CITE Learning Outcomes

Problem Solving

1. Definition
   - “Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal” (AAC&U Problem Solving VALUE Rubric)

2. Practice

   The activity may allow students to develop a problem when given a specific context and to create multiple strategies for solving the problem. It may require students to evaluate several components of problem solving, including possible solutions, the implementation process, and the outcomes of the activity.

   Example: Students interning with their local government are engaged in the process of coming up with potential solutions for homelessness that are culturally and contextually relevant.

   Example: Before presenting recommendations for expanding an after school program for middle school students, participants are required to create a rubric to evaluate each solution they create and to present their ranking and defense of each solution.

   Example: To address potential conflict that might arise in their teams, students are required to create guidelines for conflict resolution and, as part of their co-curricular experience, submit reflections on how they resolved any conflict.
Effective Communication

1. Definition
   • “Effective development, interpretation and expression of ideas through written, oral and visual communication” (THECB)

2. Practice

   The activity may hone students’ written communication by enhancing their development and expression of ideas (AAC&U, 2009). The experience might also provide opportunities for students to improve their verbal or oral communication skills by creating occasions for them to present on their ideas and understanding of their project. The activity may require students to verbalize their ideas and beliefs in a manner that is compelling and at the same time sensitive to the needs of their audience.

   Example: Students present their research findings to the class through a 7-10 minute PowerPoint presentation at the end of the semester.

   Example: Students submit a written paper explaining the highlights and challenges associated with their service project at the middle school in the Third Ward.

   Example: Students submit a report explaining the successes and drawbacks of the business model implemented during their internship at an oil and gas company.
Teamwork

1. Definitions

- “Ability to consider different points of view and to work effectively with others to support a shared purpose or goal” (THECB)

- “Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions)” (AAC&U Teamwork VALUE Rubric)

2. Practice

If the co-curricular project requires that students work in teams, each person’s individual contributions to the team should be identified and evaluated. Individual engagement in teamwork could include student contributions to their team, students’ ability to encourage and respect the contributions of others on the team, and the degree to which students promote an organized and accountable team environment.

Example: When reflecting on their experience working with a co-curricular team, external community partners are asked to comment on the level respect and courtesy that individual students display to their team members.

Example: While preparing an educational presentation that will help parents prevent severe asthma events in their children, students are required to use their team members as a resource for learning and understanding the material and for feedback on the best way to deliver the material to community participants.

Example: To create an end product of marketing strategies for a local catering business, students are grouped in teams but given individual tasks that must be completed in a timely, quality manner to support completion of the final report.
CITE Learning Outcomes

Cultural Competency

1. Definitions

   • “Refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.” (UH Student Life Diversity, Equity, and Inclusion Terms)

2. Practice

   The activity can include reflection on the students’ cultural worldview and their understanding of other worldviews and may encourage students to examine how different cultural perspectives are valuable to the development of community. It may teach and require students to demonstrate specific skills necessary to successfully navigate cultural contexts that are unfamiliar to them.

   *Example:* Before planning a health fair for a local community, students are required to talk to community members about their attitudes and awareness of specific health issues and about health challenges that are unique to their community.

   *Example:* While on a learning abroad trip, students are given opportunities to proactively engage with natives of the community and are required to incorporate these interactions in a final paper that discusses art and culture in the region.
CITE Learning Outcomes

**Social Responsibility**

1. Definitions

   - “Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities” (THECB)

2. Practice

   Projects may require students to assess their responsibility in helping or promoting a particular community. Students may be required to articulate the benefits that they anticipate from successful completion of the project and to explain the impact of the work they are doing within a specific cultural context.

   *Example:* Students develop a plan for a public art space in the third ward to enhance youth art participation. The plan demonstrably incorporates historical traditions of the local community.

   *Example:* Students participate in semester-long supply chain mapping project with the Houston Food Bank. The project includes a literature review describing the regional and national context around food scarcity.

   *Example:* Students participate in a semester-long sustainability project supporting the goals of the Office of Sustainability. Students will need to develop a project proposal that includes a description of the potential local and regional impacts of their activity.
CITE Learning Outcomes

Ethical Decision Making

1. Definitions

- Ability to make decisions that are “both legal and morally acceptable to the larger community” (Jones, 1991) - Ethical Decision Making by Individuals in Organizations: An Issue-Contingent Mode

- Ethical reasoning – “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” (AAC&U)

2. Practice

The activity may require the student to articulate his/her ethical values and set an ethical standard for the project. Woven into the activity may be opportunities to learn about and demonstrate understanding of other ethical constructs that are important to an academic or social community.

*Example:* For research projects, students are taught the ethical principles that are common to the discipline and that will guide the study. They are then assessed on their understanding of these principles.

*Example:* In activities where students have latitude in selecting the community partner that they would like to support, students submit a reflection on the benefit they will receive from the experience, the benefit the community partner will receive, and ways to make sure that community partner receives the maximum benefit and is not harmed, disadvantaged, or inconvenienced by the experience.