Undergraduate Co-Curricular Competencies

Proposal

October 2015

THE OHIO STATE UNIVERSITY

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EXECUTIVE SUMMARY

GOAL

Create a draft of co-curricular competencies for the undergraduate student that is used to inform practice and assessment within co-curricular units across The Ohio State University.

PURPOSE AND PROCESS

To support the reaffirmation of accreditation scheduled for 2017 and to unify several different university guiding documents, the Offices of Undergraduate Education, Enrollment Services, and Student Life came together to form a collaborative task force to compile co-curricular competencies. Having one set of agreed-upon, broad, co-curricular competencies helps units design intentional programs and interventions that integrate and enhance the curricular experience and prepare students for careers and post-graduate study. Unified co-curricular competencies allow for the sharing of data for program development, assessment, accountability, and accreditation.

From February 2014 through October 2015, the task force has sought feedback from a number of sources including co-curricular units, Office of Academic Affairs leadership, and governance committees including CAA, CSA, CESP, and ULAC. Their feedback has been incorporated into the final proposal.

ALIGNMENT

The proposed competencies align with several institutional and national guiding documents:

The Ohio State University Documents: *The Student Success Outcomes, General Education Outcomes, OSU Values, Arts & Sciences General Education Goals and Expected Learning Outcomes*.

National Documents: *Council for the Advancement of Standards in Higher Education (CAS) Learning and Development Outcomes, Association of American Colleges and Universities (AAC&U) VALUE Rubrics.*

Peer Institution Documents: *Wisconsin Essential Learning Outcomes, Penn State First Year Learning Outcomes and Competencies, Minnesota Outcomes of Undergraduate Education, University of Virginia Undergraduate Competencies.*

PROPOSED UNDERGRADUATE CO-CURRICULAR COMPETENCIES

- Communication
- Critical Thinking and Problem Solving
- Information Literacy
- Ethical and Moral Reasoning
- Global Citizenship and Civic Engagement
- Interpersonal Engagement
- Self-Efficacy and Self-Awareness

NEXT STEPS

The committee recommends the following steps:

1. Gain endorsement from select university senate subcommittees in support of the co-curricular competencies.
2. Create a standing committee in SP16 to implement the co-curricular competencies, organize common assessment measures, and compile data for use in the reaffirmation of accreditation.

TASKFORCE MEMBERSHIP

CONVENERS

Lance Kennedy-Phillips, PhD	Exec. Director, Center for the Study of Student Life
Bernie Savarese, MBA	Director, First Year Experience and Orientation

GENERAL COMMITTEE

Connie Boehm	Director, Student Wellness Center
Suzanne Dantuono	Engineering Academic Advising
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Casey Rinehart	Younkin Success Center
Vian Saggio	Buckeye Careers
David Stetson, PhD	Associate Professor, Evolution, Ecology, and Organismal Biology and STEP Faculty Director
Matt Van Jura	Student Activities
Chris Wolters, PhD	Dennis Learning Center

PROPOSAL SUBCOMMITTEE

Krystyne Savarese	Associate Director for Policy and Planning, CSSL
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Jen Belisle	Advising Resource Coordinator, Undergraduate Education
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Mitsu Narui, PhD	Assistant Director of Academic Initiatives, Multicultural Center

TASKFORCE CHARTER

GOAL

Create a draft of co-curricular competencies that should be referenced broadly across co-curricular units at the institution and used to inform practice.

PROCESS

Call to Action

In October of 2013, staff members working on the Second-Year Transformation Experience Program (STEP) steering committee recognized a need to establish intended outcomes for first and second year programming in order to best align the First Year Success Series and the STEP co-curricular programs. This aligned with conversations that were starting about the reaffirmation of accreditation that would take place in 2017. Under updated accreditation standards, the university must demonstrate student learning in co-curricular (outside the classroom) spaces.

Three conveners called together a team of staff and faculty, including representatives from an array of units across campus. A small subcommittee was tasked to draft a set of competencies and the larger committee provided feedback and guided the subcommittee's work.

Timeline

- **October 2013**:
  - Key leaders in Enrollment Services, Undergraduate Education, and Student Life identified a need to establish centralized first- and second-year competencies.
  - General committee including 30 faculty and staff was assembled to provide input.

- **Early November 2013:** Subcommittee of 6 members was formed and engaged in the following:
  - Defined "competencies" and "learning outcomes" relevant to the general committee.
  - Conducted theme mapping of Ohio State documents including OSU Values, Arts & Sciences Outcomes, Student Success Outcomes, and Curricular Outcomes, as well as national documents such as the CAS Standards.
  - Crafted and refined common themes into a proposed set of outcomes.

- **Late November 2013:**
  - The subcommittee presented an initial draft of competencies to the general committee and received initial feedback.
  - Members took the draft back to their departments and proposed learning outcomes relevant to their work to demonstrate connections to the overall competencies.

- **December 2013:**
  - Subcommittee responded to feedback and refined the competencies.
  - Final meeting of the general committee was convened for feedback.

- **January 2014:**
  - Subcommittee engaged in literature review relevant to proposed outcomes.

- **February 2014:**
  - Proposal was completed and moved forward for review.

- **March 2014:**
  - Support gained from Enrollment Services, Undergraduate Education, and Student Life senior leadership. Referral to faculty governance committees for review and feedback.

- **July 2014 – November 2014:**
  - Presentations to CSA, CAA, ULAC, and CESP
  - Incorporated feedback into the competencies proposal.

- **January 2015**
  - Present draft of co-curricular competencies to co-curricular units at the annual Focusing on the First Year Conference.
  - Incorporated feedback into the competencies proposal.

- **March 2015**
  - Share competencies report memo with senior leadership summarizing feedback from academic leadership and demonstrating alignment between co-curricular competencies and curricular outcomes as stated in the General Education Outcomes. Memo is included as appendix 1.

- **October 2015 – November 2015**
  - Return to CSA, CAA, ULAC, and CESP to present final proposal

- **Next Steps**
  - Gain endorsement from academic governance committees in support of the competencies.
  - Create a standing committee in SP16 to implement use of the co-curricular competencies, organize common assessment measures, and compile data for use in the reaffirmation of accreditation.

INTRODUCTION

The Ohio State University strives to provide its students with an integrated, extraordinary, and transformational educational experience. In order to guide this transformative student experience, the Undergraduate Co-Curricular Competencies have been created to assist various departments that provide co-curricular opportunities.

The co-curricular experience refers to intentional and educational programs students experience outside the classroom that integrate and enhance the curricular experience. As stated in the university's Curricular Experience outcomes, Ohio State educates students to solve problems; to think critically, logically, and creatively; and to be engaged and responsible global citizens. The co-curricular experience enables students to develop the knowledge, skills, and attitudes that prepare them to learn, interact, and engage successfully in their chosen professions and interpersonal efforts.

While much of the co-curricular experience contributes to the attainment of the outcomes outlined in the *General Education Outcomes*, it also offers opportunities to develop competencies exclusive to the out-of-the classroom experience. Although educators specify differences between curricular and co-curricular outcomes, research and experience show that students engage and learn in multiple contexts, both inside and outside of the classroom; they view their time at Ohio State as a comprehensive experience. This document recognizes both the integration and the distinction between curricular and co-curricular experiences on student learning and development. Combined, the curricular and co-curricular experiences should be seamless and contribute to the holistic development of students.

This co-curricular competencies document should inform co-curricular practices across campus and provide a framework of desired outcomes. It should be used by departments to guide the development, implementation, and assessment of co-curricular programs and initiatives. Departments should recognize that students may already enter the university with knowledge and achievement in several of the competency areas, but that there is always room for growth and an undergraduate education should help students develop and apply these skill sets in increasingly complex and important situations.

PROPOSED UNDERGRADUATE COMPETENCIES

COMMUNICATION

Upon completion of their undergraduate degree, students will effectively communicate, both verbally and non-verbally, in a manner that is clear, concise and authentic. Students will be aware that the manner in which they express their ideas can affect the way in which the message is received.

CRITICAL THINKING AND PROBLEM SOLVING

Upon completion of their undergraduate degree, students will have the ability to evaluate problems in multiple contexts, use inductive and deductive reasoning, and create a sound analysis that leads to a logical conclusion. Students will learn to be innovative thinkers, ask insightful questions, and offer creative solutions.

INFORMATION LITERACY

Upon completion of their undergraduate degree, students will be self-directed learners who identify gaps in their own knowledge, utilize critical thinking and analysis skills, seek appropriate information and resources to fill those gaps through a variety of means, and effectively assess the knowledge acquired. They will contribute to the information ecosystem through ethical use of information and technological resources. They will be lifelong learners who communicate, learn, create, and share information using a range of emerging and evolving technologies in an increasingly information-driven society.

ETHICAL AND MORAL REASONING

Upon completion of their undergraduate degree, students will have the ability to formulate and make considered and reasoned ethical and moral judgments. They should be able to use the norms which guide human behavior in order to act with integrity and personal accountability in their daily lives.

GLOBAL CITIZENSHIP AND CIVIC ENGAGEMENT

Upon completion of their undergraduate degree, students will have an appreciation for the diversity in people and ideas. They should recognize the role of social diversity in shaping their own attitudes and values regarding appreciation and equity of others. They should also have an understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world that will help them to become engaged and socially-conscious, responsible global citizens.

INTERPERSONAL ENGAGEMENT

Upon completion of their undergraduate degree, students will be able to work cooperatively and productively with others in a variety of settings. Students will have the ability to develop meaningful relationships within multiple contexts.

SELF-EFFICACY AND SELF-AWARENESS

Upon completion of their undergraduate degree, students will be able to understand their own capabilities, including the areas of wellness, coping with change, making difficult decisions, recovering from disappointment or setbacks, and assessing their own ability to complete tasks, reach goals, and succeed within multiple situations. Students will have a strong sense of self and will take personal responsibility for the direction and balance of their own life.

SAMPLE LEARNING OUTCOMES

The co-curricular competency areas should inform offices across campus and provide a framework for desired outcomes. Individual departments and units should be encouraged to write learning outcomes specific to their work. Sample outcomes for each competency area are included below.

COMMUNICATION

Students will be able to:

- Express ideas clearly and effectively in a multitude of settings and channels.
- Engage in meaningful conversations within a diverse population.
- Recognize that their communication style and vehicles affect their personal brand and groups with which they affiliate.
- Choose effective methods of communication for different audiences.

CRITICAL THINKING AND PROBLEM SOLVING

Students will be able to:

- Employ creative and analytical thinking processes to evaluate specific life circumstances.
- Acquire, comprehend, and evaluate information in order to formulate cohesive arguments and make discriminating judgments.
- Analyze information in order to solve problems and make personal and professional life decisions.
- Demonstrate personalized learning, such as new insights, understanding,, and approaches to problem solving, that is achieved by engaging with texts, programs, and dialogues with others.

INFORMATION LITERACY

Students will be able to:

- Apply skills, resources, and tools to draw conclusions and make informed decisions.
- Apply a given knowledge set to new situations.
- Demonstrate the ability to connect learning and research strategies with lifelong learning processes and personal, academic, and professional goals.
- Recognize issues surrounding personal privacy, information ethics, and intellectual property in changing technology environments.
- Translate coursework to effectively apply knowledge in practical settings.
- Recognize and appraise the validity of information sources in order to make effective decisions.

ETHICAL AND MORAL REASONING

Students will be able to:

- Describe the importance of making considered and reasoned ethical and moral judgments.
- Describe the norms that guide ethical and moral behavior.
- Apply ethical and moral standards in order to make informed and reasoned decisions in their personal, community, and professional relationships and environments.

- Defend their ethical judgments and justify their reasoning about right and wrong in the face of competing ethical possibilities.

Global Citizenship and Civic Engagement

Students will be able to:

- Describe and evaluate the roles of categories such as race, gender, sexuality, disability, class, ethnicity, and religion in pluralistic institutions and cultures.
- Define privilege and its effect on the self and society.
- Apply principles of social justice and humanitarianism in their lives.
- Participate in civic life through political, cultural, community, environmental, or spiritual organizations and affiliations.

Interpersonal Engagement

Students will be able to:

- Recognize the effect one has on others through expressed emotions, behaviors, communication, and actions.
- Develop the capacity for resilience when confronted with challenge.
- Acquire strategies to manage one's reactions to others' emotions during challenging situations.
- Embrace and engage in constructive conflict and feedback.
- Develop capacity to experience and express empathy and compassion.

Self-Efficacy and Self-Awareness

Students will be able to:

- Engage in activities that will allow them to strengthen and apply knowledge learned in the classroom.
- Engage in self-reflection, consider the needs and perspectives of others, and intentionally commit to a set of values.
- Develop an integrated personal identity that includes dimensions such as race, gender, sexuality, disability, class, ethnicity and religion.
- Cultivate coping strategies to minimize stress and discord.
- Analyze a situation in order to make healthy, balanced choices across several dimensions of health and wellness.

LITERATURE REVIEW

COMMUNICATION

Strong communication skills can benefit students in many aspects of their lives. On a personal level, interpersonal communication skills fulfill basic psychosocial needs, foster more satisfying relationships, and reduce risk for depression and anxiety (Burleson, 2007; Hargie, 2010; Segrin & Taylor, 2007). From a career perspective, employers often list communication skills among the top abilities they look for in prospective employees (Hart, 2010; NACE, 2012). Once employed, strong communicators are also more likely to receive promotions and pay increases (Burleson, 2007). From a societal perspective, effective communication skills can enable civic engagement in individuals (Jaffe, 2013).

Additionally, individuals' communication skills must also adapt as society changes. New technologies change the way people communicate (Livingstone, 2004). This greatly affects media literacy, which is defined as an individual's ability to "access, analyze, evaluate, and create messages across a variety of contexts" (p. 5). Being media literate can empower students to better understand the world and make informed decisions (Potter, 2012). The world is becoming more diverse; effective intercultural communication is imperative (Arasaratnam & Doerfel, 2005).

CRITICAL THINKING AND PROBLEM SOLVING

Having the tools and motivation to think critically helps individuals succeed in their personal and professional lives. Problem solving is often cited as an integral component of critical thinking; one definition describes critical thinking as "the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts" (Sternberg, 1986, p. 3). It involves evaluating claims and logically drawing conclusions to do so (Willingham, 2007). Importantly, critical thinking is not solely dependent on a person's cognitive ability; instead, dispositional factors – such as motivation and attitudes – as well as background knowledge influence critical thinking (Facione, 1990; Ku, 2009; Willingham, 2007). As such, there is evidence critical thinking can be fostered and developed and that it is important to do so (Abrami et al., 2008).

Improvement in critical thinking has been linked with better grades and degree attainment in college (Tsui, 1999) and critical thinking is a foundation for lifelong learning (Tsui, 2002). The skill is important for individuals to develop so that they can be contributing members of society (Behar-Horenstein & Niu, 2011). Critical thinking is vital for effective leadership (Flores, Matkin, Burbach, Quinn, & Harding, 2012).

Changes in modern society are making effective decision-making and problem-solving increasingly important (Behar-Horenstein & Niu, 2011). Over 90% of employers who participated in a 2013 survey by AAC&U reported that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major" (p.1).

INFORMATION LITERACY

In order to be successful after graduation, college students should be information literate. Information literacy requires that students "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (Association of College and Research Libraries, n.d.). In today's fast-paced technological world, information is available in many different forms and can be obtained from many sources, including in the classroom, the workplace, multiple media sources, and the Internet. These information sources are often

unfiltered; therefore, their validity and reliability must be questioned. It is not the "sheer abundance of information" that creates an informed society; it is the skills necessary to effectively evaluate this information (Association of College and Research Libraries, n.d.). As such, information literacy has been linked to critical thinking (Buckingham & Willett, 2006; Leung, 2009), and is essential to an individual's intellectual development because it creates the foundation for continued learning (Association of College and Research Libraries, n.d.; Snavely, 2008). With the importance of these skills, evidence has also linked information literacy with increased quality of life (Leung, 2009).

Research has suggested that employers value information literacy skills in their employees (Klusek & Bornstein, 2006). They recruit graduates partly for their online searching skills, but also need students who are capable of conducting more traditional research (Head, 2012). According to employers, however, college graduates lack these competencies. Indeed, many students overestimate their own information literacy skills (Gross & Lathan, 2012). However, faculty and national organizations rank information literacy among the most important skills for students to possess (Saunders, 2012). Thus, it is vital that faculty, administrators, and librarians work together to enhance students' information literacy skills to better prepare them for the future (Snavely, 2008).

Ethical and Moral Reasoning

Moral reasoning is "a psychological construct that characterizes the process by which people determine that one course of action in a particular situation is morally right and another course of action is wrong" (Rest, Thoma, & Edwards, 1997, p. 5). Lawmakers and higher education accreditors have recently emphasized character development as an important role of the university to benefit the greater society (Mayhew & King, 2008; Mayhew, Seifert, & Pascarella, 2010). Falkenberg and Woiceshyn (2008) point out that "…students need educational experiences that highlight the moral ambiguities and uncertainties occurring within economic systems and businesses…" (p. 213). There is evidence that increased moral reasoning can be personally beneficial. Sosik, Juzbasich, and Chun (2011) found that managers' level of moral reasoning was positively associated with ratings of their work performance.

Research shows that integrating moral content in classes can advance students' moral reasoning abilities. Techniques described as "deep approaches to learning" can develop moral reasoning in students (Mayhew, Seifert, Pascarella, Nelson, Laird, & Blaich, 2012, p. 27). These approaches require that students challenge their own knowledge of the world to, in turn, gain a more complex understanding. The National Survey of Student Engagement split deep approaches to learning into three categories: higher-order thinking, integrative, and reflective learning (NSSE, 2008, p. 16). Findings showed that increased moral reasoning was linked with higher-order cognitions (Mayhew et al., 2012). Further, students who reported spending more time reflecting about moral issues had developed greater moral reasoning. Finally, students exposed to an integrated, ability-based curriculum also showed growth in moral reasoning. Thus, higher education institutions can aid students in becoming citizens capable of reasoning through moral situations.

Global Citizenship and Civic Engagement

Schattle (2008) suggested that global citizenship encompasses three core components: awareness, responsibility, and participation in the world beyond one's own environment. Increased interconnectivity in the world is making global citizenship a necessity for today's college graduates. Brodie (2004, p.324) noted that globalism is "breaking down barriers of time, space, and nation" and creating a "global community." Additionally, youth in today's society will

have to work with people from diverse backgrounds to address global problems (Kirkwood, 2001).

Scholars have noted that colleges have fallen short of producing graduates who are prepared to tackle complex issues (Chickering, 2010). Until recently the focus was on career training instead of graduating morally developed and civically engaged students. As social problems are now being classified as global problems (Lapayese, 2003), students must be prepared to face a variety of global challenges, including those related to the economy, politics, and the environment (Chickering, 2010)..

Many universities advertise that their students graduate with skills related to citizenship and global awareness, but only recently have students been assessed to ascertain if they possess these skills (Ouimet & Pike, 2008) In addition to measuring these outcomes, higher education is shifting its focus from civic education to civic engagement (Allen, 2011). Civic engagement links students' learning about community needs to action. Integrating positive psychology to engagement can also increase global citizenship among students and can help students "maintain hope and concern when they encounter the overwhelming negative evidence regarding global issues" (Allen, 2011, p. 1; Cornish, 2004). Enabling students to contribute as global citizens is crucial; universities have the ability to aid in developing a concerned and problem-solving society.

INTERPERSONAL ENGAGEMENT

Interpersonal engagement can have numerous benefits for individuals and can help them achieve success. Evidence suggests positive relationships are important for students' social, affective, and academic success (Martin & Dowson, 2009). Interpersonal relationships are vital for academic motivation and general self-esteem (Martin, Marsh, McInerney, Green, & Dowson, 2007), as well as first-year college students' adjustment to university life (Swenson, Nordstrom, & Hiester, 2008). Students who are successful in college also demonstrate greater engagement with their campuses and involved students are more likely to complete their degrees at those campuses (Brown & Burdsal, 2012). Overall, students who are involved who have meaningful relationships with their instructors and feel part of their university community are more likely to succeed in college.

Interpersonal relationships are important in the workplace. Today's employers demand that college graduates be proficient in communication skills, teamwork, and professionalism, all of which are related to interpersonal competency (Campana & Peterson, 2013). Employers often consider interpersonal skills as more important to employee success than technical skills (Wilhelm, 2004). Additionally, high-quality relationships at work are associated with increased demonstration of learning behaviors (Carmeli, Brueller, & Dutton, 2009) and enhanced job performance (Carmeli, 2009).

Interpersonal engagement can be fostered to benefit students. One study demonstrated that, by their senior year, students score three to four points higher on interpersonal skills tests than they did on the same test during their freshman year (Saavedra & Saavedra, 2011). Activities such as service learning can increase interpersonal engagement (Gallini & Moely, 2003). Pike and Kuh (2005) categorized higher education institutions and found that interpersonally supportive universities were associated with more diversity experiences and increased contact with faculty members. Students at these universities saw their peers and the campus overall as supportive of their efforts.

SELF-EFFICACY AND SELF-AWARENESS

Bandura (1997) defined perceived self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p.3). This confidence can significantly affect people’s overall success in life. ASelf-efficacy has been linked to collegiate achievement; students who are more confident in their academic abilities achieve higher GPAs (Kitsantas, Winsler, & Huie, 2008; Krumrei-Mancuso, Newton, Kim, & Wilcox, 2013; Robbins, Lauver, Le, Davis, Langley, & Carlstron, 2004; Turner, Chandler, & Heffer, 2009). Self-efficacy has been used to predict student retention (Devonport & Lane, 2006) and linked to the successful adjustment of first-year college students (Chemers, Hu, & Garcia, 2001). Researchers have found it is indirectly related to decreased stress, improved health, and increased commitment to remain in school (Chemers, Hu, & Garcia, 2001).

Self-efficacy is associated with success in life beyond college. Self-efficacy has been linked to greater job satisfaction and performance (Abele & Spurk, 2009; Judge & Bono, 2001) and increased salary (Abele & Spurk, 2009).

Self-efficacy is vital for people’s adoption of healthy behaviors, which influences their overall well-being (Bandura, 2004). Importantly, interventions can improve people’s self-efficacy (e.g., Breso, Schaufeli, & Salanova, 2010). Therefore, college administrators and instructors should focus on enhancing students’ overall and domain-specific self-efficacy in order to instill in students the motivational abilities needed to achieve success during and beyond college.

Self-awareness requires the development of reflective thinking, a developmental process through which students come to view the self – as opposed to only external factors – as a valid source of knowledge and beliefs. Individuals begin to recognize the uncertainty and ambiguity characteristic of their knowledge and beliefs, and develop standards for evaluating arguments and evidence (Perry, 1999; Belenky et al. 1997; King & Kitchener, 1994).Self-awareness has a strong positive influence on academic success, as well as success in one’s personal life (Zins, Weissberg, Wang, & Walberg, 2004). Self-awareness is linked to developing and implementing realistic career goals and exploring one’s fit with the culture of an organization (Wallach, 1983). In light of the increasing presence of social media, recent research indicates that intentionally engaging with and managing one’s social media identity is correlated to enhanced self-esteem (Gonzales & Hancock, 2011).

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APPENDIX 1

Co-Curricular Competencies University Leadership Update

Date: April 1, 2015

From: Jen Belisle, Bernie Savarese, Krystyne Savarese, Julie Schultz

Subject: Co-Curricular Competencies Feedback

To: Dr. Javaune Adams-Gaston, Dr. Wayne Carlson, Dolan Evanovich and Dr. Randy Smith

Throughout AU14 semester, the co-curricular competencies team met with academic leadership to share the proposed plan. Formal presentations occurred at the Council on Academic Affairs (CAA), the Council on Student Affairs (CSA), the Council on Enrollment and Student Progress (CESP) and the University-Level Advisory Committee for General Education (ULAC-GE). The presentations recognized the well-defined general education (GE) and curricular outcomes and the need for co-curricular units to have a similarly defined document that will be used to drive assessment, planning and in the reaffirmation of accreditation process.

Feedback from the committees showed that there was strong alignment between several of the co-curricular competencies with the "Curricular Experience at The Ohio State University" document that was approved in May 2010 to guide assessment of the GE. Strong alignment occurs between curricular and co-curricular outcomes in the areas of Communication, Critical Thinking and Problem Solving, Information Literacy, Ethical and Moral Reasoning, and Global Citizenship and Civic Engagement. Conversation also revealed that the co-curricular competencies highlight supplemental areas of learning that are not explicitly addressed in the curricular outcomes such as Interpersonal Engagement, and Self-Efficacy and Self-Awareness. These two additional domains of learning align and are supported by national guiding documents from the Association of American College and Universities (AAC&U) and the Council for the Advancement of Standards in Higher Education (CAS). Please see Image 1 for a visual map of how the curricular and co-curricular competencies align.

In December 2014, the co-curricular competencies team met with their senior leaders to share this feedback about the proposed competencies. At that time, the recommendation was to share the feedback with Dr. Randy Smith and Dr. Alexis Collier from OAA and to gather input on next steps. In February 2015, the team met with them and received their approval for the co-curricular competencies as drafted. In order to keep clear lines of communication open between OAA and the co-curricular committee, the following items were proposed:

- Formulation of a co-curricular competency implementation team that includes representation from at least 2 faculty members and 8 co-curricular unit representatives. One should be a tenure track faculty member who teaches undergraduate students, and the other could be a curricular associate dean or faculty member in an administrative role.
- Biannual meetings between Dr. Javaune Adams-Gaston, Dr. Wayne Carlson, Dolan Evanovich, Dr. Randy Smith, Dr. Alexis Collier, and Co-Curricular leadership team to report progress.
- Continued coordination between OAA and the co-curricular committee as the university constructs assurance arguments for the re-affirmation of accreditation visit in 2017.

Curricular Experience	Co-Curricular Competency
Communication	
Communicate clearly, precisely, and effectively.	Students will effectively communicate, both verbally and non-verbally, in a manner that is clear, concise and authentic. Students will be aware that the manner in which they express their ideas can affect the way in which the message is received.
Critical Thinking and Problem Solving	
Acquire, comprehend, and evaluate information and arguments. Analyze and assess using qualitative and quantitative methods. Integrate, create, and apply knowledge.	Students will have the ability to evaluate problems in multiple contexts, use inductive and deductive reasoning, and create a sound analysis that leads to a logical conclusion. Students will learn to be innovative thinkers, ask insightful questions, and offer creative solutions.
Information Literacy	
Acquire, comprehend, and evaluate information and arguments. Integrate, create, and apply knowledge. Understand the roles of science and technology.	Students will be self-directed learners who identify gaps in their own knowledge, utilize critical thinking and analysis skills, seek appropriate information and resources to fill those gaps through a variety of means, and effectively assess the knowledge acquired. They will contribute to the information ecosystem through ethical use of information and technological resources. They will be lifelong learners who communicate, learn, create, and share information using a range of emerging and evolving technologies in an increasingly information-driven society.
Ethical and Moral Reasoning	
Formulate considered and reasoned ethical judgments	Students will have the ability to formulate and make considered and reasoned ethical and moral judgments. They should be able to use the norms which guide human behavior in order to act with integrity and personal accountability in their daily lives.
Global Citizenship and Civic Engagement	
Recognize and respect diversity Interpret past and contemporary would cultures, events, and issues	Students will have an appreciation for the diversity in people and ideas. They should recognize the role of social diversity in shaping their own attitudes and values regarding appreciation and equity of others. They should also have an understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world that will help them to become engaged and socially-conscious, responsible global citizens.
Interpersonal Engagement	
	Students will be able to work cooperatively and productively with others in a variety of settings. Students will have the ability to develop meaningful relationships within multiple contexts.
Self-Efficacy and Self-Awareness	
	Students will be able to understand their own capabilities, including the areas of wellness, coping with change, making difficult decisions, recovering from disappointment or setbacks, and assessing their own ability to complete tasks, reach goals, and succeed within multiple situations. Students will have a strong sense of self and will take personal responsibility for the direction and balance of their own life.