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| **Critical Thinking** | | | | | | |
| ***Institutional Learning Outcome*** | |  | ***At the Associate’s Level*** | | ***At the Bachelor’s Level*** | ***At the Master’s Level*** |
| **Students will identify and explain issues, analyze evidence, assess assumptions, define their own perspectives and positions, and present the implications and consequences of their conclusions.** | | Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question. | | Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study. | Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project. |
| **COMPETENCY** | | **0**  **NOT PRESENT** | **1**  **INITIAL**  **(shows some comprehension)** | **2**  **EMERGING** | **3**  **DEVELOPED** | **4  HIGHLY DEVELOPED** |
| **1** | Identifies and summarizes the problem/question at issue (and/or the source’s position). | Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem. | Shows some ability to identify the main problem and subsidiary, embedded, or implicit aspects of the problem; and identifies them clearly, addressing their relationships to each other. | Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem; and identifies them clearly, addressing their relationships to each other. | In a developed manner, identifies the main problem and subsidiary, embedded, or implicit aspects of the problem; and identifies them clearly, addressing their relationships to each other. | In a highly developed manner, identifies the main problem and subsidiary, embedded, or implicit aspects of the problem; and identifies them clearly, addressing their relationships to each other. |
| **2** | Identifies and presents the student’s own perspectives and positions as it is important to the analysis of the issue. | Does not identify clearly a perspective or perspective is simplistic. Fails to clarify the established or presented position relative to one’s own. | Shows some ability to identify, appropriately, one’s own position on the issue and relates it to and/or synthesizes it with other perspectives. | Identifies, appropriately, one’s own position on the issue and relates it to and/or synthesizes it with other perspectives. | In a developed manner, Identifies, appropriately, one’s own position on the issue and relates it to and/or synthesizes it with other perspectives. | In a highly developed manner, identifies, appropriately, one’s own position on the issue and relates it to and/or synthesizes it with other perspectives. |
| **3** | Identifies and considers other relevant and important perspectives and positions that are important to the analysis of the issue. | Deals only with a single perspective and fails to discuss other possibilities. | Shows some ability to address multiple and diverse perspectives. Conclusions are logical. | Addresses multiple and diverse perspectives. Conclusions are logical. | In a developed manner, addresses multiple and diverse perspectives. Conclusions are logical. | In a highly developed manner, addresses multiple and diverse perspectives. Conclusions are logical. |
| **4** | Supports opinion with evidence from sources. | Evidence does not adequately support the thesis. Lists evidence but doesn’t explain how it does or doesn’t support a point. Does not completely or correctly identify sources of information. Evidence not or incompletely evaluated. | Shows some ability to:  -provide appropriate and sufficient evidence to effectively support all parts of the thesis.  -smoothly synthesize evidence from sources and clearly ties it to the point being made, or assesses the source as not being appropriate.  -correctly identify all sources of information. Evaluates evidence. | Provides appropriate and sufficient evidence to effectively support all parts of the thesis. Smoothly synthesizes evidence from sources and clearly ties it to the point being made, or assesses the source as not being appropriate. Correctly identifies all sources of information. Evaluates evidence. | In a developed manner,  -provides appropriate and sufficient evidence to effectively support all parts of the thesis.  -smoothly synthesizes evidence from sources and clearly ties it to the point being made, or assesses the source as not being appropriate.  -correctly identifies all sources of information. Evaluates evidence. | In a highly developed manner, provides appropriate and sufficient evidence to effectively support all parts of the thesis. Smoothly synthesizes evidence from sources and clearly ties it to the point being made, or assesses the source as not being appropriate. Correctly identifies all sources of information. Evaluates evidence. |
| **5** | Analyzes the issues in context. | Does not present the problem as having connections to other contexts, e.g. cultural, political, social, etc. | Shows some ability to  -analyze issues with a clear sense of context, including an assessment of the audience of the analysis.  -consider other pertinent contexts. | Analyzes issue with a clear sense of context, including an assessment of the audience of the analysis. Considers other pertinent contexts. | Shows developed ability to  -analyze issues with a clear sense of context, including an assessment of the audience of the analysis.  -consider other pertinent contexts. | Shows highly developed ability to  -analyze issues with a clear sense of context, including an assessment of the audience of the analysis.  -consider other pertinent contexts.. |
| **COMPETENCY** | | **0**  **NOT PRESENT** | **1**  **INITIAL**  **(shows some comprehension)** | **2**  **EMERGING** | **3**  **DEVELOPED** | **4  HIGHLY DEVELOPED** |
| **6** | Identifies and assesses conclusions, implications and consequences. | Fails to identify conclusions, implications, and consequences of the issue. May only repeat verbatim what has already been said. May be simplistic and inconsistent with evidence presented. | Shows some ability to -identify and discuss conclusions, implications and consequences considering context, assumptions, data and evidence.  -Goes beyond restating thesis or problem. Consistent with evidence presented. | Identifies and discuss conclusions, implications and consequences considering context, assumptions, data and evidence.  -Goes beyond restating thesis or problem. Consistent with evidence presented. | Shows developed ability to  -identify and discuss conclusions, implications and consequences considering context, assumptions, data and evidence.  -Goes beyond restating thesis or problem. Consistent with evidence presented. | Shows highly developed ability to -identify and discuss conclusions, implications and consequences considering context, assumptions, data and evidence.  -Goes beyond restating thesis or problem. Consistent with evidence presented. |
| **NOTES:** | | | | | | |
| Graduate coursework will be assessed using the same ILO assessment rubrics utilized for undergraduate assessment with the exception that rubric category 4 (“Highly Competent” or “Accomplished”) will be defined as “Scholarly or Creative Mastery.” Additionally, graduate coursework assessment will ‘scale up’ the expectations of performance, taking into account the increased level of difficulty and complexity found in graduate course assignments. In terms of the Written Communication ILO, “Scholarly or Creative Mastery” is defined as work suitable for publication and/or dissemination, based upon the standards, expectations, and best practices in the discipline. | | | | | | |