RUBRIC for Institutional Learning Outcomes

(Evaluated points for each Learning Indicator range from 1-Inadequate to 5- Exemplary)

Written Communication

Intended Learning Outcome: Students will demonstrate clear and precise use of written, oral and/or nonverbal language to effectively express one's own ideas, perspectives, and understandings as well as the ideas, perspectives, and understandings of others.

Learning Indicators	1-Inadequate	2-Developing	3-Proficient	4-Advanced	5-Exemplary
Audience and Purpose: Demonstrates effective engagement and awareness of both the reader and the particular writing objective.	Fails to adequately address audience and/or purpose.	Attempts to address audience and/or purpose.	Sufficiently addresses audience and/or purpose.	Addresses audience and purpose with precision and efficacy.	Demonstrates a thorough understanding of context, audience and purpose that is responsive to the task and focuses all elements of the work.
Use of Language: Demonstrates effective and appropriate use of written communication and rhetorical skills.	Evidence of effective and appropriate written skills does not exist. Written work is difficult to follow.	Begins to show evidence of effective and appropriate use of written communication and rhetorical skills.	Provides sufficient evidence of effective and appropriate written communication and rhetorical skills.	Uses language and rhetorical skills sharply and constructively.	Applies language and rhetorical skills in a creative and sophisticated way.
Mechanics: Demonstrates precise and constructive implementation of grammar rules and sentence level dynamics in writing.	Written work is difficult to read due to poor use of grammar and sentence level dynamics; grammar and sentence level errors throughout reading.	Written work is readable but may still contain numerous grammar and sentence level errors.	Written work generally free of grammar and sentence level errors and mostly easy to read. May contain a few errors that do not impede reading.	Written work has few errors and uses straightforward language to convey meaning to readers.	Skillfully communicates meaning to readers with clarity and fluency.
Organization and Development: Demonstrates logical and constructive arrangement and structuring of words, sentences, and paragraphs to best address audience and purpose.	Overall arrangement of words, sentences, and paragraphs is completely illogical and incoherent. Unreadable.	Overall arrangement of words, sentences, and paragraphs allows for reading but possesses numerous construction and logic issues that affect readability and coherence.	Overall arrangement of words, sentences, and paragraphs is mostly coherent and logical. Mostly easy to read sentence to sentence.	Overall arrangement of words, sentences, and paragraphs is completely logical and coherent.	Student demonstrates command of organization and development patterns that not only makes the reading easy to read but also engaging.
Ideas and Thinking: Demonstrates constructive and appropriate critical thinking, logic, and engagement skills to best address audience and purpose.	Ideas and thinking lack logic, coherence, and/or relevance.	Ideas and thinking are elementary or cliché.	Ideas and thinking demonstrates critical thinking and engagement. May, however, lack clarity or sharpness of thought.	Ideas and thinking demonstrate higher order critical thinking. The presentation is clear and easy to read.	Ideas and thinking are higher order and reflects an engagement that is fresh, unseen, and beyond expectations.

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RUBRIC for Institutional Learning Outcomes
(Evaluated points for each Learning Indicator range from 1-Inadequate to 5- Exemplary)

Demonstrative and Oral Communication

Intended Learning Outcome: Students will demonstrate clear and precise use of written, oral and/or nonverbal language to effectively express one's own ideas, perspectives, and understandings as well as the ideas, perspectives, and understandings of others.

Learning Indicators	1-Inadequate	2-Developing	3-Proficient	4-Advanced	5-Exemplary
Audience: Demonstrates effective engagement with the audience.	Fails to adequately address audience/listeners.	Attempts to address audience/listeners. Some eye contact is made and interaction is attempted but needs enhanced.	Sufficiently addresses audience/listeners. Makes good eye contact and begins to make a connection with the audience.	Addresses audience with command, purpose, and efficacy.	Addresses and involves audience and listeners.
Purpose: Demonstrates effective awareness of the given purpose.	Fails to adequately address given purpose.	Attempts to address given purpose but is difficult to follow.	Statement of purpose is clear and meets expectations but could be further developed and refined.	Addresses purpose concisely and with command.	Conveys purpose in a sophisticated and compelling manner.
Use of verbal and nonverbal language: Demonstrates effective and appropriate use of verbal and nonverbal language.	Fails to adequately use or manipulate verbal and nonverbal language.	Attempts to use and manipulate verbal and nonverbal language.	Uses verbal and nonverbal language to enhance the presentation and engage the audience.	Uses or manipulates verbal and nonverbal language with command, purpose, and efficacy.	Verbal and nonverbal language choices are creative, memorable, and enhance the effectiveness of the presentation.
Listening/Response/ Group Discussion Dynamics: Actively participates in group discussion.	Fails to adequately demonstrate oral communication participation as an audience member or in group dynamics.	Attempts to contribute to group discussion. Participation is minimal.	Appropriately contributes to group discussions and group dynamics.	Demonstrates oral communication participation as an audience member or in group dynamics actively, accurately, and cohesively.	Initiates, leads, and inspires group discussion. Asks though provoking questions that contribute to deeper reflection.
Voice, Tone, and Style: Applies delivery techniques that enhance the quality of the presentation.	Fails to adequately manipulate or address voice, tone, and/or style.	Attempts to manipulate or address voice, tone, and/or style.	Appropriately addresses voice, tone, and/or style.	Manipulates or addresses voice, tone, and/or style with sharpness, accuracy, and efficacy.	Voice, tone and/or style make the presentation compelling and the speaker appears polished and confident.

RUBRIC for Institutional Learning Outcomes

(Evaluated points for each Learning Indicator range from 1-Inadequate to 5- Exemplary)

Quantitative Reasoning

Intended Learning Outcome: Students will demonstrate the ability to read, write, compute, and solve quantitative problems presented in multiple ways.

Learning Indicators	1-Inadequate	2-Developing	3-Proficient	4-Advanced	5-Exemplary
Interpretation: Read, understand, write and describe information given in mathematical forms.	No written or other evidence of translation of the problem into mathematical forms.	There is evidence of the interpretation of the problem, but it may be incomplete or may include small errors.	The problem is represented in a complete manner, but may not be the most efficient form.	The problem is represented clearly by an appropriate mathematical or text form with some good labeling.	The problem is described well by an appropriate mathematical or text form with labels (and beyond – i.e. represented in more than one way) and may make reasonable predictions.
Computation: Using, manipulating and calculating data to solve problems.	No evidence of calculation – OR Student makes several conceptual mistakes.	Computations have a minor conceptual mistake – OR Student makes several basic arithmetic errors.	Computations may have a minimal amount of arithmetic errors but shows competence in using the correct method for solving the problem.	Computations are all correct and clearly written with no errors.	Computations are all correct and annotated with property names or reasons behind steps.
Application (or analysis): Draws suitable conclusions based on numerical analysis of data.	No conclusions are drawn, or conclusions are drawn but are not based on data.	A basic conclusion is reached, but are only somewhat supported by the data.	An average conclusion is reached and supported by the data.	An insightful conclusion is reached and is supported by the data.	A sophisticated conclusion is reached and is supported by the data.
Assumptions: Make and identify assumptions used in estimation, modeling, and analyzing data.	Did not identify assumptions.	An attempt is made to identify assumptions.	Clearly describes assumptions.	Clearly describes assumptions and gives reasons why these assumptions are necessary or appropriate.	Clearly describes assumptions and gives reasons why these assumptions are necessary or appropriate. Displays an awareness that the assumptions may limit the precision of conclusions.
Communication: Present an argument supported by quantitative evidence in an appropriate format.	No argument made or no supporting evidence for an unclear argument.	Presents an argument which can be supported by quantitative evidence, but does not provide specific numerical support.	There is a valid argument, but the presentation may not directly connect the argument to the data or computations.	An argument is presented with appropriate quantitative evidence, but it may not be presented effectively.	An argument is presented in an effective way, well-linked to quantitative evidence.

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RUBRIC for Institutional Learning Outcomes
(Evaluated points for each Learning Indicator range from 1-Inadequate to 5- Exemplary)
Citizenship and Social Responsibility

Intended Learning Outcome: Students will develop the knowledge, skills, values, and motivations to participate in both the political and non-political processes and institutions related to American citizenship and residence in the global community.

Learning Indicators	1-Inadequate	2-Developing	3-Proficient	4-Advanced	5-Exemplary
Civic Identity and Self-Awareness	Demonstrates no evidence of understanding civic identity or self-awareness.	Demonstrates minimal or marginal evidence of understanding civic identity or self-awareness.	Sufficiently demonstrates understanding of civic identity or self-awareness (concepts, models, terms) without evidence of measurable or corroborated civic participation.	Sufficiently demonstrates understanding of civic identity or self-awareness (concepts, models, terms) with evidence of measurable or corroborated civic participation.	Intentionally and positively demonstrates civic leadership or innovation clearly based on self-awareness and civic identity.
Civic Responsibility and Engagement	Demonstrates no evidence of understanding civic responsibility or engagement.	Demonstrates minimal or marginal evidence of understanding civic responsibility or engagement.	Sufficiently demonstrates understanding of civic responsibility or engagement (principles, objectives, models) without evidence of measurable or corroborated civic participation.	Sufficiently demonstrates understanding of civic responsibility or engagement (principles, objectives, models) with evidence of measurable or corroborated civic participation.	Intentionally demonstrates effective and measurable civic engagement (leadership or innovation) directly reflecting principles, objectives, and/or models of civic responsibility.
Ethical Competence	Demonstrates no evidence of understanding concepts, principles, or models related to ethical competence.	Demonstrates minimal or marginal evidence of understanding concepts, principles, or models related to ethical competence.	Sufficiently demonstrates understanding of concepts, principles, or models related to ethical competence.	Sufficiently demonstrates understanding of concepts, principles, or models related to ethical competence with evidence of civic action or decision-making based on analysis of various ethical components.	Demonstrates direct and measurable ethical leadership or innovation related to citizenship or community engagement.
Intercultural Competence	Demonstrates no evidence of understanding principles, objectives, or models related to intercultural competence.	Demonstrates minimal or marginal evidence of understanding principles, objectives, or models related to intercultural competence.	Sufficiently demonstrates understanding of concepts, principles, or models related to intercultural competence.	Sufficiently demonstrates understanding of concepts, principles, or models related to intercultural competence with evidence of effective intercultural engagement.	Demonstrates civic responsibility through intercultural advocacy.
Citizenship	Demonstrates no evidence of understanding the systems, structures, and mechanisms of citizenship.	Demonstrates minimal or marginal understanding of the systems, structures, and mechanisms of citizenship.	Sufficiently demonstrates understanding of the systems, structures, and mechanisms of citizenship.	Sufficiently demonstrates understanding of the systems, structures, and mechanisms of citizenship with evidence of effective action or participation within a system, structure, or mechanism of citizenship.	Demonstrates leadership or innovation working directly within a particular system, structure, or mechanism of citizenship.

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Critical Thinking

Intended Learning Outcome: Students will process information, artifacts, and realities to make reasonable decisions and formulate applicable judgments.

Learning Indicators	1-Inadequate	2-Developing	3-Proficient	4-Advanced	5-Exemplary
Explains the presented issue.	Does not explain the presented issue.	Attempts to explain the presented issue but does not provide a clear description.	Presented issue is clearly stated and described.	Presented issue is described in detail and provides comprehensive supporting evidence.	Sophisticated level of explanation of issue.
Relates the influence of context and assumptions to the presented issue.	Unable to identify present assumptions and contexts.	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position.	Identifies own and others' assumptions and relevant contexts when presenting a position.	Systematically analyzes own and others' assumptions and relevant contexts when presenting a position.
Uses evidence to investigate a point of view.	Does not provide evidence to investigate a point of view.	Identifies and begins to interpret information but does not analyze evidence.	Information is taken from source(s) with enough information for a coherent analysis.	Information is taken from source(s) with enough interpretation for a comprehensive analysis.	Comprehensive analysis or synthesis of information is presented. Expert viewpoints are thoroughly analyzed.
Formulates a coherent position.	Student's position is not clearly stated.	Student's position is stated in general terms.	Student's position is clearly articulated and includes acknowledgment of both sides of an issue.	Student's position evaluates the complexities of an issue. Others' points of view are analyzed.	Student's position is presented at a sophisticated level and includes the limits of one's position.
Draws conclusions that follow from understanding of the various facets of the presented issue.	Conclusions and outcomes are not present.	Conclusion is inconsistently related to the information discussed.	Conclusion is logically related to the information discussed.	Conclusion is advanced and includes analysis of alternative viewpoints.	Conclusions reflect in depth analysis and synthesis of information discussed.

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Information Literacy

Intended Learning Outcome: Students will responsibly identify, access, develop, implement, and evaluate relevant, credible information.

Learning Indicators	1-Inadequate	2-Developing	3-Proficient	4-Advanced	5-Exemplary
Identifies information needed for a specific scholarly purpose.	Fails to identify a scholarly purpose with associated information needs.	Identifies a broad or vague purpose with indefinite or information needs and procedures for meeting these needs.	Adequately identifies the necessary quantity and type of information needed as well as acceptable procedures for developing accessing, and managing this information.	Identifies the appropriate quantity and type of information needed as well as appropriate procedures for developing accessing, and managing this information.	Clearly identifies the suitable quantity and type of information needed as well as apt procedures for developing, accessing, and managing this information.
Accesses or develops information.	Accesses or develops little or no relevant information.	Accesses or develops limited information relevant to the intended purpose.	Accesses or develops information adequate for the intended purpose.	Effectively accesses or develops substantial relevant information appropriate to the intended purpose.	Skillfully accesses or develops robust relevant information suitable to the intended purpose.
Effectively implements relevant and credible information.	Employs little or no credible information appropriate to a scholarly purpose.	Employs limited relevant credible information or the implementation of this information may be significantly under-developed.	Employs adequate, credible information, though the integration and evaluation of this information may be under-developed.	Effectively evaluates, synthesizes, integrates, and organizes relevant credible information for easy consumption by others.	Skillfully evaluates, synthesizes, integrates, and organizes relevant credible information for ready consumption by others.
Observes disciplinary, ethical, and legal standards.	Fails to observe disciplinary, ethical, and legal standards.	Attempts to observe necessary standards, though there may be significant flaws in implementation.	Observes necessary disciplinary, ethical, and legal standards.	Carefully interprets and applies applicable standards with few errors.	Skillfully interprets and applies all applicable standards.

RUBRIC for Institutional Learning Outcomes

(Evaluated points for each Learning Indicator range from 1-Inadequate to 5- Exemplary)

Technology

Intended Learning Outcome: Students will understand and use multiple forms of current and emerging technologies.

Learning Indicators	1-Inadequate	2-Developing	3-Proficient	4-Advanced	5-Exemplary
Identify and demonstrate use of current technology.	No use of technology.	Minimal use of technology.	Uses technology for most tasks.	Uses technology for all appropriate tasks.	Creative use of technology for all possible tasks.
Identify the most important emerging technologies and describe possible use.	No knowledge of emerging technologies.	Aware of some limited uses of emerging technologies.	Conversant with most uses of emerging technologies.	Conversant with all uses of emerging technologies.	Expert in knowledge and use of emerging technologies.
Uses appropriate technology to solve problems.	Cannot solve problems with technology.	Limited ability to solve problems with technology.	Ability to solve mundane problems with technology.	Solves complex problems with technology.	On the bleeding edge of technology.
Demonstrate knowledge of the ethical use of technology.	Immoral in the use of technology.	Recognizes some ethical issues in the use of technology.	Generally moral and ethical in the use of technology.	Almost always moral and ethical in the use of technology.	Always ethical and moral in use of technology.
Effectively communicate using multiple technology applications.	Does not use technology to communicate.	Able to use one technology application to communicate.	Uses at least two technology applications to communicate.	Uses three or more technology applications to communicate.	Proficient in the use of all technology applications to communicate and consistently searches for new applications to use to communicate.