Institutional Learning Outcome Rubric Analysis						
ILO 1 Develop Effective Communication Skills using Information Literacy N = 178						
	Not Assessed	**Highly Developed**	**Developed**	**Emerging**	**Initial**	**Student Did Not Attempt**
Criterion 1: Evaluate information sources appropriate to the scope and discipline of the assignment.		Consistently evaluates information sources appropriate to the scope and discipline of the assignment.	Usually evaluates information sources appropriate to the scope and discipline of the assignment.	Occasionally evaluates information sources appropriate to the scope and discipline of the assignment.	Rarely evaluates or fails to evaluate information sources appropriate to the scope and discipline of the assignment.	
# of students that scored in criteria level	0	93	42	26	8	9
Criterion 2: Distinguish between common knowledge and ideas requiring attribution, through methods such as bibliographic references and in-text citations (quotation, paraphrase, summary).		Consistently distinguishes between common knowledge and ideas requiring attribution.	Usually distinguishes between common knowledge and ideas requiring attribution.	Occasionally distinguishes between common knowledge and ideas requiring attribution.	Rarely distinguishes or fails to distinguish between common knowledge and ideas requiring attribution.	
# of students that scored in criteria level	0	89	49	21	10	9
Criterion 3: Demonstrate effective written communication skills through appropriate modes, media, or contexts, such as considering audience, and purpose relevant to the assigned task(s).		Always demonstrates effective written communication skills through appropriate modes, media, or contexts.	Usually demonstrates effective written communication skills through appropriate modes, media, or contexts.	Occasionally demonstrates effective written communication skills through appropriate modes, media, or contexts.	Rarely demonstrates or fails to demonstrate effective written communication skills through appropriate modes, media, or contexts.	
# of students that scored in criteria level	0	92	45	23	9	9
Criterion 4: Exhibit oral communication skills through appropriate modes, media, or contexts, such as delivery, organization, and content.		Always exhibits communication skills through appropriate modes, media, or contexts	Usually exhibits communication skills through appropriate modes, media, or contexts.	Occasionally exhibits communication skills through appropriate modes, media, or contexts.	Rarely exhibits or fails to exhibit communication skills through appropriate modes, media, or contexts.	
# of students that scored in criteria level	82	51	13	16	7	9
Criterion 5: Exhibit nonverbal communication skills through appropriate modes, media, or contexts, such as eye contact, gestures, and body language.		Always exhibits nonverbal communication skills through appropriate modes, media, or contexts.	Usually exhibits nonverbal communication skills through appropriate modes, media, or contexts.	Occasionally exhibits nonverbal communication skills through appropriate modes, media, or contexts.	Rarely exhibits or fails to exhibit nonverbal communication skills through appropriate modes, media, or contexts.	
# of students that scored in criteria level	103	45	19	1	1	9
Average % of rating	21%	42%	19%	10%	4%	5%

Institutional Learning Outcome Rubric Analysis						

	Not Assessed	Highly Developed	Developed	Emerging	Initial	Student Did Not Attempt
Criterion 1- Dimension 1: Identify creative thinking approaches to problems.		Identifies creative thinking approaches to clearly address the problem.	Identifies creative thinking approaches but does not clearly address the problem.	Creative thinking approaches are present, but the connection to the problem is vague.	Creative thinking approaches are not clearly stated, and the approaches do not address the problem.	
# of students that scored in criteria level	0	7	3	3	0	0
Criterion 1 - Dimension 2: Identify alternative solutions to problems.		Identifies alternative solutions that clearly address the problem.	Identifies alternative solutions but does not clearly address the problem.	Alternative solutions are present but the connection to the problem is vague.	Alternative solutions are not clearly stated, and the solutions do not address the problem.	
# of students that scored in criteria level	0	2	8	3	0	0
Criterion 2: Shows creativity/ innovation for use outside the classroom.		Shows creativity/innovation for use outside the classroom every time.	Shows creativity/innovation for use outside the classroom almost every time.	Sometimes shows creativity/innovation for use outside the classroom.	Almost never or never shows creativity/innovation for use outside the classroom.	
# of students that scored in criteria level	0	3	8	2	0	0
Criterion 3: Demonstrate lifelong learning skills by successfully applying learned content towards competence in a specified career.		Demonstrate lifelong learning skills by successfully applying learned content towards competence in a specified career every time.	Demonstrate lifelong learning skills by successfully applying learned content towards competence in a specified career almost every time.	Sometimes demonstrates lifelong learning skills by successfully applying learned content towards competence in a specified career.	Almost never or never demonstrates lifelong learning skills by successfully applying learned content towards competence in a specified career.	
# of students that scored in criteria level	0	4	8	1	0	0
Criterion 4: Synthesize course content to apply to real life experiences.		Synthesizes course content to successfully apply to real life experiences.	Synthesizes course content to mostly apply to real life experiences.	Synthesizes course content to partially apply to real life experiences	Evidence of synthesis is not present for at least one aspect of the course content, and it is not clear how it connects to real life experiences.	
# of students that scored in criteria level	0	5	6	1	1	0
Average % of rating	0%	32%	51%	15%	2%	0%

Institutional Learning Outcome Rubric Analysis						
ILO 3 Utilize Critical Analysis and Logical Thinking N = 62						
	Not Assessed	**Highly Developed**	**Developed**	**Emerging**	**Initial**	**Student Did Not Attempt**
Criterion 1: Utilize evidence to formulate an opinion or conclusion.		Consistently utilizes evidence to formulate an opinion or conclusion.	Usually utilizes evidence to formulate an opinion or conclusion.	Occasionally utilizes evidence to formulate an opinion or conclusion.	Rarely utilizes or fails to utilize evidence to formulate an opinion or conclusion.	
# of students that scored in criteria level	0	29	33	0	0	0
Criterion 2 - Dimension 1: Design strategies incorporating analyzed information.		Consistently designs effective strategies.	Usually designs effective strategies.	Occasionally designs effective strategies.	Rarely designs or fails to design effective strategies.	
# of students that scored in criteria level	16	11	15	18	2	0
Criterion 2 - Dimension 2: Uses strategies to solve problems.		Consistently uses strategies to solve problems.	Usually uses strategies to solve problems.	Occasionally uses strategies to solve problems	Rarely uses or fails to use strategies to solve problems.	
# of students that scored in criteria level	0	23	25	10	4	0
Criterion 3: Evaluate efficacy of implemented solutions.		Consistently evaluates efficacy of implemented solutions.	Usually evaluates efficacy of implemented solutions.	Occasionally evaluates efficacy of implemented solutions.	Rarely evaluates or fails to evaluate the efficacy of implemented solutions.	
# of students that scored in criteria level	24	4	24	10	0	0
Average % of rating	16%	27%	39%	15%	3%	0%

Institutional Learning Outcome Rubric Analysis						
ILO 4 Recognize Global Mindfulness and Cultural Appreciation N = 49						
	Not Assessed	Highly Developed	Developed	Emerging	Initial	Student Did Not Attempt
Criterion 1: Explain the relevance of world events, international political or social issues.		Always explains the relevance of world events, international political or social issues.	Usually explains the relevance of world events, international political or social issues.	Occasionally explains the relevance of world events, international political or social issues.	Rarely explains the relevance of world events, international political or social issues.	
# of students that scored in criteria level	0	30	19	0	0	0
Criterion 2: Identify diverse perspectives as they relate to a range of global values		Always identifies diverse perspectives as they relate to a range of global values.	Usually identifies diverse perspectives as they relate to a range of global values.	Occasionally identifies diverse perspectives as they relate to a range of global values.	Rarely identifies diverse perspectives as they relate to a range of global values.	
# of students that scored in criteria level	0	33	16	0	0	0
Criterion 3: Analyze the human influences of different global systems to solve complex problems.		Always analyzes the human influences of different global systems to solve complex problems.	Usually analyzes the human influences of different global systems to solve complex problems.	Occasionally analyzes the human influences of different global systems to solve complex problems.	Rarely analyzes the human influences of different global systems to solve complex problems.	
# of students that scored in criteria level	0	24	23	2	0	0
Criterion 4: Demonstrate a willingness to suspend their own biases in favor of an understanding of different values or cultures.		Always demonstrates a willingness to suspend their own biases in favor of an understanding of different values or cultures.	Usually demonstrates a willingness to suspend their own biases in favor of an understanding of different values or cultures.	Occasionally demonstrates a willingness to suspend their own biases in favor of an understanding of different values or cultures.	Rarely demonstrates a willingness to suspend their own biases in favor of an understanding of different values or cultures.	
# of students that scored in criteria level	0	38	10	1	0	0
Average % of rating	0%	64%	35%	1%	0%	0%

| Institutional Learning Outcome Rubric Analysis						
ILO 5 Appraise Scientific and Quantitative Literacy N = 61						
	Not Assessed	Highly Developed	Developed	Emerging	Initial	Student Did Not Attempt
Criterion 1: Completes numerical calculations as required.		Completes calculations successfully to solve the problem every time.	Completes most calculations successfully to solve the problem almost every time.	Sometimes completes calculations successfully to solve the problem.	Almost never or never completes calculations successfully to solve the problem.	
# of students that scored in criteria level	0	12	38	11	0	0
Criterion 2: Utilize scientific sources to support knowledge acquisition.		Utilizes scientific sources accurately to support knowledge acquisition every time.	Utilizes scientific sources with few errors to support knowledge acquisition almost every time.	Sometimes utilizes scientific sources accurately to support knowledge acquisition.	Almost never or never utilizes scientific sources accurately to support knowledge acquisition.	
# of students that scored in criteria level	0	27	30	4	0	0
Criterion 3: Evaluate data to inform a conclusion.		Evaluates data correctly to inform a conclusion every time.	Evaluates data correctly to inform a conclusion almost every time.	Sometimes evaluates data correctly to inform a conclusion.	Almost never or never evaluates data correctly to inform a conclusion.	
# of students that scored in criteria level	0	18	33	8	2	0
Criterion 4: Applies scientific inquiry to offer solutions to a problem.		Applies scientific inquiry correctly every time to offer solutions to a problem.	Applies scientific inquiry correctly almost every time to offer solutions to a problem.	Sometimes applies scientific inquiry correctly to offer solutions to a problem.	Almost never or never applies scientific inquiry correctly to offer solutions to a problem.	
# of students that scored in criteria level	0	8	46	7	0	0
Average % of rating	0%	27%	60%	12%	1%	0%

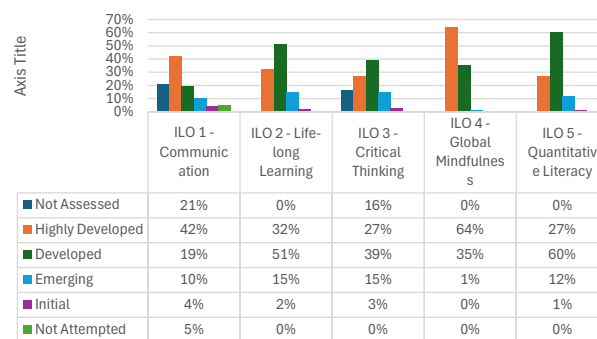| Course	# students	ILO
BIOL 095 - 1001	11	ILO 1 Communication and Information Literacy
BIOL 101 - 1001 - 1006 - 1008	54	ILO 5 Scientific and Quantitative Literacy
BIOL 101 - 1910	17	ILO 1 Communication and Information Literacy
BIOL 251 - 4001	22	ILO 3 Critical Analysis and Logical Thinking
BIOL 305 - 3001	6	ILO 1 Communication and Information Literacy
CRJ 299 - 1001	14	ILO 1 Communication and Information Literacy
EMS 127B - 3501	7	ILO 5 Scientific and Quantitative Literacy
EMS 145B - 1001	16	ILO 3 Critical Analysis and Logical Thinking
EMS 165B - 3001	19	ILO 1 Communication and Information Literacy
ENG 102 - 2008	18	ILO 1 Communication and Information Literacy
HIST 101 - 3001	27	ILO 1 Communication and Information Literacy
HIST 102 - 2003	24	ILO 1 Communication and Information Literacy
HIST 102 - 2003	24	ILO 3 Critical Analysis and Logical Thinking
HIST 275 - 3001	16	ILO 1 Communication and Information Literacy
MHDD 160 - 1801	29	ILO 4 Global Mindfulness and Cultural Appreciation
MHDD 299 - 1001	13	ILO 2 Creative Thinking and Lifelong Learning
PSY 101 - 1829	20	ILO 4 Global Mindfulness and Cultural Appreciation
PSY 101 - 2101	26	ILO 1 Communication and Information Literacy
	363	

			ILOs	Not Assessed	Highly Developed	Developed	Emerging	Initial	Not Attempted
ILO 1	178	49%	ILO 1 - Communication	21%	42%	19%	10%	4%	5%
ILO 2	13	4%	ILO 2 - Life-long Learning	0%	32%	51%	15%	2%	0%
ILO 3	62	17%	ILO 3 - Critical Thinking	16%	27%	39%	15%	3%	0%
ILO 4	49	13%	ILO 4 - Global Mindfulness	0%	64%	35%	1%	0%	0%
ILO 5	61	17%	ILO 5 - Quantitative Literacy	0%	27%	60%	12%	1%	0%

Percentage of Students Assessed for each ILO
N = 363

ILO 1 49%, ILO 2 4%, ILO 3 17%, ILO 4 13%, ILO 5 17%
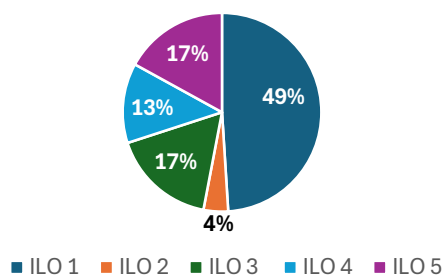
ILO Rating Distributions

	ILO 1 - Communication	ILO 2 - Life-long Learning	ILO 3 - Critical Thinking	ILO 4 - Global Mindfulness	ILO 5 - Quantitative Literacy
Not Assessed	21%	0%	16%	0%	0%
Highly Developed	42%	32%	27%	64%	27%
Developed	19%	51%	39%	35%	60%
Emerging	10%	15%	15%	1%	12%
Initial	4%	2%	3%	0%	1%
Not Attempted	5%	0%	0%	0%	0%

ILO Achievement

ILO Achievement Average 79%
ILO 5 - Quantitative Literacy 87%

ILOs	Achievement
ILO 1 - Communication	61%
ILO 2 - Life-long Learning	83%
ILO 3 - Critical Thinking	66%
ILO 4 - Global Mindfulness	99%

ILO 4 - Global Mindfulness	99%
ILO 3 - Critical Thinking	66%
ILO 2 - Life-long Learning	83%
ILO 1 - Communication	61%
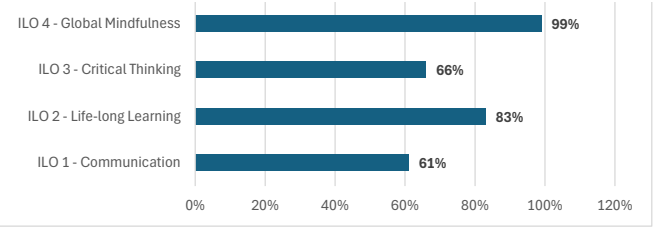
ILO 5 - Quantitative Literacy	87%
ILO Achievement Average	79%