Scholar-Citizen Student Learning Outcome Rubric Artifact # \_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| ***SLO 1: Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources*** | | | | | |
|  | 4 | 3 | 2 | 1 | Not addressed in artifact |
| **Critical Analysis** | Thoroughly (systematically & methodically) analyzes viewpoints of or theories about a contemporary issue recognizing there are multiple ways to deal with complex issues. | Acknowledges the existence of multiple viewpoints or theories but stops short of fully recognizing there are multiple ways to deal with complex issues. | Acknowledges the existence of multiple viewpoints or theories but does not recognize there are multiple ways to deal with complex issues. | Does not acknowledge the existence of multiple viewpoints or theories. |  |
| **Explanation of Issuea** | Contemporary issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Contemporary issue is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Contemporary issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or background unknown. | Contemporary issue is stated without clarification or description. |  |
| **Use of Reliable Sources** | Demonstrates skillful use of high quality, credible, relevant sources to develop ideas. | Demonstrates consistent use of credible, relevant sources to support ideas. | Demonstrates an attempt to use sources to support ideas, although most are not reliable or credible. | Does not attempt to use sources to support ideas. |  |

a An issue is a shareable concern, that is, a topic that people, talk, read, write, care about, and for which they share concern.

**Notes:**

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| ***SLO 2: Make connections between one's academic experiences/knowledge and one's own participation in civic lifea*** | | | | | |
|  | 4 | 3 | 2 | 1 | Not addressed in artifact |
| **Analysis of Knowledge** | Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's own participation in civic lifeb. | Begins to connect knowledge (facts, theories, etc.) from one’s own academic study/field/discipline to one’s own participation in civic life. | Begins to acknowledge and explore the relevance of knowledge (facts, theories, etc.) from one’s own academic study/field/discipline one’s own participation in civic life. | Does not acknowledge the relevance of knowledge (facts, theories, etc.) from one’s own academic study/field/discipline to one’s own participation in civic life. |  |
| **Civic Identity** | Describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity as a result of their experience in civic-focused activities or assignments. | Describes what she/he has learned about her or himself as it relates to a growing sense of civic identity as a result of their experience in civic-focused activities or assignments. | Description of involvement in civic-focused activities is a result of expectations or course requirements rather than from a sense of civic identity. | Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity. |  |

a This learning outcome is appropriate for courses or projects that have a deliberate civic-focused assignment or experience.  
b Civic life refers to activities, actions, etc. for the public good as opposed to private interest.

**Notes**

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| ***SLO 3: Apply ethical reasoning to contemporary local, national, or global issues*** | | | | | |
|  | 4 | 3 | 2 | 1 | Not addressed in artifact |
| **Evaluation of Different Ethical Perspectives/Concepts** | Student thoroughly evaluates objections, assumptions and implication of different ethical perspectives/concepts. | Student begins to evaluate objections, assumptions and implications of different ethical perspectives/ concepts but the student’s response is inadequate. | Student states objections, assumptions and implications of different ethical perspectives/concepts but stops short of evaluating them. | Student cannot state the objections, assumptions and limitations of different perspectives/concepts. |  |
| **IssueRecognitiona** | The student demonstrates a clear understanding of the social, political, economic, or moral aspects of a contemporary local, national, or global issue. | The student demonstrates a clear understanding of the social, political, economic, or moral aspects but overlook important aspects of a contemporary local, national, or global issue. | The student could express the social, political, economic, or moral aspects of a contemporary local, national, or global issue, but made questionable judgments. | The student could not express the social, political, economic, or moral aspects of a contemporary local, national, or global issue. |  |

a An issue is a shareable concern, that is, a topic that people, talk, read, write, care about, and for which they share concern.

**Notes**

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| --- | --- | --- | --- | --- | --- |
| ***SLO 4: Evaluate problems in the context of contemporary local, national, or global issues*** | | | | | |
|  | 4 | 3 | 2 | 1 | Not addressed in artifact |
| **Define Problem** | Clearly explains the problem or issue, outlining the basic facts, and explains why the problem matters. | Attempts to explain the problem or issue but relevant omissions are made. | Explanation of the problem or issue is undeveloped. | Limited ability in identifying the problem or issue or why the problem matters |  |
| **Identify Strategies** | Identifies multiple approaches for solving a contemporary local, national, or global problem. | Identifies multiple approaches for solving the problem, only some of which apply. | Identifies only a single approach for solving the problem. | Does not identify an approach for solving a problem. |  |
| **Evaluate Potential Solutions** | Evaluation of solutions (including their own if applicable) includes all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. The student is also sensitive to contextual factors such as the ethical, logical, and cultural dimensions of the problem. | Evaluation of solutions is adequate (for example contains thorough explanation) and includes the several of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. The student is also sensitive to some of the contextual factors such as the ethical, logical, and cultural dimensions of the problem. | Evaluation of solutions is brief (for example, explanation lacks depth) and misses several of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. The student also does not appear to be sensitive to contextual factors such as ethical, logical, and cultural dimensions of the problem. | Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) misses most of the following: considers history of problem, reviews logical/  reasoning, examines feasibility of solution, and weighs impacts of solution. The student also fails to recognize contextual factors such as ethical, logical, and cultural dimensions of the problem. |  |

**Notes:**

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| ***SLO 5: Engage in a self-reflective process as a means of understanding civic experiences*** | | | | | |
|  | 4 | 3 | 2 | 1 | Not addressed in artifact |
| **Relevance** | Thoroughly describes and evaluates the relevance and meaningfulness of the civic learning experience to the student’s personal and academic growth/development. | Begins to describe and evaluate the relevance and meaningfulness of the civic learning experience to the student’s personal and academic growth/development. | Superficial acknowledgement of the relevance and meaningfulness of the civic learning experience to the student’s personal and academic growth/development. | Does not acknowledge the relevance and meaningfulness of the civic learning experience to the student’s personal and academic growth/development. |  |
| **Self-Assessment** | Demonstrates the ability to question her/his own biases, stereotypes, preconceptions, and/or assumptions and to define new modes of thinking as a result. | Demonstrates the ability to question her/his own biases, stereotypes, preconceptions, and/or assumptions but is unable to define new modes of thinking. | Begins to question her/his own biases, stereotypes, preconceptions, and/or assumptions. | Does not question her/his own biases, stereotypes, preconceptions, and/or assumptions. |  |
| **Analysis** | Thoroughly analyzes how the experience contributed to the student’s learning of self, others, and/or course concepts. The analysis is systematic, organized and written/composed with an awareness of audience. | Attempts to analyze how the experience contributed to the student’s learning of self, others, and/or course concepts. The analysis is somewhat systematic, organized and written/composed with an awareness of audience. | Superficially describes the learning experience and its relation to student learning. The analysis is not written/composed for public critique. | Summarizes the experience without analysis of how it contributed to the student’s learning of self, others, and/or course concepts. |  |
| **Interconnections** | Demonstrates connections between the experience & materials from other courses; past experiences; and future personal and career/academic goals. | Demonstrates connections between the experience & materials from other courses; and past experiences; but does not connect to future personal and career/academic goals. | Makes simple connections between the experience & materials from other courses; and past experiences. | Does not demonstrate the ability to make connections between the experience & materials from other courses; and past experiences. |  |

**Notes:**