2) Students who participate in _____ will engage in discussions with students whose personal views are very different from their own.</p>
	Cultural Competency	The capacity to function effectively utilizing a set of congruent behaviors, attitudes and policies based on valuing differences between people and embracing diversity. This demands the capacity for self-assessment and consciousness of dynamics when cultures interact.	<ul style="list-style-type: none"> <li>•develop</li> <li>•support</li> <li>•practice</li> </ul>	<ul style="list-style-type: none"> <li>•Identity group programming (e. g. LGBTQ)</li> <li>•Ally programs</li> <li>•Programs on world religions</li> <li>•Study abroad</li> </ul>	<p>1) Students who participate in _____ can identify their own (cultural) biases, while working towards valuing differences such as _____ and embracing diversity.</p> <p>2) Students who participate in _____ will have a greater commitment to their racial/ ethnic identity since joining the _____.</p>
	Social Responsibility	The capacity to care and provide for the common good through efforts at developing one's environment, communities, and society, including the responsibility to either refrain from activity, or responsibility to act through the application of interpersonal skills and knowledge that contribute to other's welfare.		<ul style="list-style-type: none"> <li>•Interdisciplinary courses</li> <li>•Curriculum transformation</li> </ul>	<p>Students who participate in _____ will demonstrate social responsibility by _____. (e.g. Students who are attending conferences through student travel will show social responsibility by following student travel guidelines and representing Metro State in a positive way.)</p>

## SLO Identification Rubric: **Civic Engagement** 21<sup>st</sup> Century Skills: **Communication**

**CIVIC ENGAGEMENT:** Helping students to become *engaged citizens* will require that student affairs professionals understand the needs of students at various points in their development, leadership development approaches, social contexts, and organizational theory. They need skills in advocacy, consultation, and collaboration and should be able to convey these skills to students.\*

Student Outcomes*	Outcome Dimensions*	Definition	Action Words**	Student Developmental Experiences for Learning*	Sample Student Learning Outcomes
<b>CIVIC ENGAGEMENT</b>	Sense of Civic Responsibility	The active utilization of a heightened sense of responsibility to one's communities.	<ul style="list-style-type: none"> <li>•develop</li> <li>•change</li> <li>•use</li> <li>•defend</li> </ul>	<ul style="list-style-type: none"> <li>•Involvement in student organizations</li> <li>•Service learning</li> <li>•Various student governance groups like student government/ resident hall government/ commuter student association</li> </ul>	<p>1) Students who participate in _____ will pay attention to current issues facing the institution/ sign a petition or send an email about a political issue.</p> <p>2) Students who participate in _____ will vote in the SGA elections, local elections, and national elections.</p>
	Commitment to Public Life Through Communities of Practice	The ongoing commitment of being involved and invested in groups that have a common interest in some subject or problem and that collaborate over an extended period to share ideas, find solutions and build innovations.	<ul style="list-style-type: none"> <li>•demonstrate</li> <li>•use</li> <li>•organize</li> <li>•collaboration</li> <li>•reflecting</li> <li>•making meaning</li> </ul>	<ul style="list-style-type: none"> <li>•Sports teams</li> <li>•Community based organizations (e.g. PTA, Neighborhood coalitions)</li> <li>•Emerging leader programs</li> <li>•Leadership courses</li> <li>•Open forums</li> </ul>	<p>1) Students who participate in _____ will demonstrate their commitment to public life through extended involvement in _____ (SGA, public office, homeowners association, etc.).</p> <p>2) Students who participate in _____ will devote _____ hours of time and energy to _____.</p>
	Engaged in Principled Dissent	The application of an appropriate and non-violent expression of non-agreement with the majority (or a leader or group) to which the dissenter is supposed to belong or comply.	<ul style="list-style-type: none"> <li>•challenging</li> <li>•civil confrontation</li> <li>•engaging</li> </ul>	<ul style="list-style-type: none"> <li>•Teach-ins</li> <li>•Activism and protest</li> <li>•Community standards codes</li> <li>•Student judicial boards</li> </ul>	Students who participate in _____ will attend a political rally, demonstration, or organize events about issues.
	Effective in Leadership	The relational processes whereby people come together to attempt or create change, or make a difference to benefit the common good. Effective leaders possess an understanding of their skills and values in relation to the group, the larger community and society as a whole.	<ul style="list-style-type: none"> <li>•learning</li> <li>•giving and receiving feedback</li> </ul>	<ul style="list-style-type: none"> <li>•Involvement in academic department/ major</li> <li>•Identify with campus community</li> </ul>	<p>1) Students who participate in _____ will practice values driven leadership in groups based upon their own individual goals and the goals of the group.</p> <p>2) Students who participate in _____ will help shape the mission of the group.</p>

## SLO Identification Rubric: **Interpersonal and Intrapersonal Competence** 21<sup>st</sup> Century Skills: **Collaboration/Teamwork**

**INTERPERSONAL and INTRAPERSONAL COMPETENCE:** Assisting students in the development of *interpersonal and intrapersonal competence* requires the ability to apply basic counseling theories and skills effectively. The work of student affairs professionals must have a strong ethical foundation. They must be able to work effectively with students from all backgrounds and cultures, as well as with students of various developmental levels and degrees of self-awareness.\*

Student Outcomes*	Outcome Dimensions*	Definition	Action Words**	Student Developmental Experiences for Learning*	Sample Student Learning Outcomes
<b>INTERPERSONAL and INTRAPERSONAL COMPETENCE</b>	<b>SET 1: Intrapersonal</b>	<b>Realistic Self Appraisal and Self-Understanding</b>			1) Students who participate in _____ will discuss their strengths and challenges to another person.  2) Students who participate in _____ will be able to write a self-reflection paper with an accurate understanding of self.
	<b>Personal attributes such as identity, self esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting</b>	The development, maintenance and expression of positive traits such as: identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting.	<ul style="list-style-type: none"> <li>•discuss</li> <li>•describe</li> <li>•display</li> <li>•solicit</li> <li>•reflect</li> </ul>	<ul style="list-style-type: none"> <li>•Identity based affinity groups</li> <li>•Personal counseling; academic/ life planning; roommate dialogues</li> <li>•Individual advising</li> <li>•Support groups</li> <li>•Peer mentor programs</li> <li>•Religious life programs and youth groups</li> </ul>	1) Students who participate in _____ could describe/ reflect upon their personality.  2) Students who participate in _____ display behaviors that reflect their beliefs.  3) Students who participate in _____ are identified as a person of integrity by their peers.
<b>SET 2: Interpersonal</b>	<b>Meaningful Relationships</b>	The healthy, mutually beneficial and growth oriented interaction between two or more people.	<ul style="list-style-type: none"> <li>•choose</li> <li>•identify</li> <li>•share</li> </ul>	<ul style="list-style-type: none"> <li>•Student led judicial boards</li> <li>•Paraprofessional roles (e.g. resident assistants, peer tutors, sexual assault advisors, peer mentor programs)</li> </ul>	Students who participate in _____ will discuss personal problems or concerns with a staff person or faculty, share their college experience with a staff member or visit with a staff member on a social occasion.
	<b>Inter-dependence</b>	The dynamic of being mutually responsible to and dependent upon others.	<ul style="list-style-type: none"> <li>•converse</li> <li>•volunteer</li> </ul>	<ul style="list-style-type: none"> <li>•Disability support services</li> <li>•Student employment</li> <li>•Classroom project groups</li> <li>•Classroom discussions</li> </ul>	Students who participate in _____ will solicit help when they need it, and will respond to requests/ offer assistance for others because of the role they play in the larger group ( e.g. students who are student employees will ask others to cover their shift/ offer to cover another's shift because of their role in the larger organization).
	<b>Collaboration</b>	The act of cooperating and working together towards a joint intellectual effort.			1) Students who participate in _____ will choose to work with others on a team, on a group project, on organizing and implementing an activity.  2) Students will volunteer/ self-select to participate in a learning community.
	<b>Ability to work with people different from self</b>	The ability to work, intellectually or through activity, with people who have different beliefs, ideologies, abilities, personal and other differences.			Students who participate in _____ will discuss their views on multiculturalism and diversity, be a part of a group project with people of different cultural and ideological backgrounds.

## SLO Identification Rubric: **Practical Competence** 21<sup>st</sup> Century Skills: **Communication Skills**

<b>PRACTICAL COMPETENCE:</b> To assist <i>students</i> to develop <i>practical competence</i> , student affairs professional must be familiar with psychosocial, wellness, and career development theories and with methods of teaching students skills for academic success, such as time management. Knowledge of critical thinking and reflective judgment theories and the ability to design interventions to assist students to develop these skills are also important.*						
Student Outcomes*	Outcome Dimensions*	Definition	Action Words**	Student Developmental Experiences for Learning*	Sample Student Learning Outcomes	
<b>PRACTICAL COMPETENCE</b>	<b>SET 1: Practical Living</b>	<b>Effective Communication</b>	The written, verbal and non-verbal exchange and sharing of thoughts, messages, or information leading to mutual understanding and interpersonal rapport. This includes the ability to actively listen.		<p>1) Students who participate in _____ will demonstrate excellence in public speaking.</p> <p>2) Students who participate in _____ can express their viewpoint through a well written email/ letter.</p>	
		<b>Capacity to Manage one's Affairs</b>	The use of organization, time management, goal orientation and planning, financial, personal hygiene, and being able to balance competing life roles and expectations and more.	•demonstrate	<ul style="list-style-type: none"> <li>•Campus recreation programs</li> <li>•Food service and health center programs</li> </ul>	Students who participate in _____ are able to arrive on time, prepared to discuss the day's assignments/ responsibilities.
		<b>Economic Self-sufficiency and Vocational Competence</b>	The ability to understand the different systems with which you interact so that you manage all outside aid, support or interaction, for financial stability. The attitude skills and knowledge leading to one's ability to function in a workplace.	•express •utilize •define •maintain	<ul style="list-style-type: none"> <li>•Drug and alcohol education</li> <li>•Career development courses and programs</li> <li>•Financial planning programs</li> </ul>	Students who participate in _____ are able to demonstrate the ability to register for class, apply for financial aid, and/ or apply for work on campus.
	<b>SET 2: Intentional Living</b>	<b>Maintain Health and Wellness</b>	The commitment to the appropriate balance of the following aspects of wellness: physical, spiritual, intellectual, social, emotional, occupational.	•manage •show	<ul style="list-style-type: none"> <li>•Club sports and recreation programs</li> <li>•Senior council transition programs</li> </ul>	Students who participate in _____ demonstrate a value in physical wellness through utilization of Campus Recreation facilities _____ times per week.
		<b>Prioritize Leisure Pursuits</b>	The importance of establishing a balance between work and play.		<ul style="list-style-type: none"> <li>•Personal counseling</li> <li>•Academic/ personal advising</li> <li>•Portfolios</li> </ul>	Students who participate in _____ demonstrate life balance through regular attendance and maintaining their GPA (e.g. Intramurals, Athletics -- a leisure activity they are passionate about).
		<b>Living a Purposeful and Satisfying Life</b>	The ongoing commitment to being playful and active in finding personal happiness and fulfillment.		<ul style="list-style-type: none"> <li>•Senior capstone course</li> </ul>	Students who participate in _____ can define their values and demonstrate a lifestyle that is congruent with their values.

## SLO Identification Rubric: **Persistence and Academic Achievement**

## 21<sup>st</sup> Century Skills: Flexibility and Adaptability

**PERSISTENCE and ACADEMIC ACHIEVEMENT:** Supporting *student persistence and academic achievement* (the underlying goal of a learning based approach to student affairs work) requires knowledge about factors that contribute to academic success. Student affairs professionals must understand and be sensitive to the role of culture and background in achievement and be able to support academic success for all students.

Student Outcomes*		Outcome Dimensions*	Definition	Action Words**	Student Developmental Experiences for Learning*	Sample Student Learning Outcomes
PERSISTENCE and ACADEMIC ACHIEVEMENT		Manage College Experience to Achieve Academic and Personal Success	The capacity to engage in a productive student experience through knowledge of various resources, services and opportunities available on campus.	<ul style="list-style-type: none"> <li>•identify</li> <li>•explain</li> <li>•use</li> <li>•demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>•Learning skills</li> <li>•Bridge programs</li> <li>•Peer mentoring</li> <li>•Faculty and staff mentoring</li> <li>•Supplemental instruction-tutoring orientation programs</li> <li>•Academic advising</li> <li>•Financial aid</li> </ul>	First year students who participate in _____ will demonstrate the ability to locate and articulate the services available on campus that will assist in academic and personal success.
		Academic Goal Success including Degree Attainment	The active responsibility of planning your academic path, establishing goals and achieving desired academic outcomes based upon self-awareness of abilities and needs. These may include gpa, timelines, progression towards degree and needed curricular and co-curricular competencies and skills.	<ul style="list-style-type: none"> <li>•set</li> <li>•attain</li> </ul>	<ul style="list-style-type: none"> <li>•Disability support services</li> <li>•Parents' programs</li> <li>•Child care services</li> </ul>	Students who participate in _____ can demonstrate academic success through degree attainment that is aligned with timeline for graduation.

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