STUDENT LEARNING OUTCOMES

The True Blue Core outcomes are designed to provide students with the skills and knowledge they need to succeed in their majors, their careers, and their lives.

Written Communication

Students communicate effectively through writing in terms of context and purpose, content development, genre and disciplinary conventions, sources and evidence, and syntax and mechanics.

Critical Thinking

Students think critically by explaining issues/problems, selecting and using evidence, considering context and assumptions, and representing their position and conclusions logically and effectively.

Information Literacy

Students demonstrate competence in information literacy by determining what information they need, where to access it, how to evaluate information they encounter, and how to use information effectively and ethically.

Inquiry and Analysis

Students systematically explore issues, problems, objects, and works through the collection and analysis of evidence, identification of informed conclusions, and analysis of complex topics by breaking them down.

Non-Written Communication

Students communicate effectively through oral, embodied, or other mediated formats, considering organization, language (or other forms of expression), delivery, supporting material, a cogent central message, and audience.

Intercultural Understanding

Students demonstrate intercultural understanding by building knowledge, self-awareness, and conceptions of global and intercultural perspectives, values, systems, and attitudes.

Quantitative Literacy

Students demonstrate the ability to interpret, represent, calculate, apply, and analyze numerical data in a variety of settings, and will make assumptions and communicate those assumptions based on quantitative information.

Civic Learning

Students demonstrate civic learning by using knowledge, information, and understanding to comprehend civic identity and civic obligations in local and global contexts.

A1 Written Communication Rubric

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

A1: Students will communicate effectively through writing in terms of context and purpose, content development, genre and disciplinary conventions, sources and evidence, and syntax and mechanics.

	Capstone 4	Milestones 3	2	Benchmark 1
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses relevant and compelling content to illustrate mastery of the subject, conveying the writer's understanding of content and audience and shaping the whole work.	Uses relevant and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses relevant content to develop and explore ideas through most of the work.	Uses relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation,	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

	formatting, and stylistic choices			

A2 Non-Written Communication Rubric

Non-written communication is the development and expression of ideas through oral, embodied, or other mediated formats. It is designed to increase knowledge, to foster understanding, or to promote change in the audiences' attitudes, values, beliefs, or behaviors.

A2: Students will communicate effectively through oral, embodied, or other mediated formats, considering organization, language (or other forms of expression), delivery, supporting material, a cogent central message, and audience.

	Capstone 4	Milestones 3	2	Benchmark 1
Organization	Organizational pattern is clear, consistent, and skillful, and makes the content of the presentation cohesive.	Organizational pattern is clear and consistent.	Organizational pattern is intermittently observable.	Organizational pattern is not observable.
Language and/or Embodied Expression	Language choice and/or expression are effective, imaginative, memorable, compelling, and audience appropriate.	Language choice and/or expression are engaging and enhance the effectiveness of the communication. Content is appropriate to audience.	Language choice and/or expression partially support the effectiveness of the communication. Content is generally appropriate to audience.	Language choice and/or expression are unclear and minimally support the effectiveness of the communication. Content is generally not appropriate to audience.
Delivery, Message, and Engagement	Delivery techniques make the communication compelling. Central message is clear and consistent.	Delivery techniques make the presentation interesting and persuasive.	Delivery techniques make the presentation understandable, but not completely compelling.	Delivery techniques detract from the understandability of the communication

B1 Critical Thinking Rubric

Critical thinking is a habit of the mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events in the process of accepting or formulating an opinion or conclusion.

B1: Students will think critically by explaining issues/problems, selecting and using evidence, considering context and assumptions, and representing their position and conclusions logically and effectively.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Explanation of Issues	Issue/problem to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered is stated and described, delivering all relevant information necessary for understanding.	Issue/problem to be considered is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered is stated without clarification or description.
Evidence	Information is leveraged with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is leveraged with enough interpretation/evaluation to develop an analysis or synthesis.	Information is leveraged with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is leveraged without any interpretation/evaluation.
Student's Position, Context, and Assumptions	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. Position takes into account the complexities of an issue and synthesizes others' points of view.	Analyzes own and others' assumptions and contexts when presenting a position. Position is clear, its limits acknowledged, and other points of view are included.	Questions some assumptions and identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). Position acknowledges different sides of an issue.	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position. Position may not acknowledge different sides of an issue.
Conclusions and Related Outcomes	Conclusions and related outcomes are logical and reflect informed evaluation of evidence and perspectives.	Conclusions and related outcomes are logical and are based on evaluation of evidence and perspectives.	Conclusion is logically tied to information, and some related outcomes are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.

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B2 Inquiry and Analysis Rubric

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that results in informed conclusions/judgments. **Analysis** is the process of breaking complex issues/problems into parts to gain a better understanding of them.

B2: Students will systematically explore issues, problems, objects, and works through the collection and analysis of evidence, identification of informed conclusions, and analysis of complex topics by breaking them down.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Scope and Existing Knowledge	Synthesizes in-depth information on a focused, manageable topic from relevant sources representing various points of view/approaches.	Presents in-depth information on a manageable topic from relevant sources representing various points of view/approaches.	Presents information from relevant sources, but represents limited points of view/approaches and/or the scope is not appropriate (either too wide or too narrow).	Presents information from irrelevant sources or uses relevant sources ineffectively or incorrectly. Represents limited points of view/approaches. Topic is inappropriate in scope.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized across disciplines or relevant subdisciplines.	All elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions and Implications	States a conclusion that is a logical extrapolation from the inquiry findings. Discusses in detail relevant limitations or uncertainties.	States a conclusion that follows from the inquiry findings. Identifies relevant limitations, uncertainties, and their implications.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. Presents relevant and supported limitations and implications.	States and ambiguous, illogical, or unsupportable conclusion from inquiry findings. Presents limitations and implications, but they are possibly irrelevant and unsupported.

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Intercultural Understanding is a "set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts," both local and global (Bennett, 2008).

C1: Students will demonstrate intercultural understanding by building knowledge, self-awareness, and conceptions of global and intercultural perspectives, values, systems, and attitudes.

	Capstone	Milestones		Benchmark
	4	3	2	1
Cultural Self-Awareness	Articulates insights into own cultural rules and *perspectives* (e.g. seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural *perspectives*, resulting in a shift in self-description)	Recognizes new perspectives about own cultural rules *and perspectives* (e.g. not looking for sameness; comfortable with complexities that new perspectives offer)	Identifies own cultural rules and *perspectives* (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others)	Shows minimal awareness of own cultural rules and *perspectives* (even those shared with own cultural group(s); e.g. uncomfortable with identifying possible cultural differences with others)
Knowledge of Diverse Cultural Frameworks	Demonstrates sophisticated understanding of and curiosity about the complexity of elements important to members of other cultures in relation to history, values, politics, communication styles, aesthetic expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.	Demonstrates adequate understanding of and curiosity about the complexity of elements important to members of other cultures in relation to history, values, politics, communication styles, aesthetic expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.	Demonstrates partial understanding of and some curiosity about the complexity of elements important to members of other cultures in relation to history, values, politics, communication styles, aesthetic expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.	Demonstrates surface understanding of and little curiosity about the complexity of elements important to members of other cultures in relation to history, values, politics, communication styles, aesthetic expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.

Empathy and Openness	Interprets intercultural experience from the perspectives of own and more than one worldview and perspective. Demonstrates the ability to act in a supportive manner that recognizes the feelings of another group.	Recognizes intellectual and emotional dimensions of worldviews and perspectives and sometimes engages more than one worldview or perspective in interactions.	Identifies the intellectual and emotional dimensions of worldviews and perspectives but responds in all situations with own perspective.	Views the experience of others but does so through own worldviews and perspectives.

C1 Intercultural Understanding Rubric

Intercultural Understanding is a "set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts," both local and global (Bennett, 2008).

C1: Students will demonstrate intercultural understanding by building knowledge, self-awareness, and conceptions of global and intercultural perspectives, values, systems, and attitudes.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Cultural Self-Awareness	Articulates insights into own cultural rules and *perspectives* (e.g. seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural *perspectives*, resulting in a shift in self-description)	Recognizes new perspectives about own cultural rules *and perspectives* (e.g. not looking for sameness; comfortable with complexities that new perspectives offer)	Identifies own cultural rules and *perspectives* (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others)	Shows minimal awareness of own cultural rules and *perspectives* (even those shared with own cultural group(s); e.g. uncomfortable with identifying possible cultural differences with others)
Knowledge of Diverse Cultural Frameworks	Demonstrates sophisticated understanding of and curiosity about the complexity of elements important to members of other cultures in relation to history, values, politics, communication styles, aesthetic expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.	Demonstrates adequate understanding of and curiosity about the complexity of elements important to members of other cultures in relation to history, values, politics, communication styles, aesthetic expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.	Demonstrates partial understanding of and some curiosity about the complexity of elements important to members of other cultures in relation to history, values, politics, communication styles, aesthetic expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.	Demonstrates surface understanding of and little curiosity about the complexity of elements important to members of other cultures in relation to history, values, politics, communication styles, aesthetic expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.

Empathy and Openness	Interprets intercultural experience from the perspectives of own and more than one worldview and perspective. Demonstrates the ability to act in a supportive manner that recognizes the feelings of another group.	Recognizes intellectual and emotional dimensions of worldviews and perspectives and sometimes engages more than one worldview or perspective in interactions.	Identifies the intellectual and emotional dimensions of worldviews and perspectives but responds in all situations with own perspective.	Views the experience of others but does so through own worldviews and perspectives.

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C2 Civic Learning: Local and Global Rubric

Civic learning is the acquired knowledge, skills, and values individuals need to be civically and globally responsible citizens who can choose to contribute to their community, build healthier communities, and address community problems. Communities can be geographic, interest-based, and even "virtual" and are local, national and global.[i]

C2: Students will demonstrate civic learning by using knowledge, information, and understanding to comprehend civic identity and civic obligations in local and global contexts.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	Analyzes the issues and perspectives among *varied communities*. Analyzes what can be learned from this diversity *across* communities, locally *and/or* globally.	Identifies and describes the issues and perspectives among *more than one community*. Analyzes what can be learned from this diversity *within* communities, locally *and/or* globally.	Identifies and describes the issues and perspectives among at least *one* community. Has awareness of what can be learned from diversity of communities, locally *and/or* globally.	Expresses little recognition for diversity of perspectives in communities. Demonstrates little awareness of, or is indifferent or resistant to what can be learned from diversity of communities.
Analysis of Knowledge	Analyzes knowledge from a disciplinary perspective, making relevant, compelling connections to *some* of the following: civic life and identity, politics, government, workplace, and organizations.	Describes knowledge from a disciplinary perspective, making relevant connections to *some* of the following: civic life and identity, politics, government, workplace, and organizations.	Begins to connect knowledge from a disciplinary perspective, making relevant connections to *at least one* of the following: civic life and identity, politics, government, workplace, and organizations.	Begins to *identify* knowledge from a disciplinary perspective, and may intermittently connect knowledge with civic life and identity, politics, government, workplace, or organizations.
Analysis of Civic Action	Analyzes how civic actions may impact individual(s) AND communities.	Describes how civic actions may impact individual(s) or communities.	Identifies how civic actions may impact individual(s) or communities.	Demonstrates little understanding of how civic actions may impact individual(s) or communities.

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D1 Quantitative Literacy Rubric

Quantitative literacy also known as Numeracy or Quantitative Reasoning—is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

D1: Students will demonstrate the ability to interpret, represent, calculate, apply, and analyze numerical data in a variety of settings and will make assumptions and communicate those assumptions based on quantitative information.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Interpretation	Understands and provides accurate explanations of numerical information . Makes inferences based on that information.	Provides accurate explanations of information presented in mathematical form.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors.	Attempts to explain information presented in mathematical forms but draws incorrect inconclusions about what the information means.
Representation	Skillfully converts relevant information into a mathematical portrayal in a way that contributes to a further or deeper understanding. Presents all numerical information accurately and effectively.	Competently converts relevant information into a mathematical portrayal in a way that contributes to better understanding. Presents most numerical information accurately and effectively.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate. Numerical information presented does not connect with argument or purpose of the work.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate. Numerical information is not used effectively and/or with complete accuracy.
Calculation	Calculations solve the problem successfully and comprehensively and are presented clearly and concisely.	Calculations are sufficient to solve the problem, completed correctly, and presented effectively.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to solve the problem.	Calculations are attempted but are neither successful nor presented completely.
Application/ Analysis	Uses numerical information as the basis for deep and thoughtful judgments, drawing insightful, careful conclusions based on the relationships among quantities while explaining assumptions.	Uses numerical information as the basis for thoughtful judgments, drawing qualified conclusions. Understands the relationships among quantities and describes assumptions.	Uses numerical information as the basis for obvious but plausible conclusions. Acknowledges assumptions but doesn't explain them.	Uses numerical information as the basis for basic judgments, though some application or analysis may be inaccurate or incomplete. Does not describe assumptions with accuracy or rationale.

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D2 Information Literacy Rubric

Information literacy is the ability to know when there is a need for information and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Information literacy assumes a broad definition of information, including but not limited to print, digital, media, technology, scientific, artistic, and other types of information.

D2: Students will demonstrate competence in information literacy by determining what information they need, where to access it, how to evaluate information they encounter, and how to use information effectively and ethically.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Scope	Effectively defines the scope of the research questions or thesis. Effectively determines key concepts. Types of information selected directly relate to concepts or answer research questions.	Defines the scope of the research questions or thesis. Determines key concepts. Types of information selected relate to concepts or answer research questions.	Defines the scope of the research questions or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information selected do not relate to concepts or answer research question.
Sources	Chooses a sophisticated variety of reliable information sources appropriate to the scope and context of the research question.	Chooses *some* variety of reliable information sources *generally* appropriate to the scope and context of the research question.	Chooses a variety of sources, most of which are reliable and appropriate to the context of the research question, but some of which are unreliable or beyond the scope and context of the research question.	Chooses few reliable information sources and/or chooses sources beyond the scope and context of the research question.
Comprehension & Use	Comprehends, organizes, and analyzes information from a variety of sources to achieve a specific purpose in a manner that is sophisticated and compelling. Sources are cited accurately and effectively.	Comprehends, organizes, and analyzes information from sources to achieve a specific purpose. Sources are cited consistently with few errors.	Comprehends and analyzes information from sources, but may not always do so accurately or to achieve a specific purpose. Shows some understanding of appropriate usage, but does not cite accurately and/or consistently.	Does not comprehend or analyze information from sources accurately. Does not connect sources with research question and/or purpose. Demonstrates little understanding of appropriate usage and offers few and/or inaccurate citations.