Institutional Learning Outcome Rubrics

ILO I Assessment: **Critical Thinking:**
- o Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

Primary Element	Below Basic-0	Basic-1	Proficient-2	Advanced-3
Selection of evidence and information sources	**Lack** of evidence appropriate for topic	**Not all** evidence selected is **appropriate** for topic or **fully credible**	Most evidence selected is **appropriate** for topic or **fully credible**	**E**vidence selected is **exemplary** for topic; Uses **highly credible** and **relevant references**.
Evaluation/analysis of evidence with respect to viewpoint, conclusion, or problem.	Issue **not identified** clearly. Analysis is **inadequate**.	Basic description of issue. Simplistic analysis of evidence.	Clear description of issue. Thorough analysis of relevant evidence.	Insightful description of issue. Thoughtful analysis of relevant evidence.
Logical synthesis of evidence to support viewpoint, make a conclusion, or solve problem.	**Illogical** reasoning. Evidence is **not used** to support conclusion.	Displays **basic logic**. **Some evidence used** appropriately to support conclusion, solution, or viewpoint	Displays **proficient logic**. **Full range** of evidence used to make conclusion.	Displays **sophisticated logic** and **integrated use** of evidence to support conclusion, solution, or viewpoint

ILO 2 Assessment **Creativity:**

- Produce, combine, or synthesize ideas in creative ways within or across disciplines.

Primary Element	Below Basic-0	Basic-1	Proficient-2	Advanced-3
Competency from one or more disciplines	Fails to demonstrate competency in any discipline.	Work is executed from a discipline with **minimal appropriate skills.**	Work manifests a solution or idea from one or more disciplines **skillfully**.	Demonstrates h**ighly developed and refined technique** from one or more disciplines.
Originality	**Reformulates** available ideas.	Develops a work by **imitating a well-known model.**	**Experiments** with creating a novel or unique idea, question, format, or product.	**Extends** a novel or unique idea, question, format, or product t**o create new knowledge or knowledge that crosses boundaries**.
Combining, synthesizing	**Fails to utilize existing connections** among ideas or solutions.	**Utilizes existing connections** among ideas or solutions.	**Synthesizes** ideas or solutions into a **coherent whole.**	**Transforms** ideas or solutions into **unique forms**.

ILO 3 Assessment: **Communication**

- o Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

Primary Element	Below Basic-0	Basic-1	Proficient-2	Advanced-3
Effectiveness	Selection conveys ideas/facts in a **disorganized** or **unconvincing** manner.	Selection conveys ideas/facts, but **lacks organization** and/or **depth.**	Selection conveys ideas/facts in an **organized, convincing** manner.	Selection conveys ideas/facts in a **well-organized, compelling** manner.
Conventions of standard, edited English	Selection has **numerous** distracting errors.	Selection has **several** distracting errors.	Selection has **few** distracting errors.	Selection has **no** distracting errors.
Documentation	Selection **fails** to provide **appropriate, documented references**.	Selection provides references, but may **not be fully credible** or **may contain documentation** errors.	Selection provides **credible references** with **negligible** documentation errors.	Selection provides **highly credible references**, with **exemplary** documentation.

ILO 4 Assessment: **Community**——Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

Primary Element	Below Basic-0	Basic-1	Proficient-2	Advanced-3
Provide evidence of understanding	**no evidence** provided as to how the subject matter/ community experience relates to a diverse world. Language is **unclear; inadequate use of concepts** and theories.	**limited evidence** as to how the subject matter/ experience relates to a diverse world. **Unclear, ambiguous language;** lacks conciseness. **Inadequate use of concepts** and theories. Major grammatical and mechanical problems.	**Appropriate evidence** of how the subject matter/experience relates to a diverse world. **Sufficient analysis** of subject matter. Writing conventions communicate essential information with **adequate clarity, precision and coherence**. Appropriate and concise language.	Displays a **broad and in-depth understanding** of how subject matter/experience relates to to a diverse world. Conceptual framework evidences a **creative, well-rounded and unique approach** to diverse issue(s). Writing conventions enhance readability and sophistication. Style and format are **clear and written with strength.**
Critical Assessment	There is **no critical assessment** or recognition of how the subject matter relates to various points of view.	There is **limited** critical assessment of how the subject matter relates to various points of view.	Presents an **appropriate** critical assessment of how the subject matter relates to various points of view.	**Critical appraisal** is **strong and thorough** of how to apply diverse theoretical viewpoints to global subject matter. **Clearly evaluates** how diverse viewpoints relate to human experience.
Use of sound reasoning to support claims	There is **no recognition** of the breadth, scope and nature of how the subject matter relates to a diverse world of peoples and cultures. **No source citations** were used.	**Limited recognition** of the breadth, scope and nature of the subject matter and how it is connected with diverse peoples and cultures. Citations are **sparsely** included	Conceptualization of subject matter is **clear and sound.** Rationale is adequately developed, and variables/ phenomena articulated **appropriately connect** to diverse viewpoints. Citations were **included most of the time.**	Conceptualization of the subject matter is **exceptionally clear and very sound.** Rationale is well developed, clearly stated, and variables/phenomena articulated **strongly connect** to diverse viewpoints that acknowledge cultural differences and competing world divisions. Citations were **effectively cited throughout**.

ILO 5 Assessment: **Quantitative Reasoning**

    o   Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

Primary Element	Below Basic-0	Basic-1	Proficient-2	Advanced-3
Clarity of Representation(s)	No Data is provided.	Data is represented in a manner that **does not clearly communicate** the information.	Data is represented in **a manner appropriate to the discipline** that is minimally sufficient but is not **professional in appearance** or visually pleasing. • Includes **most necessary labels**, units, terms, or discipline-specific symbols. But not all. • **Definitions** of most variables, symbols or acronyms are provided.	Data is represented in **multiple, visually pleasing ways appropriate to the discipline**. Includes **all necessary labels**, units, terms, or discipline-specific symbols. **Clear definitions** of all variables, symbols or acronyms are provided.
Analysis	No analysis attempted.	Analysis is **insufficient**, OR is **difficult to follow**, OR Contains **major / concept errors**.	Analysis is **brief, but sufficient**. OR lacks clarity Application of discipline-specific methods contains **minor errors**.	• Analysis is **thorough**, clear and draws on provided data for evidence. • Explicitly and **effectively applies rules**, formulas, laws, theories, or models common to the discipline
Conclusion / Reflection	No Conclusion is provided. OR is entirely unrelated to Analysis.	**No Verification** of results is attempted Makes judgments or draws **conclusions that are only loosely connected to the analysis.**	• **Verification** of the results is minimal. • Makes judgments or draws **conclusions that follow logically** from their analysis, but no other insights are included.	• **Verifies** the reasonableness of the results in the context of the problem and/or validates the results in some other manner. • Makes judgments or draws **conclusions that follow logically** from their analysis **AND incorporates insights** that reflect a grasp of discipline-specific issues involved.

Additional Assessment

Assessment of Reflection: Reflection articulately explains student's thinking and learning processes, as well as implications for future learning and makes clear connections between this learning experience, the goals of the course for which the assignment was completed as well as with personal and academic goals.

Primary Element	Below Basic -0	Basic – 1	Proficient – 2	Advanced – 3
Reflective thinking	The reflection **does not address** the student's thinking and/or learning.	The reflection **attempts** to demonstrate thinking about learning but is **vague and/or unclear** about the learning process.	The reflection **clearly** explains the student's thinking about his/her learning processes.	The reflection is an **in-depth analysis** of the learning experience and the student's appreciation for the topic.
Making connections	The reflection **does not** make connections to course goals or academic/personal goals.	The reflection **vaguely** makes connections between this learning experience, course goals and academic/personal goals.	The reflection **clearly describes** connections between this learning experience, course goals and academic/personal goals.	The reflection **articulately explains** connections between this learning experience, course goals and academic/personal goals.