

Ways of Knowing: Rubric for Outcome 1

Outcome 1

Students will be able to utilize problem solving, the process of designing, evaluating, and implementing a strategy or strategies to answer an open-ended question or achieve a desired goal, as defined by the way of knowing.

	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement may be superficial.	Demonstrates limited or no ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies appropriate approach(es) for solving the problem that apply within a specific context.	Identifies approach(es) for solving the problem, only some of which are appropriate within a specific context.	Does not identify an appropriate approach(es) for solving the problem within a specific context.
Evaluate Strategies/ Solutions	Evaluation of solutions is thorough in its explanation and considers all of the following: the history of the problem, the logic/reasoning of the strategies, the feasibility of the solution(s), and the impacts of the solution(s).	Evaluation of solutions is adequate in its explanation and does not fully consider the following: the history of the problem, the logic/reasoning of the strategies, the feasibility of the solution(s), and the impacts of the solution(s).	Evaluation of solutions is difficult to assess because it is vague, incorrect, or does not address the problem.
Implement Solutions	Implements the solution in a manner that thoroughly addresses multiple contextual factors* of the problem.	Implements the solution in a manner that addresses the problem statement but ignores some relevant contextual factors*.	Implements the solution in a manner that does not address the problem statement or relevant contextual factors*.

Note: Adapted from the AAC&U Problem Solving VALUE Rubric.

**Contextual Factors: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.*

Ways of Knowing: Rubric for Outcome 2

Outcome 2

Students will be able to apply methods of inquiry and analysis, the systematic process of exploring issues/objects/works through the collection and process of breaking complex topics or issues into parts to gain a better understanding of them that result in informed conclusions/judgments, as identified by the way of knowing.

	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Topic	Articulates a creative, focused, and manageable thesis or problem statement that addresses potentially significant aspects of the topic.	Articulates a manageable thesis or problem statement that may lack creativity, appropriate focus, or some relevant aspects of the topic.	Lacks a manageable thesis or problem statement.
Existing Knowledge , Research and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing various points of view/approaches; presentation may be somewhat limited or cursory.	Presents limited information or information from irrelevant sources.
Analysis	Organizes and synthesizes reliable evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the analysis.	States a conclusion that reflects the analysis, but it may not be fully developed.	States an ambiguous, illogical, or unsupported conclusion or lacks a conclusion.

Note: Adapted from the AAC&U Inquiry and Analysis VALUE Rubric

Ways of Knowing: Rubric for Outcome 3

Outcome 3

The student will demonstrate the ability to know when there is a need for information, be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Scope of the Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Selected sources directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine most key concepts. Some selected sources may not relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Cannot determine most key concepts. Selected sources do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Critically Evaluates Information	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Information from sources is thoroughly examined.	Information is taken from source(s) with some interpretation/evaluation to create a coherent analysis or synthesis. Information from sources is taken as mostly at face value.	Information is taken from source(s) with minimal or no interpretation/evaluation. Information from sources is taken at face value.
Effectively and Responsibly Use Information	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

NOTE: Adapted from the AAC&U Information Literacy VALUE Rubric

Ways of Knowing: Rubric for Outcome 4

Outcome 4

The student will design and execute a performance of the way of knowing. A performance is defined as: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.

	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Specify/ Define the Creative Objective	The student articulates a well-developed purpose statement that outlines the objective.	The student articulates a purpose statement that may not fully outline the objective.	The student does not articulate a purpose statement or the purpose statement vaguely outlines the objective.
Resources Identified	Identifies the most appropriate resource(s) (e.g. materials, theories, methodologies, and techniques).	Identifies resource(s) (e.g. materials, theories, methodologies, and techniques) but may overlook some of those most appropriate for the project.	Identifies resource(s) (e.g. materials, theories, methodologies, and techniques) that are insufficient or incorrect .
Idea Generation and Selection	Student expresses a unique or original idea that utilizes appropriate technique(s) for the project.	Student expresses a somewhat original idea that utilizes mostly appropriate technique(s) for the project.	Student expresses an idea that is imitative and/or does not utilize appropriate technique(s) for the project.
Execution and Presentation of Work to Audience	Execution of the final project demonstrates mastery of technique(s) and creative expression that makes learning observable.	Execution of the final project demonstrates competence in technique(s) and creative expression that makes learning observable.	Execution of the final project demonstrates inadequacy in technique(s) and/or creative expression.

Note: Rubrics used within the course for evaluating a performance may constitute the collected artifact for Core 39 assessment purposes. For example, Oral Proficiency Interview (OPI) Rubric from Language 204. This rubric is based on the AAC&U VALUE rubrics including the Integrated Learning Value Rubric

Global Embedded Experiences: Rubric

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably.

	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Global Interconnectedness	Demonstrates an extensive analysis of one or more instances of global interconnectedness.	Demonstrates an analysis of one or more instances of global interconnectedness.	Limited or no analysis of one or more instances of global interconnectedness.
Social Justice	Demonstrates an extensive analysis of ethical, social, and/or environmental challenges as they pertain to global issues and evaluates the local or broader consequences of human behavior(s).	Demonstrates some analysis of ethical, social, and/or environmental challenges as they pertain to global issues and evaluates some of the local or broader consequences of human behavior(s).	Limited or no analysis of ethical, social, and/or environmental challenges as they pertain to global issues and limited or no evaluation of the local or broader consequences of human behavior(s).
Global Stewardship	An extensive analysis of the impact(s) of ethical, social, and/or environmental decisions on global sustainability.	Some analysis of the impact(s) of ethical, social, and/or environmental decisions on global sustainability.	Limited or no analysis of the impact(s) of ethical, social, and/or environmental decisions on global sustainability.

NOTE: Adapted from the AAC&U Global Learning VALUE Rubric

Diversity Embedded Experiences: Rubric

Diversity Embedded Experience must address critically the differences among individuals and groups, representing the full spectrum of human characteristics, ideas, and worldviews.

	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Knowledge of Diverse Cultures	Demonstrates thorough knowledge of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial knowledge of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates limited or no knowledge of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Ethical & Social Justice Issues	Recognizes and reflects on ethical and/or social justice issues when presented in a complex, multilayered context and fully considers individual and societal responsibilities.	Recognizes and superficially reflects on ethical and/or social justice issues when presented in a complex, multilayered context and partially considers individual and societal responsibilities.	Neither recognizes nor reflects on ethical and/or social justice issues when presented in a complex, multilayered context and does not consider individual and societal responsibilities.
Cultural Perspectives & Identities	Demonstrates substantial evidence of recognizing alternate cultural perspectives and identities by engaging in activities and inquiry regarding diverse communities and cultures.	Demonstrates some evidence of recognizing alternate cultural perspectives and identities by engaging in activities and inquiry regarding diverse communities and cultures.	Demonstrates limited or no evidence of recognizing alternate cultural perspectives and identities by engaging in activities and inquiry regarding diverse communities and cultures.

Writing Intensive Embedded Experiences: Rubric

	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Statement of the thesis (or main goal)	The written artifact makes a central claim that is substantive, articulately stated, and thought provoking.	The written artifact makes a central claim, but it could be more substantive, articulately stated, and/or may be somewhat self-evident.	Needs work: The written artifact makes no central claim, or one that is irrelevant, unclear, or self-evident.
Paragraph development	Paragraphs are consistently well structured and developed. Paragraphs are organized around a clearly stated, well-positioned central argument, which is thoroughly and convincingly supported. The evidence and/or supporting materials are fully explicated and analyzed; appropriate primary and secondary sources are used (as applicable). The sentences are coherent (they are clearly linked) and unified (they stay on topic).	Paragraphs are well structured but exhibit lapses in development. Paragraphs include all the essential elements—argument, evidence, explication, and analysis—but, often enough, these elements could be developed more fully and/or in a more orderly manner. The sentences may show minor lapses in coherence and unity.	The paragraphs are poorly developed. Paragraphs may lack the essential elements. The sentences often show major lapses in coherence and unity.
Complexity of thought	Complexity of thought and discussion are intricate and original, stretching well beyond what is immediately apparent.	Complexity of thought and discussion are competent, but it does not stretch, or stretches very little, beyond what is immediately apparent.	Little or no complexity of thought. The discussion is oversimplified, unoriginal, and self-evident.
Command of Written English	The artifact is free of errors in grammar, punctuation, and mechanics. The writer's voice is engaging and the prose fluent.	The artifact exhibits minor, occasional errors in grammar, punctuation, and style. The writer's voice is appropriate and the prose competent.	The artifact exhibits major, persistent errors in grammar, punctuation, and style. The writer's voice is inappropriate or inconsistent, and the prose substandard.