

## Student Learning Outcome: Understand and Use Effective Communication Skills

Competencies	Beginning/Emerging	Intermediate	Advanced
<b>Adaptability</b>	<ul style="list-style-type: none"> <li>Emerging knowledge of basic concepts regarding adaptability within communication</li> </ul>	<ul style="list-style-type: none"> <li>Understands the need to adapt communication style; sometimes needs assistance/prompting to change communication style based on audience</li> </ul>	<ul style="list-style-type: none"> <li>Illustrates ability to adapt communication style to varied audiences</li> <li>Effectively publicizes and/or presents individual or group work to a larger</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Student can recall key points of conversation/lectures/meetings (sometimes with assistance)</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to reflect on information with prompts/assistance</li> <li>Student is able to summarize information with prompts/assistance</li> <li>Allows time for others to speak during conversation</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates active listening by cogently reflecting and summarizing information</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Demonstrates basic speaking competencies; needs prompts to articulate thoughts and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to articulate thoughts</li> <li>Asks questions when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Cohesively articulates thoughts and provides support for claims</li> <li>Student asks thoughtful, thorough, and detailed questions</li> </ul>
<b>Synthesizing Information</b>	<ul style="list-style-type: none"> <li>Demonstrates emerging knowledge about gathering and articulating thoughts, information, data, etc.</li> <li>May need assistance with developing skills listed above and general synthesis of information</li> </ul>	<ul style="list-style-type: none"> <li>Articulates thoughts, sometimes with prompts, support, or editing</li> <li>Asks questions, sometimes with prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Asks thoughtful, thorough, and detailed questions</li> <li>Demonstrates an understanding of the importance of communication, both personal and professional</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Needs assistance starting and/or completing writing projects/assignments/email messages</li> <li>Needs assistance using grammar and spelling</li> <li>Needs assistance clarifying intent/message within written materials</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to articulate ideas in writing; sometimes not concisely</li> <li>Sometimes needs assistance with grammar and spelling</li> <li>Sometimes seeks feedback</li> <li>Implements some edits when receiving feedback</li> </ul>	<ul style="list-style-type: none"> <li>Uses clear and concise language when writing</li> <li>Uses proper grammar and spelling</li> <li>Seeks feedback on written material</li> <li>Implements edits according to feedback</li> <li>Uses professional salutations, language, and tone in email and other written communication</li> <li>Understands and uses appropriate use of modes of communication (using correct modes when contacting/communicating with others)</li> </ul>

# Student Learning Outcome: Engage in Critical and Reflective Thinking to Enhance Personal Discernment

Competencies	Beginning/Emerging	Intermediate	Advanced
<b>Adaptability</b>	<ul style="list-style-type: none"> <li>Developing competencies: learning about constructive feedback and how adaptability is integral to this concept</li> </ul>	<ul style="list-style-type: none"> <li>Reacts to constructive feedback and change; reactions can vary and feedback might be taken personally</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to adapt to changes and constructive feedback</li> <li>Reacts appropriately and considerately when problems are pointed out</li> </ul>
<b>Application of Knowledge and Reflection</b>	<ul style="list-style-type: none"> <li>Emerging knowledge about the application of co-curricular learning to coursework or other areas of life; may need prompts to synthesize and understand this information</li> <li>Introduction to the with the concept of reflection as an academic concept; may need prompts to synthesize and understand this information</li> </ul>	<ul style="list-style-type: none"> <li>Understands and can begin to articulate the value of transferrable skills</li> <li>Needs assistance articulating co-curricular knowledge and skills in resume or CV</li> <li>Identifies problems (sometimes with assistance)</li> <li>may need assistance articulating this to others</li> <li>Understands basic ideas/practices of reflection; able to apply knowledge within guided reflection process</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge, skills, and learning from co-curriculum to other areas of life</li> <li>Effectively uses reflection opportunities/methods within this application</li> <li>Clearly articulates co-curricular knowledge and skills in resume or CV</li> <li>Demonstrates ability to reflect on their own actions (and those of the group)</li> <li>Uses reflective process to analyze effectiveness and effects of actions</li> <li>Synthesizes analysis and reflection to modify future plans</li> </ul>
<b>Goal Setting</b>	<ul style="list-style-type: none"> <li>Might know the value of goal setting; needs assistance setting goals</li> </ul>	<ul style="list-style-type: none"> <li>Able to set general goals</li> <li>Demonstrates a basic understanding of SMART Goals but might not know how to implement or develop them</li> </ul>	<ul style="list-style-type: none"> <li>Sets general</li> <li>Demonstrates a basic understanding of SMART Goals but might not know how to implement or develop them</li> </ul>
<b>Time Management</b>	<ul style="list-style-type: none"> <li>Needs assistance with prioritizing and scheduling time</li> <li>Sometimes cancels activities, appointments, or other events due to over-commitment in schedule</li> <li>May need reminders/prompts to respond to requests; some responses are not sent within a reasonable amount of time</li> <li>Often needs reminding regarding follow-up and follow-through</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates genuine effort to be on time to commitments</li> <li>Responds to all requests within a reasonable amount of time</li> <li>Working on prioritizing and scheduling personal time; sometimes needs assistance</li> <li>Recognizes agency over own schedule; may need prompting to prioritize time</li> </ul>	<ul style="list-style-type: none"> <li>Arrives to commitments on time or early</li> <li>Effectively budgets time to allow for preparation, active involvement, and recovery from activities/commitments</li> <li>Able to effectively prioritize time</li> <li>Responds to all requests within 24 hours</li> </ul>

# Student Learning Outcome: Demonstrate Initiative and Creativity

Competencies	Beginning/Emerging	Intermediate	Advanced
<p><b>Assess and Respond to Needs: Group, Campus, Self</b></p>	<ul style="list-style-type: none"> <li>Emerging knowledge about methods, modes, and/or importance of importance of assessment (gaining exposure from leadership position and/or advisor)</li> <li>Developing skills and knowledge regarding responding to needs of others and/or self (might need help understand how to assess these needs)</li> <li>Takes an autonomous approach to creativity and initiative (might not listen to others)</li> </ul>	<ul style="list-style-type: none"> <li>Understands that assessment is important to creativity and initiative</li> <li>Might need prompting to get to this point or to determine how to start assessment</li> <li>Might not be able to articulate why assessment is important in this situation</li> <li>Tries to adapt or create programs based on feedback, assessment, or needs. Might need support, prompting, or instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to effectively assess and respond to needs of campus, group, or self</li> <li>Uses appropriate methods of assessment based on situation/need/type of data/etc.</li> <li>Articulates how and why assessing needs is important when synthesizing ideas</li> <li>Cohesively articulate thoughts and provide support for claims</li> <li>Student asks thoughtful, thorough, and detailed questions</li> <li>Adapts to or create events/programs based on feedback or needs</li> <li>Encourages others to consider creative ideas and solutions</li> <li>Effectively implements ideas/solutions through assessment and research</li> <li>Effectively uses assessment in creating ideas/processes/etc. that respond to needs</li> </ul>
<p><b>Problem Solving Skills and Initiative</b></p>	<ul style="list-style-type: none"> <li>Uses strict autonomy when trying to solve problems or come up with solutions; might not ask for help (or know when help is needed)</li> <li>Developing/emerging skills and knowledge regarding problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Understands the need for using self-reliance and own skill set when solving problems; might need prompting to get to this point</li> <li>Seeks new ideas but needs assistance/prompting to find appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>Uses self-reliance and own skill set to solve problems</li> <li>Balanced by interdependence: knows when to ask questions when needed</li> <li>Identify challenges, contradictions, and imbalances in processes/procedures/etc.</li> <li>Consider new, alternative, or innovative solutions to problems</li> <li>act on and implement new ideas</li> <li>Synthesizes analysis and reflection to modify future plans</li> </ul>

## Student Learning Outcome: Apply an Understanding of Group Dynamics to Create Inclusive Environments (page 1 of 2)

Competencies	Beginning/Emerging	Intermediate	Advanced
<b>Accountability</b>	<ul style="list-style-type: none"> <li>Developing/emerging skills in understanding personal and group accountability</li> <li>Might not be trustworthy of others to follow through with their commitments</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes issues with others; may not have confidence or skill set to address issues</li> </ul>	<ul style="list-style-type: none"> <li>Motivates, encourages, and actively supports the work and efforts of others</li> <li>Trusts peers to follow through on their commitments</li> <li>Appropriately addresses unmet expectations with peers and holds others accountable for their actions/inactions</li> </ul>
<b>Civil Discourse</b>	<ul style="list-style-type: none"> <li>With guidance, learning about the concept of Civil Discourse (may not be able to articulate this concept)</li> <li>Emerging learner re: separating people from ideas and maintaining tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates and articulates a basic understanding of Civil Discourse. Might need prompts and/or guidance when articulating concepts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to separate people from ideas and maintain tolerance for views and choices different from their own</li> <li>Articulates why Civil Discourse is an important concept for leadership development at Willamette (and why it is connected to the University's Strategic Plan). Might need prompts to articulate these concepts</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Sees self as individual/autonomous</li> <li>Emerging skills re: collaboration; learning how to work with others</li> </ul>	<ul style="list-style-type: none"> <li>Seeks collaboration (when prompted)</li> <li>Might not understand the value of collaboration within groups/organizations</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks collaboration within and outside of the group</li> <li>Demonstrates understanding of collaboration best practices (depending on situation, etc.)</li> </ul>
<b>Conflict Management</b>	<ul style="list-style-type: none"> <li>Emerging/developing negotiation skills</li> <li>Ability to recognize conflict; needs prompting/assistance with appropriate reaction or reflection regarding this conflict</li> </ul>	<ul style="list-style-type: none"> <li>Listens to conflicting opinions; might demonstrate bias in discussions</li> <li>Seeks additional information (sometimes when prompted)</li> <li>Understands the benefit of compromise; might need assistance/prompting re: how to negotiate compromise</li> <li>Might take conflict/disagreement personally</li> </ul>	<ul style="list-style-type: none"> <li>Seeks additional information as needed</li> <li>Rephrases/confirms understanding</li> <li>Demonstrates ability to negotiate to a compromise (find a solution that is mutually agreeable)</li> <li>Manages own biases/opinions</li> <li>Does not personalize or individualize conflict (does not take it personally)</li> </ul>

## Student Learning Outcome: Apply an Understanding of Group Dynamics to Create Inclusive Environments (page 2 of 2)

Competencies	Beginning/Emerging	Intermediate	Advanced
<b>Delegation</b>	<ul style="list-style-type: none"> <li>Familiar with the concept of delegation, but is unfamiliar with the basic principles</li> <li>Emerging knowledge regarding how to effectively delegate; might not be able to practice effective delegation</li> </ul>	<ul style="list-style-type: none"> <li>Articulates basic principles of delegation (why and how)</li> <li>Might need reminders/prompting re: appropriate times/tasks/people for delegation</li> </ul>	<ul style="list-style-type: none"> <li>Understands and employs methods of effective and intentional delegation</li> <li>Demonstrates ability to discern between tasks that should and should not be delegated</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>Emerging knowledge/skills about setting expectations</li> <li>Emerging knowledge regarding how to articulate the value of this practice within co-curricular</li> </ul>	<ul style="list-style-type: none"> <li>Sets expectations when prompted/guided (during pre-reflection process or in one on one or group settings)</li> </ul>	<ul style="list-style-type: none"> <li>Sets clear, attainable expectations for self and others; might not need prompting to engage in this practice (with others)</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>Needs assistance understanding how to effectively respond to feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>Might seek feedback on certain occasions; sometimes with prompting</li> <li>Provides feedback to others; sometimes with request/prompting. Feedback might not be relevant and appropriate</li> <li>Response to feedback might need coaching</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks feedback from supervisors, co-workers, collaborators, and others</li> <li>Provides relevant and appropriate feedback to others</li> <li>Thoughtfully responds to feedback</li> <li>Proactively acts on feedback from others</li> </ul>