

Institutional Learning Outcome Rubrics with Student Expectations

Critical Thinking

| Outcome | 5 Substantially Exceeds Expectations | 4 Exceeds Expectations | 3 Meets Expectations | 2 Nearly Meets Expectations | 1 Does Not Meet Expectations |
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| ILO_CT1. Comprehend the implications of a topic or problem. | Student clearly and completely articulates all of the implications of a topic or problem | The student clearly and completely articulates the majority of the implications of a topic or problem | The student identifies all of the implications of a topic or problem | The student lists most of the implications of a topic or problem. | The student mentions only one of the implications of a topic or problem. |
| ILO_CT2. Locate and synthesize appropriate evidence. | The student correctly locates appropriate evidence from college level sources and accurately synthesizes the evidence. | The student locates the majority of the evidence from college level sources and accurately synthesizes the evidence. | The student locates some of the evidence from college level sources and accurately synthesizes the evidence. | The student locates evidence but fails to synthesize the evidence correctly or locates incorrect evidence and correctly synthesizes the evidence found. | The student mentions some evidence without synthesizing it. Sources are not college level. |
| ILO_CT3. Construct well-reasoned conclusions. | The student evaluates all of the information and clearly draws accurate conclusions demonstrating a profound understanding of the evidence's relevance. | The student evaluates most of the information, constructs a conclusion based on the limited information and attempts to demonstrate the evidence's relevance. | The student evaluates some of the information, constructs a conclusion based on the limited information, and attempts to demonstrate the evidence's relevance. | The student conclusion is not supported by evidence or is not clearly articulated. Student does not attempt to demonstrate the relevance of the evidence | The student lists the evidence but does not make a valid conclusion. |

Diversity

| Outcome | 5 Substantially Exceeds Expectations | 4 Exceeds Expectations | 3 Meets Expectations | 2 Nearly Meets Expectations | 1 Does Not Meet Expectations |
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| ILO_D1. Examine diversity, both local and global, to develop an understanding of and appreciation for people and ideas | <p>The student is able to acknowledge any personal biases with a given issue</p> <p>The student examines an issue from multiple and conflicting sides, considering the needs and experiences of diverse populations, especially those different from themselves</p> | <p>The student is able to acknowledge any personal biases with a given issue</p> <p>The student examines an issue from multiple viewpoints, considering the needs and experiences of diverse populations, especially those different from themselves</p> | <p>The student is able to acknowledge any personal biases with a given issue</p> <p>The student examines an issue from at least three viewpoints, considering the needs and experiences of diverse populations</p> | <p>The student may acknowledge any personal biases, but still works mostly from that viewpoint as the baseline</p> <p>The student examines an issue from only one opposing viewpoint</p> | <p>The student does not acknowledge any personal bias</p> <p>The student does not include opposing viewpoints</p> |
| ILO_D2. Demonstrate an understanding of personal responsibility as a member of diverse communities | <p>The student demonstrates an openness to multiple complex worldviews and responsible communication of their ideas and experiences</p> <p>Identifies potential issues on a multitude of scales beyond those that impact them directly</p> | <p>The student demonstrates an openness to multiple worldviews and communicates personal experiences and ideas</p> <p>Identifies several potential issues on scales beyond those that impact them directly</p> | <p>The student demonstrates an openness to multiple worldviews, though communicates this primarily through a familiar cultural perspective</p> <p>Identifies potential issues on at least a global level and a community beyond their own</p> | <p>The student does not demonstrate an openness to multiple worldviews, and communicates this primarily through a familiar cultural perspective</p> <p>Identifies potential issues on a global level their own community</p> | <p>The student does not demonstrate an openness to multiple worldviews, communicating solely through a comfortable cultural perspective</p> <p>Identifies potential issues only for their own community</p> |

Ethics

| Outcome | 5 Substantially Exceeds Expectations | 4 Exceeds Expectations | 3 Meets Expectations | 2 Nearly Meets Expectations | 1 Does Not Meet Expectations |
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| ILO_Et1. Practice professional standards within legal, ethical, and regulatory frameworks | <p>The student shows ethical integration of a variety of sources of information OR shows evidence of their original work</p> <p>The student demonstrates a mastery of the standard framework for the field</p> <p>Any claims present are backed up with copious and sound reasoning, either quantitative, qualitative, or both, depending on the context</p> | <p>The student shows ethical integration of some of sources of information and uses of standard framework OR shows evidence of their original work</p> <p>The student uses standard framework properly</p> <p>Any claims present are backed up with sound reasoning, either quantitative, qualitative, or both, depending on the context</p> | <p>The student shows ethical integration of a sources of information from multiple viewpoints OR shows their original work</p> <p>The student uses standard framework properly, if not perfectly</p> <p>Any claims present are backed up with reasoning, either quantitative, qualitative, or both, depending on the context</p> | <p>The student integrates sources of information OR shows limited evidence of original work</p> <p>The student may use a framework that is accepted, but either poorly executed or not appropriate for the context.</p> <p>Any claims present are backed up with reasoning, either quantitative, qualitative, or both, depending on the context, but may only consider a limited scope of viewpoints.</p> | <p>The student does not integrate sources or show work and/or does not use an accepted framework</p> <p>Any claims present are backed up with reasoning, either quantitative, qualitative, or both, depending on the context, but may only consider a limited scope of viewpoints.</p> |

Employment

| Outcome | 5 Substantially Exceeds Expectations | 4 Exceeds Expectations | 3 Meets Expectations | 2 Nearly Meets Expectations | 1 Does Not Meet Expectations |
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| ILO_Em1. Demonstrate knowledge of norms and expectations of professional environments. | <p>Can be relied on to perform tasks at all times</p> <p>Is continually on-time</p> <p>Actively seeks out and applies constructive feedback</p> <p>Creates solutions to problems</p> | <p>Can be relied on to perform tasks nearly all times</p> <p>Seeks constructive feedback</p> <p>Creates solutions to problems with little instruction and supervision</p> | <p>Can be relied on to perform task most of the time</p> <p>Accepts constructive feedback</p> <p>Creates solutions to problems when instructed with supervision</p> | <p>Can be relied on to perform tasks some of the time</p> <p>Attempts to accept constructive feedback</p> <p>Occasional creates solutions to problems when instructed</p> | <p>Cannot be relied on to perform tasks</p> <p>Does not accept constructive feedback</p> <p>Unwilling or unable to create solutions to problems when instructed</p> |
| ILO_Em2. Demonstrate skills in working with others in a professional and constructive manner | <p>Conducts self in a professional manner that brings praise to the organization</p> <p>Inspires positive interactions among others in the workplace</p> <p>Responds in a mature manner to prevent or resolve conflict</p> <p>Displays motivation in all interactions</p> <p>Initiates communication</p> | <p>Conducts self in a manner that brings praise from other employees and students</p> <p>Initiates positive interactions with others</p> <p>Responds in a mature manner to resolve conflict</p> <p>Displays motivation in nearly all interactions</p> <p>Often initiates communication</p> | <p>Conducts self in expected professional manner</p> <p>Displays positive interactions with others</p> <p>Responds in a mature manner to resolve conflict</p> <p>Displays motivation in most interactions</p> <p>Responds to communication</p> | <p>Conducts self in acceptable manner some of the time</p> <p>Displays positive interactions with some people in this setting</p> <p>Attempts to resolve conflict in a mature manner</p> <p>Displays motivation in some interactions</p> <p>Typically responds to communication</p> | <p>Does not conduct self in an acceptable manner</p> <p>Does not display positive interactions with people in this setting</p> <p>Is unable to resolve conflict in a mature manner</p> <p>Does not display motivation in interactions</p> <p>Fails to respond to communication</p> |

Sustainability

| Outcome | 5 Substantially Exceeds Expectations | 4 Exceeds Expectations | 3 Meets Expectations | 2 Nearly Meets Expectations | 1 Does Not Meet Expectations |
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| <p>Self</p> <p>ILO_S1. Students will understand the importance and implementation of sustainable practices that meet the needs of today without compromising the needs of the future.</p> | <p>Develop a comprehensive financial budget</p> <p>Create a time-management budget to provide for long-term wellness</p> <p>Develop a personal code that connects happiness with personal responsibility</p> <p>Models sustainable practices</p> | <p>Propose an expense/income report</p> <p>Develop a semester long calendar of events</p> <p>Reflect on past decisions to make changes in life</p> <p>Analyzes sustainable practices</p> | <p>Track financial spending habits</p> <p>Keep track of important events (exams, due dates)</p> <p>Identify positive and negative decisions that have been made in past three months</p> <p>Identifies habits to modify to be sustainable</p> | <p>Identifies income and expenses</p> <p>Tracks some important events</p> <p>Identify positive or negative decision in past month</p> <p>Lists three or more habits that could be changed.</p> | <p>1. Identifies income or expenses</p> <p>Tracks two or fewer important events</p> <p>Identify positive or negative decision in past week</p> <p>Lists two or fewer habits that could be changed.</p> |
| <p>Society</p> <p>ILO_S1. Students will understand the importance and implementation of sustainable practices that meet the needs of today without compromising the needs of the future.</p> | <p>Analyze differences in economic development versus economic growth as it pertains to sustainability.</p> <p>Develop a plan to counteract the unsustainability of a society's dependence on fossil fuels.</p> <p>Analyze the effects of renewable and nonrenewable resources on society.</p> <p>Develop a philosophy that relates participation in civic duties to personal fulfillment.</p> <p>Analyze the effects of world population growth on the economy and society</p> <p>Articulate clearly relationships between four or more issues of</p> | <p>Compare economic development to economic growth as it pertains to sustainability.</p> <p>Reflect on unsustainability of a society's dependence on fossil fuels.</p> <p>Contrast the effects of renewable and nonrenewable resources on society.</p> <p>Propose ways to participate in civic duties.</p> <p>Relate the effects of world population growth on the economy and society.</p> <p>Differentiate between three or more issues of sustainability (social, cultural, political, economic, and scientific).</p> | <p>Define economic development and economic growth as it pertains to sustainability</p> <p>List positive and negative effects of society dependence on fossil fuels.</p> <p>Differentiate between renewable and nonrenewable resources</p> <p>Identify civic duties available for participation.</p> <p>Summarize the effects of world population growth on the economy and society.</p> <p>Explain three of the issues of sustainability (social, cultural, political, economic, and scientific).</p> | <p>Define economic development or economic growth as it pertains to sustainability</p> <p>Identify two or more effects of society dependence on fossil fuels</p> <p>Define renewable and nonrenewable resources</p> <p>Name civic duties in the community.</p> <p>List at least two effects of world population growth on the economy and society.</p> <p>Define three of the issues of sustainability (social, cultural, political, economic, and scientific).</p> | <p>Define economic development</p> <p>Identify only one effect of society dependence on fossil fuels</p> <p>Define renewable or nonrenewable resources</p> <p>Does not name civic duties in the community.</p> <p>List only one effect of world population growth on the economy and society.</p> <p>6. List two or fewer of the issues of sustainability (social, cultural, political, economic, and scientific).</p> |

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| | sustainability (social, cultural, political, economic and scientific). | | | | |
| World ILO_S1. Students will understand the importance and implementation of sustainable practices that meet the needs of today without compromising the needs of the future. | Analyze the effects of world human population growth on the world's resources Model how habitat destruction/loss of biodiversity effects the ecosystems and the world. Articulate clearly, the effects of climate change on the world. Differentiate linear and closed loop systems Propose a set of sustainable practices that can be implemented in food production systems. Propose a comprehensive plan to sustainably use the world's resources. Analyze factors that affect carbon footprint, ecological footprint and carbon neutrality | Relate the effects of world human population growth on the world's resources. Explain how habitat destruction/loss of biodiversity effects the ecosystems and the world Reflect on the effects of climate change on the world. Compare and contrast linear and closed loop systems. Analyze sustainable practices in food production systems. Propose ways to sustainably use the world's resources. Relate factors that affect carbon footprint, ecological footprint and carbon neutrality. | Explain the effects of world human population growth on the world's resources. Classify three or more ways habitat destruction/loss of biodiversity effects the ecosystems and the world Classify three or more effects of climate change on the world. Explain linear and closed loop systems. Categorize sustainable practices in food production systems Classify ways to sustainably use the world's resources. Explain concepts of carbon footprint, ecological footprint and carbon neutrality. | Define the effects of world human population growth on the world's resources. Identify two ways habitat destruction/loss of biodiversity effects the ecosystems and the world Identify three or more effects of climate change on the world. Define linear and closed loop systems. List sustainable practices in food production systems Identify ways to sustainably use the world's resources. Define concepts of carbon footprint, ecological footprint and carbon neutrality. | List the effects of world human population growth on the world's resources. Identify only one way habitat destruction/loss of biodiversity effects the ecosystems and the world Identify two or fewer effects of climate change on the world. Define linear or closed loop systems. Lists only one sustainable practice in food production systems Identify only one way to sustainably use the world's resources. List concepts of carbon footprint, ecological footprint and carbon neutrality. |