

Understand the impact of decisions made by local, national and international organizations, societies, environments and economies	Student has no knowledge of these organizations or their functions and how they impact decisions made by local, national and international organizations.	Student understands generally that local, national and international organizations impact societal, environmental, and economic conditions, but is unaware of specific policies/decisions that impact her/ his world.	Student understands how some specific decisions made by local, national and international organizations impact many facets of her/ his day-to-day world; however, knowledge is limited or tends to cast issues in black and white.	Student has an excellent understanding of the way specific decisions made by local, national and international organizations impact her/ his day-to-day world. S/he is able to evaluate these issues critically and thoroughly.
Indicator	Novice	Basic	Proficient	Advanced
Understand the impact of the global economy on political decision-making	Student is unaware of the impact of economic considerations on political decision-making. S/he may be largely unaware of political events and international economic conditions.	Student is generally aware that political decisions are shaped by economic considerations; however, s/he has little knowledge of specific considerations and national/ international policies.	Student is aware of some of the economic considerations that drive political decisions. However, this knowledge is somewhat limited or tends to cast issues in black and white terms.	Student possesses an excellent understanding of economic considerations that drive specific national policies and decisions. S/he can critically evaluate the gains and losses that result from these policies.
Indicator	Novice	Basic	Proficient	Advanced
Understand the interconnectedness of the world (i.e., one nation's impact on other nations)	Student does not understand that resource use of nations impact one another.	Student is aware that resource use by countries impacts one another, but this knowledge is general and sparse.	Student is aware that human, economic, and natural resources of one nation can impact those of other nations, but s/he is not aware of political/social/	Student understands how each country's human, economic, and natural resources impact each other; s/he can think critically about political/social/ environmental

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			environmental issues raised by economic interdependence.	issues raised by economic interdependence.
Indicator	Novice	Basic	Proficient	Advanced
Participate in a global society	Student is unaware that persons in other nations directly influence her/ his life socially, politically, environment economically.	Student has a growing awareness of the global nature of the world. S/he is interested in the study of international policy and affairs—but action is limited to learning and reflection.	Student recognizes her/ his own role as an individual in a global society. When guided, s/he participates locally through economic, political, or social means (e.g., donations to relief efforts, contributions to international social, health, or environmental concerns).	Student is aware of how her/ his actions and the actions of her/ his country exert influence globally. S/he seeks to understand the global impact of personal actions (e.g., consumerism, consumption of energy, or recycling), and acts accordingly.
Indicator	Novice	Basic	Proficient	Advanced
Social Interaction	Student shows low competence; rarely displays cooperation or friendliness; appears reluctant to help, delivers criticism with sarcasm, listens infrequently and inconsistently, such as interrupting; laughing or making	Student is building competence; sometimes displays cooperation and friendliness; occasionally helpful and may deliver criticism if prompted; shows some listening and respect.	Student displays emerging competence; shows regular listening and attention; usually displays empathy and self-control; often generous in comments; shows respect.	Student demonstrates exemplary integration of social skills; almost always displays helpfulness, empathy, cooperation, and self-control; accepts and delivers criticism with compassion and confidence.

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	side remarks; exhibits low self-control or respect.			
Indicator	Novice	Basic	Proficient	Advanced
Participation	Student shows unsatisfactory engagement; is detached or uninvolved; shows little or no response to comments or bids for connection; lets others set agenda; has haphazard attendance.	Student is building engagement; takes some part in setting group goals; listens attentively and is reliably responsive to material; occasionally asks questions; has consistent attendance.	Student has proficient engagement; prepared in advance; takes part in setting agenda; moderately skilled in offering input; volunteers willingly and carries own share of the group's responsibilities	Student demonstrates outstanding engagement; draws out ideas or concerns of others, including those who have not participated; helps group stay on track; summarizes group actions and assignments.
Indicator	Novice	Basic	Proficient	Advanced
Teamwork	Student has low level of competence; stays disconnected to group; does not initiate her/ his own contributions.	Student shows adequate beginning progress; joins a group cooperatively and acknowledges group members; listens attentively; often appears prepared regarding topic; sometimes contributes to end product.	Student displays proficient mastery; gives input confidently; is prepared and completes assigned task in timely fashion, respects differing viewpoints and offers positive responses to others.	Student demonstrates accomplished competence; takes an active position in group; attempts to have end product reflect all viewpoints; encourages and acknowledges work of all group members.
Indicator	Novice	Basic	Proficient	Advanced

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Leadership	Student is reluctant or uncertain about exercising leadership; focuses only on task or on participants; may not ask for ideas or does so without considering them; may show favoritism; does not initiate own ideas or they are off track.	Student shows some skills in leading; either insecure or overly confident about own leadership skills; lets group ramble or stray off track or keep group too rigidly focused with no regard to relevant issues; offers own ideas and goals.	Student shows confidence in leadership duties; regular listening and positive responses to others; balances task accomplishment with needs of individuals in group; shares information openly; may check in for agreement.	Student regularly takes initiative in leading; consistently contributes ideas to group discussions; respectfully attends to and/or solicits others' ideas; keeps group on track by managing time, providing coaching, using humor or resolving differences; helps others to provide leadership.
Indicator	Novice	Basic	Proficient	Advanced
Demonstrate cultural sensitivity	Student notices cultural knowledge, beliefs, and practices; recognizes commonalities and differences between her/his culture and others, though they tend to be more easily observed characteristics such as foods, traditions, and ways of doing things.	Student demonstrates a willingness to explore cultural knowledge, beliefs, and practices; recognizes commonalities and differences between her/his culture and others, but unlike the novice, they tend to be more sophisticated characteristics such as values, roles, ways of thinking, and family, educational, political, and religious structures.	Student demonstrates "basic" skill level behaviors; in addition, recognizes the importance and validity of others' perspectives.	Student demonstrates "proficient" skill level behaviors; in addition, demonstrates flexibility, adaptability, and a willingness to apply or consider alternative and/or diverse cultural perspectives to think critically and solve problems, and/or demonstrates ability to empathize with others—i.e. an ability to imagine the perspectives and experiences of others as if they were their own.—

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Indicator	Novice	Basic	Proficient	Advanced
Demonstrate behaviors central to lifelong learning	Student exhibits no ability to articulate and/or demonstrate strategy for, learning on her/ his own. Student may give up easily when frustrated, confine efforts to problems for which there is only one solution, seldom think about learning and how to improve it, and/or not explore “why” type of questions.	Student exhibits minimal ability to articulate and/or demonstrate strategies for, learning on her/ his own. Student may be willing to try something new, try to make sense of what s/he is learning, and/or occasionally explore “why” type of questions.	Student is a self-directed learner who exhibits sufficient ability to articulate and/or demonstrate strategies for learning on her/ his own. May demonstrate “basic” skill level behaviors; in addition, may reflect on how to improve learning, seek out other opportunities to learn, and/or regularly explore “why” type of questions.	Student is a self-directed learner who exhibits experience in learning on her/ his own and can articulate and/or demonstrate well-structured strategies based on that experience. May demonstrate “proficient” skill level behaviors; in addition, may persist even when tasks are difficult, and/or can tolerate ambiguity.
Indicator	Novice	Basic	Proficient	Advanced
Demonstrate commitment to active citizenship via civic engagement: having a sense of	No commitment- student may be aware of issues but does not participate in active citizenship.	Minimal commitment- student is aware of issues; may make conscious choices and change own daily habits.	Adequate commitment- student demonstrates “basic” skill level behaviors; in addition, informs and attempts to persuade family and	Full commitment- student demonstrates “proficient” skill level behaviors; in addition, adopts a leadership role in enacting change.

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responsibility to the larger community

friends to make similar changes and/or collaborates with others to enact change.

SKYLINE COLLEGE CITIZENSHIP ISLO RUBRIC (REVISED RUBRIC)				
Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Use the scientific method of inquiry, interpretation, analysis and inference to address problems from data to determine what conclusions or solutions are reasonable. Students practice analysis of knowledge	Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems. Student fails to connect facts and theories from their study to their participation in civic life, politics, and government.	Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse. Student begins to connect and extend classroom knowledge to their participation in civic life, politics, and government.	Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems. Student connects and extends their classroom knowledge to their participation in civic life, politics, and government.	Student is able to use the scientific method for determining reasonable conclusions or solutions to problems. Student actively participates in connecting and extending classroom knowledge to their participation in civic life, politics, and government.
Analysis of scientific knowledge for civic engagement	Student begins to identify scientific knowledge from their own academic study that is relevant to civic engagement and to their own participation in civic life, politics and government.	Student begins to connect scientific knowledge from their own academic study to civic engagement and to their own participation in civic life, politics and government.	Student analyzes scientific knowledge.....	Student connect and extends scientific knowledge.....

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Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
<p>Understanding of their individual's global role in an interconnected world.</p>	<p>Demonstrates little to no understanding that their individual decision-making may impact local, national, and global issues, conditions.</p>	<p>Demonstrates some understanding that their individual decision-making may impact local, national, and global issues, conditions.</p>	<p>Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global issues, conditions and of the various perspectives on possible actions that one they or others may take to address problems with global implications.</p>	<p>Demonstrates an advanced understanding of how Analyzes how Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global issues, conditions, and is able to advocate for informed, reasonable solutions in response to problems with global implications, is able to demonstrate preparedness to act on their understanding of problems with global implications to propose informed solutions.</p>
<p>Understanding of the interconnectedness of global systems ¹global interconnectedness</p>	<p>Does not identify or demonstrate limited identification of how global and local organizations, ideas, and issues are</p>	<p>Examines-Analyzes how global and local organizations, ideas, and issues are interconnected, and have a global impact.</p>	<p>Analyzes Demonstrates solid understanding of Examines how global and local organizations, ideas, and issues are interconnected, and demonstrating demonstrates an</p>	<p>Analyzes, Analyzes-how global and local organizations, ideas, and issues are interconnected and have a global impact, and demonstrates an while demonstrating high awareness of historical and contemporary contexts of the issue(s), to</p>

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¹ Variation of the AACU Value Rubric: Global Learning

	interconnected. and have a global impact.		awareness of <u>the</u> historical and contemporary contexts <u>of the issue(s).</u>	<u>advocate for informed, appropriate action.</u>
Use of the scientific method to address global issues,	<u>Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems. Student fails to connect facts and theories from their study to their participation in civic life, politics, and government.</u>	<u>Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse. Student begins to connect and extend classroom knowledge to their participation in civic life, politics, and government.</u>	<u>Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems. Student connects and extends their classroom knowledge to their participation in civic life, politics, and government.</u>	<u>Student is able to use the scientific method for determining reasonable conclusions or solutions to problems. Student actively participates in connecting and extending classroom knowledge to their participation in civic life, politics, and government.</u>
Indicator	No/Limited Proficiency,	Some Proficiency,	Proficiency,	High Proficiency,
Perspective shaping <u>(Cultural relativism or cultural empathy?? (Discuss appropriate title))</u>	<u>Demonstrates little to no awareness of how their s and others' world views s are is shaped by their own experiences and cultural values.</u>	<u>Demonstrates some understanding that their own and others' world views are shaped by others arrive at their views through their own experiences and cultural values; however, fails to</u>	<u>Demonstrates a solid proficient understanding of how their own and others' world views are shaped by their own experiences and cultural values, and attempts to understand, find</u>	<u>Demonstrates a solid sophisticated understanding of how their own and others' world views, as well as others' are shaped by their own experiences and cultural values, and is able to apply diverse perspectives to deepen</u>

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		demonstrate any effort to empathize with other experiences and viewpoints.	commonalities, and build bridges across cultures or issues.	understanding of complex issues in the face of multiple and even conflicting positions. is able to evaluate or demonstrates preparedness to evaluate the similarities and differences across worldviews and experiences, with a strong recognition of the complexity of intercultural issues.
Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Demonstrate Cultural sensitivity	Student demonstrates little to no acknowledgement of cultural differences between their cultures and others, or, demonstrates cultural insensitivity.	Student recognizes commonalities and differences between their cultures and others; however, does not demonstrate reflection on the complexity of those differences.	Student recognizes and is sensitive to the differences between their cultures and others and is able to reflect on the complexity of those differences with open-mindedness.	Student demonstrates flexibility, adaptability, and a strong willingness to apply or consider alternative and/or diverse cultural perspectives, to think critically and solve problems related to culture (or "problems arising from cultural misunderstanding"), and demonstrates ability to empathize with others.
Ethical perspectives	Demonstrates limited to no recognition of simple or complex ethical issues.	Recognizes more simple and obvious ethical issues but fails to understand complex ethical issues without structured support of instructor or course assignment (e.g. when	Recognizes simple and complex ethical issues and demonstrates the ability to compare different ethical perspectives with structured support of instructor or course assignment.	Independently recognizes complex ethical issues and demonstrates the ability to compare different ethical perspectives, and identify assumptions and consequences in applying different ethical perspectives.

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		the ethical issue is made explicit in the exercise).		
Teamwork and collegiality (<u><i>note, ACCU has a behavior check list approach</i></u>) ²	<u>Supports a constructive team climate by doing any one of the following:</u> <ul style="list-style-type: none"> • <u>Treats team members respectfully by being polite and constructive in communication.</u> • <u>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</u> • <u>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</u> 	<u>Supports a constructive team climate by doing any two of the following:</u> <ul style="list-style-type: none"> • <u>Treats team members respectfully by being polite and constructive in communication.</u> • <u>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</u> • <u>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</u> • <u>Provides assistance and/or encouragement to team members.</u> <p><u>Demonstrates some positive group behavior,</u></p>	<u>Supports a constructive team climate by doing any three of the following:</u> <ul style="list-style-type: none"> • <u>Treats team members respectfully by being polite and constructive in communication.</u> • <u>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</u> • <u>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</u> • <u>Provides assistance and/or encouragement to team members.</u> <p><u>Student prepares for an assigned task, handles additional work outside of</u></p>	<u>Supports a constructive team climate by doing all of the following:</u> <ul style="list-style-type: none"> • <u>Treats team members respectfully by being polite and constructive in communication.</u> • <u>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</u> • <u>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</u> • <u>Provides assistance and/or encouragement to team members.</u> <p><u>Students takes a leadership role in the group, incorporates other viewpoints, acknowledges the work and participation of all group members., relevant to the end</u></p>

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² AACU Value Rubric: Teamwork

	<ul style="list-style-type: none"> Provides assistance and/or encouragement to team members. <p>Demonstrates limited or no understanding of the value of collegiality and competence in team dynamics, or, actively demonstrates unamiability.</p>	works cooperatively cooperation and collegiality in working with others, (e.g., actively listens and provides constructive feedback, and may contribute to the end-productgoal, etc).	the group, and adapts to the needs of the group. Student supports a positive team environment by demonstrating respectful, polite, and constructive communication with other team members and assists teammates.	productgoal, motivates teammates by expressing confident in team's ability to accomplish goal, and encourages and acknowledges the work and participation of all group members.
Indicator	No/Limited Proficiency	Some Proficiency₁	Proficiency₁	High Proficiency
Demonstrate Commitment to active citizenship via civic engagement (how to evaluate?)	Limited or no commitment— student Demonstrates little to or no awareness of issues but and does not get actively involved in civic affairs.	Minimal commitment— student is Demonstrates awareness of issues; may make conscious choices and change own daily habits, but civic contributions are minimal to non-existent. make minimal civic contributions.	Adequate commitment— student demonstrates Demonstrates awareness of civic issues; and may take action or demonstrates preparedness to take action, and/or, encourages others to take action to enact change.	Full commitment— student demonstrates Demonstrates deep awareness of civic issues, and as well as taking action and or encourages others to take action; collaborates with others and/or, adopts a leadership role in enacting change.

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Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Recognizing and applying ethical perspectives	Student demonstrates Demonstrates little to no limited or no recognition of simple or complex ethical issues.	Student recognizes Recognizes more simple and obvious ethical issues but fails to understand complex ethical issues without structured support of instructor or course assignment (e.g. when the ethical issue is made explicit in the exercise).	Student r Recognizes more simple and complex ethical issues and demonstrates the ability to compare different ethical perspectives with structured support of instructor or course assignment	Student i Independently recognizes complex ethical issues and demonstrates the ability to compare different ethical perspectives, and identify assumptions and consequences in applying different ethical perspectives.

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CRITICAL THINKING: STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

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Critical thinking includes the ability to:

- support claims with relevant and credible evidence.
- ~~respond to bias; be fair-minded.~~ develop awareness of and ability to respond to bias.
- apply accurate and logical analysis to achieve desired outcome.

CRITICAL THINKING (ORIGINAL RUBRIC: 2011)					
<i>Directions: Check the boxes that correspond to the frequency that a student has demonstrated the behavior in the work being assessed. Check "NA" if the particular type of critical thinking is not applicable to the work.</i>					
		<i>Rar ely</i>	<i>Someti mes</i>	<i>Usual ly</i>	<i>Consiste ntly</i>
Supports claims with evidence	<i>Includes evidence that is appropriate and relevant.</i>				
	<i>Accurately interprets evidence such as quotes, graphics, statistics, etc.</i>				
	<i>Meets standards of evidence such as timeliness, accuracy, relevance and sufficiency.</i>				
	<i>Correctly uses and references multiple credible sources to ensure the accuracy of premises.</i>				
	<i>Provides unbiased selection, interpretation, and presentation of evidence.</i>				

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Responsiveness to bias; Fair-mindedness	Avoids unexamined use of emotionally loaded language or images.				
	Discriminates between facts versus values/opinions.				
	Justifies assumptions based on ideology (political, religious, or personal), peer pressure, or self interest.				
	Presents fair/charitable consideration of rival theories or opposing views.				
	Is open-minded regarding alternative conclusions; avoids dogmatism.				
Accurate and logical analysis	Does all or almost all of the following when appropriate	Rarely	Sometimes	Usually	Consistently
	Infers conclusions that are well-supported by the premises.				
	Develops arguments that are deductively valid or inductively strong; uses appropriate deductive and inductive criteria in composing or analyzing arguments.				
	Demonstrates an understanding of theory and application.				
	Considers multiple methods in solutions.				
	Makes logical connections between and among ideas.				
	Appropriately chooses and correctly uses formulas or formal techniques, (such as in				

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	algebra, logic, probability theory, chemistry, physics, statistics, etc.)				
	Examines both internal and external inconsistencies. Checks solutions for reasonableness.				
	Understands how to form and test hypotheses.				

SKYLINE COLLEGE CRITICAL THINKING ISLO RUBRIC (RECOMMENDED REVISION)

Directions:
 Check the boxes that correspond to the level of proficiency that a student has demonstrated the critical thinking behavior in the work being assessed.
 The critical thinking below do not constitute an exhaustive list of possibilities, and instead, provides..... Check "NA" if the particular type of critical thinking is not applicable to student work.

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Claims supported: Employs evidence that is appropriate and relevant.	Does not demonstrate Demonstrates little or no discernment in selecting information or evidence.	Demonstrates limited some discernment in selecting information or evidence.	Demonstrates discernment in selecting information or evidence that is appropriate and relevant.	Demonstrates sophisticated interpretation and Analyzes and synthesizes information or evidence that is appropriate and relevant.

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<p>Claims supported: Accurately interprets evidence <u>specific to the discipline (e.g. such as quotes, graphics, stats, etc.)</u></p>	<p>Fails to demonstrate an understanding of how to interpret evidence specific to the discipline. Demonstrates little or no understanding of how to interpret evidence specific to the discipline.</p>	<p>Limited- some understanding of evidence/demonstrates an understanding of less complex evidence of how to interpret evidence specific to the discipline. Demonstrates a limited- some understanding of evidence/demonstrates an understanding of less complex evidence of how to interpret evidence specific to the discipline.</p>	<p>Able to interpret/Interpretes a range of evidence specific to the discipline that is of varying complexity with a moderate degree of accuracy. Able to interpret/Interpretes a range of evidence specific to the discipline that is of varying complexity with a moderate degree of accuracy.</p>	<p>Accurately and/or thoroughly interprets a range of evidence specific to the discipline with a high degree of accuracy level of discernment. Accurately and/or thoroughly interprets a range of evidence specific to the discipline with a high degree of accuracy level of discernment.</p>
<p>Claims supported: Considers rival theories or opposing views.</p>	<p>Fails to consider any alternate views, information, theories or conclusions. Demonstrates little or no consideration of any alternate views, information, theories or conclusions.</p>	<p>Very- some consideration of alternate views, information, theories or conclusions. Demonstrates some limited consideration of alternate views, information, theories or conclusions.</p>	<p>Able to consider opposing theories or views with some consideration of their strengths and weaknesses of evidence. Able to consider opposing theories or views with some consideration of their strengths and weaknesses of evidence.</p>	<p>Able to consider rival theories utilizing appropriate and relevant evidence with a thorough discernment of a advanced consideration of their strengths and weaknesses of different evidence. Able to consider rival theories utilizing appropriate and relevant evidence with a thorough discernment of a advanced consideration of their strengths and weaknesses of different evidence.</p>
<p>Ability to respond to bias: Considers the credibility of evidence used and distinguishes between facts and opinions</p>	<p>Fails to distinguish or demonstrates little discernment between credible and non-credible sources. Does not distinguish or demonstrates little discernment between credible and non-credible sources.</p>	<p>Distinguishes between credible and non-credible sources, however does not analyze expert/status quo viewpoints Demonstrates some discernment between credible and non-credible sources, however does not analyze expert/status quo viewpoints</p>	<p>Distinguishes between credible and non-credible sources and distinguishes between facts and opinions, with limited- some analysis of expert/status quo viewpoints or approaches.</p>	<p>Demonstrates thorough analysis of all viewpoints and their respective credibilities. Distinguishes between facts and opinions, and thoroughly questions expert/status quo viewpoints or approaches.</p>
<p>Logical analysis: Exhibits methodological awareness</p>	<p>Completely fails to consider or gives limited Does not consider or gives limited</p>	<p>Acknowledges the role of methodology in the approaches taken in</p>	<p>Acknowledges the role of methodology in the approaches</p>	<p>Acknowledges the role of methodology the approach taken in the approaches</p>

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	consideration to the role of methodology in the approach approaches taken in forming arguments and/or in conclusions reached .	forming arguments and/or in conclusions reached.	taken in forming arguments and/or in conclusions reached , making a case for the approach taken.	taken in forming arguments and/or conclusions reached , weighs different methodological approaches in forming arguments and/or in conclusions reached , and evaluates alternative approaches not taken.
Reaches conclusions that are well-supported by the premises <u>or evidence</u>.	Fails to Does not demonstrate or demonstrates limited any logical connection between premises or evidence and conclusions reached.	Demonstrates some connection between premises or evidence and conclusions reached; however displays major logical shortcomings in connecting evidence or premises to conclusion conclusion s reached.	Demonstrates a logical connection between premises or evidence and conclusions reached; however displays some minor shortcomings in connecting evidence or premises to conclusion conclusions reached.	Demonstrates a clear and strong logical connection between premises/evidence and conclusions reached.
Appropriately chooses and correctly applies formulas or techniques unique to the discipline (such as in algebra, logic, probability theory, chemistry, physics, statistics, etc.)	Fails to choose Does not select and apply, or demonstrates limited ability, in or selecting and appropriately applying formulas or techniques unique to the discipline.	Applies formulas or techniques unique to the discipline but contains with significant major shortcomings or flawed reasoning in application (e.g., flawed reasoning, invalid assumptions, circular logic, and errors, omissions or other	Applies formulas or techniques unique to the discipline but contains significant some minor shortcomings or flawed reasoning in application (e.g., invalid assumptions, circular logic, omissions or other gaps in understanding), errors,	Appropriately chooses and correctly applies formulas or techniques unique to the discipline while recognizing and avoiding using flawed reasoning, (e.g. logical fallacies, emotionally loaded language or images, etc.) .

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		gaps in understanding).	emissions or gaps in understanding.	
Understands how to form and test hypotheses.	Fail s to Does not demonstrate or demonstrates a limited a basic understanding of how to form and test hypotheses.	Demonstrates an understanding of how to form and test hypotheses, but contains significant major errors, omissions or gaps in understanding.	Demonstrates an understanding of how to form and test hypotheses, with some minor errors, omissions or gaps in understanding.	Demonstrates a strong understanding of how to form and test hypotheses, clearly and without errors.

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EFFECTIVE COMMUNICATION: STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

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Effective communication includes the ability to:

- ~~comprehend, analyze, and respond appropriately to oral, written, and other sensory information.~~ analyze and comprehend oral, written, and other sensory information.
- ~~effectively express ideas through speaking and writing.~~ effectively construct and deliver a message to express ideas through speaking or writing.
- provide appropriate responses to establish shared meaning.
- ~~demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas.~~ demonstrate appropriate social skills in group settings, being receptive to alternative ideas and feelings. ~~s (moved from Citizenship ISLO and revised; review the rubric to determine what should be moved)~~

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EFFECTIVE COMMUNICATION (ORIGINAL RUBRIC: 2011)				
	Needs Work	Adequate	Good	Excellent
Assignment Fulfillment	Completed assignment is off topic and/or fails to fulfill the directives.	Completed assignment is on topic but fails to fulfill some of the directives.	Completed assignment is on topic and fulfills most of the directives.	Completed assignment is on topic and fulfills all directives.
Comprehension	Student does not relate the message to his or her own framework/ existing knowledge, summarizes inaccurately, or fails to mention the message.	Student integrates the message into his or her own frame of reference/ existing knowledge. Student's knowledge of the subject is generally accurate, though flawed or in the words of the original source.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge. Student's knowledge of the subject is accurate throughout except with minor details, and is in his or her own words.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge or broader context/ larger world perspective. Student's knowledge of the subject is accurate throughout, and is in his or her own words.

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Analysis and Audience	Student generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations, other definitive details and/or reasonable follow-up explanations. Analysis shows undeveloped observational skills.	Student makes some attempt to provide evidence, illustrations, or other definitive details to convince the audience, but some information is either extraneous or insufficient. Analysis shows reasonable observational skills.	Explanations and uses of evidence, illustrations, or other definitive details generally convince the audience. Analysis reflects good observational skills.	Explanations and sophisticated/ original uses of evidence, illustrations, or other definitive details effectively convince the audience. Analysis reflects highly developed observational skills.
Organization and Audience	Opening comments are inappropriate, or are unlikely to engage the audience; provides little or no focus or order to the material; closes abruptly, either with no apparent concluding statement or with inappropriate remarks.	Opening comments attempt to reveal the purpose and major points and engage the audience, but the approach seems somewhat artificial, weak, or unimaginative; provides some focus or order to the material, but the structure is somewhat unclear or awkward; concluding comments relate to the purpose and major points, but they either bring in extraneous information or are unnecessarily redundant.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the materials to convey a generally unified point or effect, and provides movement within and between major points and from beginning to end; concluding comments are appropriate and relate to the purpose and major points, but they are not very strong or emphatic.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the material to convey a unified point or effect, and provides clear and consistent movement within and between major points and from beginning to end; concluding comments are strong both in reemphasizing the purpose and major points and in leaving the audience with an appropriate closing statement.

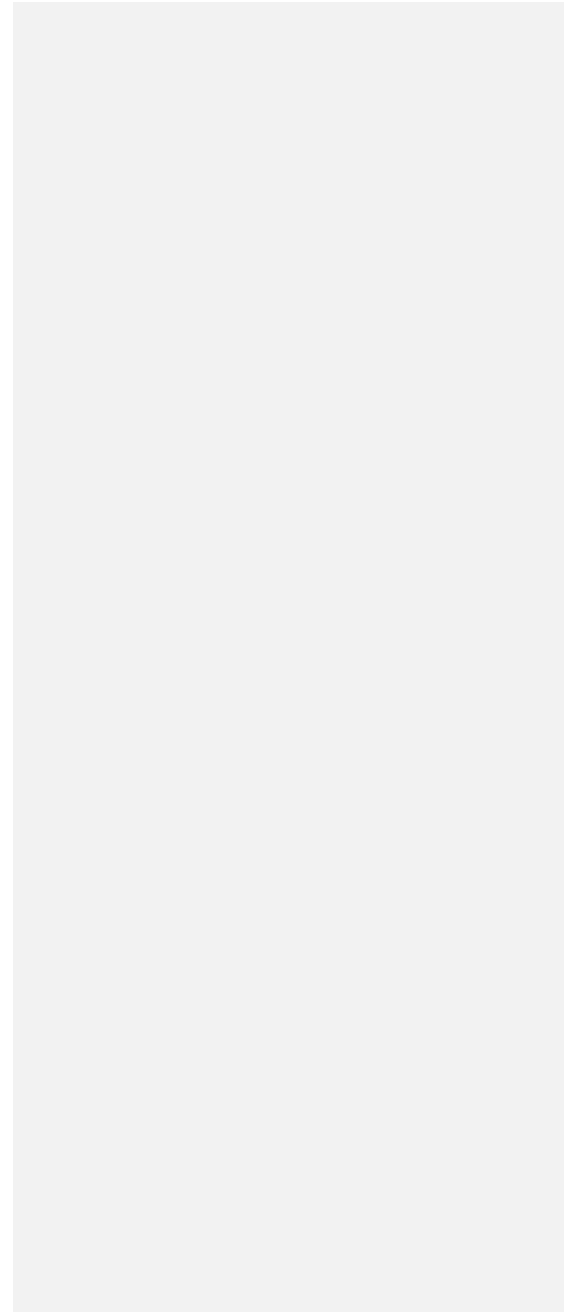
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SKYLINE COLLEGE EFFECTIVE COMMUNICATION ISLO RUBRIC (RECOMMENDED REVISION)				
Indicator	No/Limited Proficiency Novice	Some Proficiency Basic	Proficiency Proficient	High Proficiency Advanced
Message Delivery	Student does not adapt the message to the situation or audience. Vocabulary is too informal or complex to communicate the intended meaning. May alienate the receiver.	Student is minimally able to communicate the intended meaning. Some vocabulary choices are appropriate to the situation and audience. Recognizes some communication barriers.	Student communicates the intended meaning most of the time. Uses vocabulary that fits the topic, audience and situation. Anticipates most communication barriers.	Student fully communicates the intended meaning. Uses vocabulary that fits the topic, audience and situation. Anticipates and overcomes communication barriers.

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INFORMATION LITERACY: STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION LITERACY.

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Information literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.
- use information ethically and legally.

INFORMATION LITERACY (ORIGINAL RUBRIC)

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Primary Characteristic	Not Attempted -0-	Novice -1-	Proficient -2-	Advanced -3-	Score
Topic choice / focus (SLO 1)	No response to topic prompt.	Topic is overly vague, too broad, or too narrow in scope.	Topic has a discernable focus but lacks precision and needs to be better articulated.	Very clear focus on a topic that is appropriately precise and well articulated.	

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<p><i>Information source relevance, quality, and credibility (SLO-4)</i></p>	<p><i>No information source(s) chosen. Student is unaware of and does not apply criteria used to judge information quality.</i></p>	<p><i>Inappropriate and/or irrelevant source(s) chosen. Source(s) do not relate to the research topic and/or are of dubious quality and credibility.</i></p>	<p><i>A diversity of higher quality sources is more prominent, although some sources chosen are only broadly or tangentially related to research topic or are otherwise of moderate quality. Student shows some ability to evaluate sources using criteria such as authorship, relevance, purpose, currency, accuracy, scholarship, bias, intended audience, writing style, and documentation.</i></p>	<p><i>A variety of high quality relevant sources and viewpoints are used exclusively. Sources selected indicate the student has thoroughly evaluated all sources according to established criteria, including looking for background information about authors, organizations, publications, and reading reviews of published works. Student is fully able to make reasoned judgments about which sources to use and which to discard.</i></p>	
<p>Information source documentation (SLO-5)</p>	<p>Did not provide citations for sources quoted, paraphrased, or summarized.</p>	<p>Citations provided, but contained major errors. Student is largely unaware of the nature, purpose, and specifics of citation style.</p>	<p>Complete citations provided with only minor style errors.</p>	<p>Complete and accurate citations provided with no style errors.</p>	

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TOTAL SCORE (MAX = 9):

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SKYLINE COLLEGE INFORMATION LITERACY JSLO RUBRIC (RECOMMENDED REVISION)				
Indicator/Primary Characteristic	No/Limited Proficiency/Not Attempted -0-	Some Proficiency/Novice -1-	Proficiency/Proficient -2-	High Proficiency/Advanced -3-
Topic choice/focus (SLO 1)	No response to topic prompt.	Topic is overly vague, too broad, or too narrow in scope.	Topic has a discernable focus but lacks precision and needs to be better articulated.	Very clear focus on a topic that is appropriately precise and well articulated.
Information source relevance, quality, and credibility (SLO 4)	No information source(s) chosen. Student is unaware of and does not apply criteria used to judge information quality.	Inappropriate and/or irrelevant source(s) chosen. Source(s) do not relate to the research topic and/or are of dubious quality and credibility.	A diversity of higher quality sources is more prominent, although some sources chosen are only broadly or tangentially related to research topic or are otherwise of moderate quality. Student shows some ability to evaluate sources using criteria such as authorship, relevance, purpose, currency, accuracy, scholarship, bias, intended audience, writing style, and documentation.	A variety of high quality relevant sources and viewpoints are used exclusively. Sources selected indicate the student has thoroughly evaluated all sources according to established criteria, including looking for background information about authors, organizations, publications, and reading reviews of published works. Student is fully able to make reasoned judgments about which sources to use and which to discard.

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<p>Information source documentation (SLO-5)</p>	<p>Did not provide citations for sources quoted, paraphrased, or summarized.</p>	<p>Citations provided, but contained major errors. Student is largely unaware of the nature, purpose, and specifics of citation style.</p>	<p>Complete citations provided with only minor style errors.</p>	<p>Complete and accurate citations provided with no style errors.</p>
<p>Access and Use Information Ethically and Legally³</p>	<p>Students correctly use one of the following strategies:</p> <ul style="list-style-type: none"> • use of citations and references according to the discipline; • choice of paraphrasing, summary, or quoting; • using information in ways that are true to original context; • distinguishing between common knowledge and ideas requiring attribution. <p>And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students use correctly all of the following</p>	<p>Students correctly use two of the following strategies:</p> <ul style="list-style-type: none"> • use of citations and references according to the discipline; • choice of paraphrasing, summary, or quoting; • using information in ways that are true to original context; • distinguishing between common knowledge and ideas requiring attribution. <p>And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students use correctly three of the following</p>	<p>Students correctly use three of the following strategies:</p> <ul style="list-style-type: none"> • use of citations and references according to the discipline; • choice of paraphrasing, summary, or quoting; • using information in ways that are true to original context; • distinguishing between common knowledge and ideas requiring attribution. <p>And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students correctly use all of the following strategies:</p> <ul style="list-style-type: none"> • use of citations and references according to the discipline; • choice of paraphrasing, summary, or quoting; • using information in ways that are true to original context; • distinguishing between common knowledge and ideas requiring attribution. <p>And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>

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³ AACU Value Rubric: Information Literacy

	<p>—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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>TOTAL SCORE (MAX = 9-12):</p>				

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LIFELONG WELLNESS: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND PERSONAL DEVELOPMENT.

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Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take ~~personal~~ responsibility for identifying personal ~~psycho-social~~ needs, determining resources, and accessing appropriate services for academic success.
- ~~(proposed-addition) exhibit a growth mindset, such as seeing effort as a path to mastery, persisting in the face of setbacks, embracing challenges, and learning from constructive criticism.~~
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges, ~~and learning from constructive feedback.~~
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. ~~(recommendation to move from the Citizenship ISLO and that part of the rubric)~~

SKYLINE COLLEGE LIFELONG WELLNESS ISLO RUBRIC (RECOMMENDED REVISION - DELETE CONSTRUCTIVE CRITICISM)				
Indicator/SLO Descriptor	No/ Limited Proficiency Needs Work	Some Proficiency Adequate	Proficiency Good	High Proficiency Excellent
Physical Education	Student scores under 70% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 70 to 79% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 80 to 89% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 90% or more on a division physical education test which demonstrates -his/her understanding of physical fitness and wellness topics.
Personal	Student can't identify his/her strengths or set goals to	Student has a vague awareness of his/her strengths as well as strategies on how to	Student is somewhat aware of his/her strengths. Student needs guidance to	Student can clearly articulate strengths and set performance/ personal

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Development: Self-awareness	overcome obstacles both perceived and real.	overcome obstacles and/or weaknesses.	determine strategies to maximize strengths and overcome obstacles and/or weaknesses.	goals with minimal guidance or no guidance.
Personal Development: Ability to Locate and Access Resources & Services	Student is unaware of campus/ community resources and has not attempted to find resources to address his/her needs.	Student is vaguely aware of a limited number of campus/ community resources, but has difficulty locating and utilizing these resources. Student relies on others for guidance.	Student is aware of various campus/ community resources and has explored and utilized one or two of them, but has done so infrequently.	Student is able to identify at least three campus/ community resources relevant to his/her needs. Student consistently utilizes relevant campus resources to improve academic, career, and/or personal goals.
Growth Mindset: Resilience: Effort	Student believes that abilities are innate.	Student sees effort as a path to mastery, but is inconsistent in regards to implementing strategies to succeed.	Student sees effort as a path to mastery, and usually implements strategies to succeed.	Student sees effort as a path to mastery, and consistently implements strategies to succeed.
Resilience: Growth Mindset: Persistence	Student gives up easily.	Student sometimes persists in the face of setbacks.	Student usually persists in the face of setbacks.	Student consistently persists in the face of setbacks.
Resilience: Growth Mindset: Challenges	Student rarely embraces challenges and/or pursues relatively easier tasks.	Student sometimes embraces challenges.	Student usually embraces challenges.	Student consistently embraces challenges.
Growth Mindset: Constructive Criticism	Student rarely learns from constructive criticism and/or failure.	Student sometimes learns from constructive criticism and/or sees failure as a learning opportunity.	Student usually learns from constructive criticism and/or sees failure as a learning opportunity.	Student consistently learns from constructive criticism and/or sees failure as a learning opportunity.

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Indicator	= Novice	= Basic	= Proficient	= Advanced
<p>Lifelong learning behaviors</p> <p>Demonstrate behaviors central to lifelong learning (moved from the Citizenship ISLO)</p>	<p>Student exhibits no ability to articulate and/or demonstrate strategy for, learning on her/his own. Student may give up easily when frustrated, confine efforts to problems for which there is only one solution, seldom think about learning and how to improve it, and/or not explore “why” type of questions.</p>	<p>Student exhibits minimal ability to articulate and/or demonstrate strategies for, learning on her/ /his own. Student may be willing to try something new, try to make sense of what s/he is learning, and/or occasionally explore “why” type of questions.</p>	<p>Student is a self-directed learner who exhibits sufficient ability to articulate and/or demonstrate strategies for learning on her/ his/ own. May demonstrate “basic” skill level behaviors; in addition, may reflect on how to improve learning, seek out other opportunities to learn, and/or regularly explore “why” type of questions.</p>	<p>Student is a self-directed learner who exhibits experience in learning on her/ his own and can articulate and/or demonstrate well-structured strategies based on that experience. May demonstrate “proficient” skill level behaviors; in addition, may persist even when tasks are difficult, and/or can tolerate ambiguity.</p>

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