

North Seattle College

Essential Learning Outcomes

with Suggested Rubric Language

North Seattle College Essential Learning Outcomes

North Seattle College is committed to changing lives through progressive education by advancing student success, excelling in innovative teaching and life-long learning, and building a responsive community. Our diverse college community is committed to infusing our guiding values into all we do. As a learning community, we foster and promote development of these essential skills for students completing courses, certificates, or degrees. These outcomes will be achieved through the use of current and emerging pedagogies and technologies, including integrative and applied learning.

Inquiry based on information accessed through ethical research.

Problem Solving using critical and creative thinking; quantitative and qualitative reasoning; information literacy; and disciplinary and cross-disciplinary knowledge.

Communication in oral, written and artistic modes of expression, individually and in collaboration with others.

Responsibility for understanding and integrating intercultural competence, practicing ethical reasoning and conduct, applying sustainability principles, and demonstrating respect for self and others.

Adopted Spring 2017 by North Seattle College Curriculum and Academic Standards Committee.

INQUIRY RUBRIC TEMPLATE

TOPIC	EXEMPLARY 4	ACCOMPLISHED 3	DEVELOPING 2	BEGINNING 1
Topic Selection	Identifies a creative, focused, and/or manageable topic that addresses potentially significant aspects of the topic.	Identifies a focused and manageable/ doable topic.	Identifies a topic that while manageable / doable, is a little bit too narrow or too broad.	Identifies a topic that is far too big or too small to examine.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant and credible sources representing various points of view.	Presents in-depth information from relevant sources representing various points of view.	Presents information from relevant sources representing limited points of view.	Presents information from sources that are not relevant and/or represent limited points of view.
Design Process	All elements of the methodology or theoretical framework are skillfully developed.	Critical elements of the methodology are appropriately developed; however, more subtle elements are unaccounted for.	Critical elements of the methodology are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and analyzes evidence to reveal insightful patterns, differences, or similarities related to focus. Analysis based on information accessed through ethical research.	Organizes evidence to reveal important patterns, differences, or similarities related to focus. Analysis based on information accessed through ethical research.	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities. Analysis based on information with questionable origins.	Lists evidence, but it is not organized and/or is unrelated to focus. Inquiry based on information which is not accessed through ethical research and/or is not reliable.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry.	States an ambiguous, illogical, or unsupportable conclusion from inquiry.

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PROBLEM SOLVING RUBRIC TEMPLATE

TOPIC	EXEMPLARY 4	ACCOMPLISHED 3	DEVELOPING 2	BEGINNING 1
Problem Statement	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant context factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for 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 only a single approach for solving the problem that applies within a specific context	Identifies no approaches for solving the problem that do not apply within a specific context.
Propose Solutions	Proposes one or more solutions/ hypotheses that indicates a deep comprehension of the problem. Solution/ hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/ hypotheses that indicates understanding of the problem. Solutions/ hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/ hypothesis that is general rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/ hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is thorough and insightful and includes, deeply and thoroughly, all of the following: history of problem, logic/ reasoning, feasibility of solution, and impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: history of problem, logic/ reasoning, feasibility of solution and of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: history of problem, logic/ reasoning, feasibility of solution, and impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation).
Evaluate Outcomes	Reviews results relative to the problem defined with specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work.

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COMMUNICATION RUBRIC TEMPLATE

TOPIC	EXEMPLARY 4	ACCOMPLISHED 3	DEVELOPING 2	BEGINNING 1
Context of and Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Central message is compelling.	Demonstrates good consideration of context, audience, and purpose and a clear focus on the assigned task(s). Central message is clear.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s). Central message is basically understandable but is not often repeated and is not memorable.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of only instructor or self as audience). Central message can be deduced, but is not explicitly stated or clear
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the student's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Organization	Organizational pattern is clearly and consistently observable and is skillful and makes the content of the communication (in any format) cohesive.	Organizational pattern is clearly and consistently observable. The content of communication is cohesive.	Organizational pattern is intermittently observable. The content of communication is inconsistent.	Organizational pattern is not observable. The content of communication is disjointed or incomplete.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the communication means.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the communication.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the communication.	Demonstrates minimal use sources to support ideas in the communication or uses sources that are neither credible nor relevant.
Control of Syntax and Mechanics	Uses communication that skillfully communicates meaning with clarity and fluency, and is virtually error-free.	Uses straightforward communication that generally conveys meaning to readers. The communication has few errors.	Uses communication that generally conveys meaning. The communication has few errors	Uses communication that sometimes impedes meaning. The communication has significant errors.
Delivery	Delivery techniques make the content compelling.	Delivery techniques make the content interesting.	Delivery techniques make the content understandable to some degree.	Delivery techniques detract from the understandability of the content.

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RESPONSIBILITY RUBRIC TEMPLATE

TOPIC	EXEMPLARY 4	ACCOMPLISHED 3	DEVELOPING 2	BEGINNING 1
Attitudes (Curiosity)	Asks complex questions about other cultures, ethical reasoning and/or sustainability and seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures, ethical reasoning and/or sustainability and seeks out answers to these questions.	Asks simple or surface questions about other cultures, ethical reasoning and/or sustainability.	States minimal interest in learning more about other cultures, ethical reasoning and/or sustainability.
Attitudes (Respect for self and others)	Suspends judgment in valuing their interactions with culturally different others, ethical concepts or issues of sustainability.	Shows interest in developing knowledge of culturally different others, ethical concepts or issues of sustainability. Begins to suspend judgment in these areas.	Expresses openness to most, if not all, knowledge based areas. Has difficulty suspending any judgment.	Receptive to learning more about culturally different others, ethical concepts or issues of sustainability. Has difficulty suspending judgment of concepts outside his/her knowledge base but remains open to learning.
CHOICES FOR KNOWLEDGE AREA				
Knowledge: Intercultural competence	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (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 biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge: Ethical reasoning and conduct	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs of ethical knowledge and reasoning with greater depth and clarity. Student names ethical concepts or theories, can present the gist of said concept or theories, and accurately explains the details of the theory or theories used.	Student can name the major ethical concepts or theories they use, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory they use, and is only able to present the gist of the named concept or theory. Student states both core beliefs and the origins of the core beliefs.	Student states either their core ethical beliefs or articulates the origins of the core beliefs but not both. Student only names the major theory she/ he uses.
Knowledge: Sustainability principles	Student discusses in detail/ analyzes core principles of sustainability with greater depth and clarity. Student names principles, can present the gist of said principles, and accurately explains or exhibits the details of the principles used.	Student can name the major sustainability principles used, can present the gist of said principles, and attempts to explain the details of the principles, but has some inaccuracies.	Student can name the major sustainability principle they use, and is only able to present the gist of the named concept.	Student only names the sustainability principle they use or analyze.

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ADDENDUM

DEFINITIONS FROM ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES' VALUE RUBRIC DEVELOPMENT PROJECT: <https://www.aacu.org/value>

Inquiry

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

Problem Solving

- Definition: **Problem solving** is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Communication

- Part I Definition: **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.
- Part II Definition: **Oral communication** is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Information Literacy

- Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy

Responsibility (Personal and Social)

- Part I Definition: **Civic engagement** is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)
- Part II Definition: **Intercultural Knowledge and Competence** is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

- **Part III Definition: Ethical Reasoning** is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.
- **Part IV Definition Lifelong learning** is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: [A memorandum on lifelong learning](#). Retrieved September 3, 2003)
- **Part V Definition: Global learning** is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

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