

**Human Resources and Interactions (SLO)** – The graduate is able to work either independently or in diverse groups to effectively and efficiently to respond to academic and work requirements.

<b>Learning Indicators</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
	<b>Master</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
<b>1.0 Ability to set achievable goals and organize priorities, manage time and activities in a manner consistent with achieving these goals and monitor &amp; evaluate progress</b>	Independently sets realistic goals and organizes priorities in a manner consistent with good time management; Creates project plans with measureable milestones and deliverables; Evaluates progress periodically and adjusts timetables and expectations accordingly	Sets realistic goals and organizes priorities in a manner consistent with good time management, although may need assistance; Usually creates a project plan although not all milestones and deliverables are specified in detail; Evaluates progress on an irregular basis and usually adjusts expectations accordingly.	Can set realistic goals and organize priorities with some assistance but cannot generate a realistic time management plan without guidance; Even with guidance, some milestones and/or deliverables may be missing or unrealistic; Does not evaluate progress on a regular basis nor adjust expectations once a project is underway.	Does not set realistic goals nor organize priorities in a realistic fashion. Does not create a project plan with milestones or deliverables; Does not monitor progress nor readjust expectations
<b>2.0 Displays sufficient courage to challenge conventional approaches and/or thinking and risk making mistakes. Manages risk through personal responsibility and learning from mistakes.</b>	Sees mistakes as learning opportunities; Will at times advocate unconventional or unpopular positions; Willing to take on extremely challenging problems without obvious solutions despite high risk of failure; Manages risk by taking personal responsibility and learning from mistakes	Mature enough to see that not all mistakes are personal failures; Willing to challenge conventional thinking with encouragement; Willing to take limited risks which might generate error; Manages risk by taking personal responsibility and learning from mistakes.	Able to explain that mistakes generate learning opportunities but refuses to act on this belief; Remains convinced that errors reflect personal failures; Will only take occasional risk if given substantial encouragement; May not always manage risk by taking responsibility or learning from mistakes	Sees mistakes as a personal failure and thus refuses to take any risk by challenging conventional thinking; Does not take any risks which might generate a mistake at any level; Unable to consistently take responsibility and/or learn from mistakes.
<b>3.0 When operating as part of a team, aids others to achieve group goals and objectives</b>	Displays concern for others and consistently seeks ways to help wide range of people achieve their goals	Displays concern others; Helps friends and close associates achieve goals	Does not display overt concern for others; Will render aid if requested	Clearly interested in self and own interests; seldom renders aid under any circumstances
<b>4.0 When operating as part of a team, is able to adopt and adapt to different roles</b>	Effectively performs multiple roles in group; Plays different roles in different groups	Effectively plays two roles in a group; Tends to play similar roles in different groups	Makes little attempt to play more than one role; Will try secondary roles if asked	Rejects opportunities and/or requests to perform more than one role in same or different groups
<b>5.0 Shows an appreciation for cultural diversity</b>	Celebrates cultural diversity; Overtly demonstrates that diversity is valued; Seeks out diverse ideas	Accepts cultural diversity; Displays appreciation for different cultural perspectives	Shows no appreciation for cultural diversity; demonstrates bias on occasion	Rejects cultural diversity; displays intolerance and/or bias towards other cultures/points of view
<b>6.0 Ability to interact productively with individuals of different disciplinary/educational experiences</b>	When on multi-disciplinary teams, freely provides own insights and actively solicits opinions of others with different disciplinary and educational experiences	When on multi-disciplinary teams, provides own insights when asked and listens to the opinions of others with different disciplinary and educational experiences	When on multi-disciplinary teams, provides few insights and does not always to the opinions of others with different disciplinary and educational experiences	When on multi-disciplinary teams, neither offers own insights nor listens to others with different disciplinary and educational backgrounds