Institutional Learning Competency (ILC) Rubrics

Table 1: Institutional Learning Competency (ILC), Communication

Communication: The purposeful development of the expression and reception of verbal and non-verbal ideas and information

	Mastered (M)	Reinforced (R)	Introduced (I)
Context, Audience, and Purpose	Demonstrates understanding of context, audience, and purpose.	Demonstrates consideration of context, audience, and purpose.	Demonstrates awareness of context, audience, and purpose.
Content Development	Uses appropriate and relevant content to illustrate mastery of the subject.	Uses appropriate and relevant content to explore ideas within the context.	Uses appropriate and relevant content to develop simple ideas within the context.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution to a wide range of conventions particular to a specific discipline, including organization, content, presentation, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline, including organization, content, presentation, and stylistic choices.	Demonstrates consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of credible, relevant sources to develop ideas that are appropriate for the discipline and genre.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre.	Demonstrates introductory skill in the use of sources to support ideas that are situated within the discipline and genre.
Language Usage	Uses language that skillfully, with clarity and fluency, communicates meaning to the audience.	Uses language that skillfully conveys meaning to the audience.	Uses language that conveys meaning to the audience.

Table 2: Institutional Learning Competency (ILC), Critical Thinking

Critical Thinking: The set of essential skills using inductive and deductive reasoning for the purposes of developing creative and effective solutions to a given problem

	Mastered (M)	Reinforced (R)	Introduced (I)
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.	Demonstrates the ability to construct an adequately detailed problem statement.	Begins to demonstrate the ability to construct a problem statement with evidence of relevant contextual factors.
Identify Strategies	Identifies multiple approaches to solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies at least one approach for solving the problem that does apply withing a specific content.
Propose Solutions/ Hypotheses	Proposes solutions/hypotheses that indicates a deep comprehension of the problem.	Proposes solutions/hypotheses that indicates comprehension of the problem.	Proposes one solution/hypothesis that indicates comprehension of the problem.
Implement Solution	Implements the solution in a manner that addresses thoroughly multiple contextual factors of the problem.	Implements the solution in a manner that addresses at least two contextual factors of the problem.	Implements the solution in a manner that addresses at least one contextual factors of the problem.
Evaluate Outcomes	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Begins to logically tie conclusion to information; some related outcomes (consequences and implications) are identified clearly.

Table 3: Institutional Learning Competency (ILC), Engagement

Engagement: The application of curiosity, interest, passion, transfer, and reflection

	Mastered (M)	Reinforced (R)	Introduced (I)
Curiosity	Explores a topic in depth, yielding awareness and interest in the subject.	Explores a topic in depth and indicates interest in the subject.	Explores a topic and indicates the beginner's interest in the subject.
Interest	Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies opportunities to expand knowledge, skills, and abilities.	Completes required work; begins to show interest in expanding knowledge, skill, and abilities.
Passion	Educational interests and pursuits are evident. Knowledge and/or experiences are pursued independently.	Educational interest and pursuits are evident.	Begins to show interest in pursuing educational experiences.
Transfer	Makes explicit reference to previous learning and applies that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) to reveal changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) to review fully clarified meanings or indicating broader perspectives about educational or life events.	Begins to review prior learning (past experiences inside and outside of the classroom) to review meanings or indicating broader perspectives about educational or life events.

Table 4: Institutional Learning Competency (ILC), Ethical Responsibility

Ethical Responsibility: The thoughtful consideration about what is right and wrong and about making a positive impact upon one's community - locally, nationally, and/or globally. The practice of ethical responsibility arises when individuals confront challenges, choices, and ethical dilemmas and requires skill in assessing and articulating various ethical positions, analyzing the social contexts of problems, and considering the ramifications of various courses of action for oneself as well as the community

	Mastered (M)	Reinforced (R)	Introduced (I)
Ethical Self-Awareness	Discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Discusses both core beliefs and the origins of the core beliefs.	States both of core beliefs and the origins of the core beliefs.
Understanding Different Ethical Perspectives/ Concepts	Names theories and accurately explains the major points in each theory.	Names major theories and can explain at least three of those.	Name major theories and is able to present the gist of those.
Ethical Issue Recognition	Recognize ethical issues when presented in a complex multilayered context and recognizes cross-relationships among the issues.	Applies ethical perspectives and grasp the complexities or interrelationships among the issues.	Recognize basic and obvious ethical issues.
Application of Ethical Perspectives/ Concepts	Applies ethical perspectives/concept to an ethical question and can consider full implications of the applications.	Applies ethical perspectives/concepts to an ethical question.	Applies ethical perspective/concepts to an ethical question with support (using examples).
Evaluation of Different Ethical Perspectives/ Concepts	States a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts.	States a position and can state the objections to, assumptions and implications of and respond to the objections to, assumptions and implications of different ethical perspectives/concepts.	States a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts.

Table 5: Institutional Learning Competency (ILC), Global Awareness and Appreciation

Global Awareness and Appreciation: The knowledge of the interdependence of local, global, international, and intercultural people, societies, issues, trends, and systems, and an ability to apply this cultural and global awareness to human interaction and expression

	Mastered (M)	Reinforced (R)	Introduced (I)
Global Self-Awareness	Effectively addresses significant issues in a local and in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Identifies connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to subjects within natural and human systems in the face of multiple (and even conflicting) positions.	Identifies and explains diverse perspectives to subjects within natural and human systems in the face of multiple positions.	Identifies cultural and ethical perspectives and their relation to own perspectives.
Cultural Diversity	Analyzes connections between the worldviews and experiences of multiple cultures historically or in a contemporary context.	Explains connections between the worldviews and experiences of multiple cultures historically or in a contemporary context.	Identifies connections between the worldviews and experiences of multiple cultures historically or in a contemporary context.
Understanding Global Systems	Analyzes major elements of global system, including their interconnections and effects of human organizations and actions.	Explains major elements of global system, including their interconnections and effects of human organizations and actions.	Identifies major elements of global system, including their interconnections and effects of human organizations and actions.
Applying Knowledge of Global Systems	Evaluate solutions to global challenges that are appropriate to their context using multiple disciplinary perspectives (such as cultural,	Formulates solutions to global challenges that are appropriate to their context using multiple disciplinary perspectives (such	Defines global challenges.

	historical, and scientific).	as cultural, historical, and scientific).	

Note: This rubric was created using the Association of American Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric (2018). Retrieved from *https://www.aacu.org/value-rubrics.*