

**SUNY Canton**



**Guidebook  
for  
Conducting  
Institutional Student Learning Outcome  
Assessment**

Prepared 2018

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## **PREFACE**

Each campus accredited through The Middle States Commission on Higher Education (MSCHE) is responsible for overseeing the development and assessment of program student learning outcomes (PSLOs) institutional student learning outcomes (ISLOs).

With the exception of certificate programs, all programs are responsible for assessing student learning at the program and institutional level.

At SUNY Canton, we endeavored to consolidate our ISLOs, PSLOs, Core Values, and the MSCHE requirements for general education, as found in Standard III.5.b, to simplify our assessment responsibilities. The result of our efforts are found on the subsequent page.

*Questions regarding the process outlined on subsequent pages can be directed to*

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### SUNY CANTON INSTITUTIONAL STUDENT LEARNING OUTCOMES

The Institutional Student Learning Outcomes (ISLOs) represent the knowledge, skills, and attitudes students will develop as a result of their education experience at SUNY Canton. Upon completion of a degree program at SUNY Canton, students will have competency in five areas:

1. Communication Skills
2. Critical Thinking
3. Foundational Skills
4. Social Responsibility
5. Industry, Professional, Discipline-Specific Knowledge and Skills

ISLO	Definition
<b>1. Communication Skills</b> <i>(all subsets required for programs)</i>	<b>The category of communication skills requires students to demonstrate competency in both oral and written expression, including a basic understanding of discourse contexts and appropriate use of style and necessary writing technologies.</b>
Oral	Students demonstrate or share knowledge to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors through a prepared, purposeful, communicative act.
Written	Students develop and express ideas in writing. This written communication involves learning to work in many genres and styles. It can also involve working with many different writing technologies, and mixing texts, data, and images.
<b>2. Critical Thinking</b> <i>(one of three subsets required for programs)</i>	<b>The category of critical thinking requires students to demonstrate competency in formulating conclusions as a result of exploration, evaluation, and analysis. Students will explore, evaluate, and analyze objects, subjects, and phenomena.</b>
Critical Analysis	Students demonstrate a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Inquiry and Analysis	Students demonstrate a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments (inquiry) and demonstrate the process of organizing complex topics or issues into parts to gain a better understanding of them (analysis).
Problem Solving	Students design, evaluate, and possibly implement strategies to answer an open-ended question or achieve a desired goal.
<b>3. Foundational Skills</b> <i>(all subsets required for programs)</i>	<b>The category of foundational skills requires students to demonstrate knowledge in information management, basic math skills as required by disciplinary standards, and skills associated with their discipline.</b>
Information Management	Students perform the basic operations of personal computer use to understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.

Quantitative Literacy & Reasoning (QLR) <b>(Requirement filled by GER 1)</b>	Students demonstrate competency in working with data. Individuals with QLR skills will possess the ability to reason and solve quantitative problems from a wide array of contexts. Students will be able to create arguments supported by quantitative evidence, accurately communicate those arguments in a variety of formats (e.g. using words, tables, graphs, mathematical equations, etc., as appropriate), and check the results for reasonableness and accuracy.
<b>4. Social Responsibility</b> <i>(two of four subsets required for programs)</i>	<b>The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.</b>
Ethical Reasoning	Students demonstrate the ability to assess their own and others' ethical values and the social context of problems, recognize ethical issues in a variety of settings and contexts (which could include cultural, historical, or professional contexts), think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.
Global Learning	Students critically analyze and engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their implications for people's lives and the earth's sustainability.
Intercultural Knowledge	Students demonstrate knowledge that supports effective and appropriate sensitivity to, and interaction in, a variety of cultural contexts.
Teamwork	Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.
<b>5. Industry, Professional, Discipline-Specific Knowledge and Skills</b>	<b>The category of industry, professional, and discipline-specific knowledge and skills requires students to demonstrate the knowledge and skills necessary to succeed as leaders of tomorrow in their chosen career path.</b>

## **SUNY CANTON ASSESSMENT MISSION STATEMENT**

### **I. Assessment Mission Statement**

SUNY Canton Assessment engages in thorough and consistent review of academic and non-academic divisions to promote continuous improvement. We endeavor to cultivate a culture of assessment characterized by the following principles:

1. For assessment to be successful, goals and outcomes must be clearly defined.
2. Assessment methodologies are implemented with a demeanor of flexibility and understanding.
3. The success of assessment relies on clear discourse between all invested parties.
4. Assessment results are used to inform resource allocation, and curricular improvement.
5. Successful assessment is supported and valued by the institution

### THREE-YEAR CYCLE SCHEDULE

#### Full Assessment Cycle

The plan below represents the years during which findings reports are due.

GER and Program Coordinators may stagger assessment responsibilities as they see fit. For example, GER 10 features five objectives in total. Those responsible for GER 10 assessment could assess two objectives per year and report out in year one of the subsequent cycle or they could assess all content during the year their report is required.

<b>Cycle Year</b>	<b>Year 1 (2017/2020/2023 etc.)</b>	<b>Year 2 (2018/2021/2024 etc.)</b>	<b>Year 3 (2019/2022/2025 etc.)</b>
<b>ISLO</b>	<b>1. Communication</b> <ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> </ul> <b>2. Critical Thinking (1 of 3)</b> <ul style="list-style-type: none"> <li>• Critical Analysis</li> <li>• Inquiry and Analysis</li> <li>• Problem Solving</li> </ul>	<b>3. Foundational Skills (both subsets)</b> <ul style="list-style-type: none"> <li>• Quantitative Reasoning</li> <li>• Information Management</li> </ul> <b>4. Social Responsibility (2 of 4)</b> <ul style="list-style-type: none"> <li>• Ethical Reasoning</li> <li>• Global Learning</li> <li>• Intercultural Knowledge</li> <li>• Teamwork</li> </ul>	<b>5. Industry, Professional, Discipline-Specific Knowledge and Skills</b>
<b>GER</b>	<b>GER 11 (Critical Thinking)</b> <b>GER 10 (Communication)</b> <b>GER 4 (American History)</b>	<b>GER 5 (Western Civ)</b> <b>GER 3 (Social Sciences)</b> <b>GER 7 (Humanities)</b> <b>GER 12 (Info Management)</b> <b>GER 1 (Mathematics)</b>	<b>GER 2 (Sciences)</b> <b>GER 6 (Other Worlds)</b> <b>GER 8 (Arts)</b> <b>GER 9 (Foreign Languages)</b>

### CALENDAR-YEAR TIMELINE FOR ISLO ASSESSMENT

**Note:** Though SUNY Canton operates on a calendar-year schedule, preparation for the calendar year begins as early as the prior summer, as outlined below:

**Summer:** Calendar-year assessment plan for subsequent year distributed to faculty by director of assessment.

**Fall:** Faculty have time to test and plan for the subsequent year of assessment. Responsibilities include:

1. Double-checking course outcome to program outcome alignment

**Fall:** Curriculum coordinators have time to test and plan for the subsequent year of assessment. Responsibilities include:

1. Double-checking PSLO to ISLO alignment
2. Reach out to faculty to discuss the program assessment plan/fine-tune if necessary

**Spring:** Assessment responsibilities begin for all faculty

**Week four of spring semester:** faculty enter measures in Taskstream

**Week after final grade calculation (spring):** faculty enter findings in Taskstream

**Summer:** Findings from spring semester aggregated and entered into program spreadsheets by director of assessment.

*(note: calendar-year assessment plan for subsequent year distributed to faculty)*

**Week four of fall semester:** faculty enter outcomes measures in Taskstream

**Week after final grade calculation (spring):** faculty enter findings in Taskstream

**Winter break:** findings from fall semester aggregated and entered into program spreadsheets by director of assessment.

**Winter break:** Full calendar-year assessment data distributed to curriculum coordinators by director of assessment.

**Week before spring semester:** Deans' symposia takes place (curriculum coordinators report out on their assessment data for the calendar year, making budgetary requests).

**February:** Deans' Cabinet reviews budget requests, Provost's Office allocates resources to programs.



## DEVELOPING A PROGRAM ASSESSMENT PLAN

When a new program is created, a program workspace is entered in our assessment repository: Taskstream.

From there, the curriculum coordinator—with the assistance of the director of assessment—develops a program assessment map (Fig. 1). This map reflects the program's PSLOs and alignment with the institution's ISLOs.

Additionally, the program assessment map reflects all core courses within the program's curriculum. Curriculum coordinators are responsible for selecting which courses will be assessed for competency and mastery in each PSLO and ISLO, as shown in Figure 1.

- Programs at the baccalaureate level are responsible for assessing two competency points and one mastery point per PSLO.
- Programs at the associate's level are responsible for assessing one competency point and one mastery point per PSLO.

file:///C:/Users/jonesk/Desktop/Curriculum%20Map%20-%20Courses%20and%20Activities%20Mapped%20to%20Health%20Care%20Mana

Health Care Management Student Learning Outcomes											
PSLO 1: Demonstrate effective oral and written communication skills (SLO 1: Communication - Both)	PSLO 2: Compare and contrast theories and practices of ethics and professionalism in the healthcare setting (SLO 4: Social Responsibility - Ethical Reasoning)	PSLO 3: Analyze alternative management solutions in healthcare related problems and challenges (SLO 2: Critical Thinking - Problem Solving)	PSLO 4: Demonstrate how to apply state and federal healthcare policies (SLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills)	PSLO 5: Compare and contrast governance, executive roles, marketing procedures, and value in managed care organizations (SLO 2: Critical Thinking - Critical Analysis)	PSLO 6: Discuss how global health issues affect the U.S. healthcare system (SLO 4: Social Responsibility - Global Learning)	PSLO 7: Demonstrate an understanding of healthcare financial management (SLO 2: Critical Thinking - Critical Analysis)	PSLO 8: Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed (SLO 1: Communication - Both Oral & Written)	PSLO 9: Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization (SLO 2: Critical Thinking - Critical Analysis)	PSLO 10: Demonstrate knowledge of strategic planning and decision making in the healthcare organizations (SLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills)	PSLO 11: Describe the role of organizational and human resource management in the healthcare field (SLO 1: Communication - Both Oral & Written)	PSLO 12: Demonstrate an understanding of healthcare quality and outcomes measures (SLO 2: Critical Thinking - Inquiry and Analysis)
Courses and Learning Activities											
HSMB 101 Introduction to Health Care Management											
HSMB 200 Medical Terminology							C				
HSMB 304 United States Health Care System			C	C							
HSMB 308 Health Care Finance						C			C		
HSMB 307 Health Care Facility Administration	C		C							C	
HSMB 306 Managed Care		C		M		M		C			
HSMB 301 Public Health					C						
HSMB 308 Internship Orientation											
HSMB 302 Legal and Ethics Issues in Health Care	C	C		C							C
HSMB 310 Quality and Patient Safety							M				
HSMB 410 Senior Seminar	M	M	M	M		M		M	M	M	M

**Fig. 1 – Program Assessment Map on Taskstream**

In Fig. 1 you can see the selection of the courses. For example, in Fig. 1 HSMB 307 has been selected with a “C” (competency point) to assess PSLO #1, which is aligned with ISLO #1. This information is available on Taskstream.

To optimize transparency, the information from a program's program assessment map is also included in each course master syllabus (Fig. 2). This allows students and faculty to see mapping from top to bottom.

<b>KEY</b>	<b><u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u></b>
<b>ISLO #</b>	<b>ISLO &amp; Subsets</b>
<b>1</b>	<b>Communication Skills</b> Oral [O], Written [W]
<b>2</b>	<b>Critical Thinking</b> <i>Critical Analysis [CA] , Inquiry &amp; Analysis [IA] , Problem Solving [PS]</i>
<b>3</b>	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
<b>4</b>	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
<b>5</b>	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

<b><u>Course Student Learning Outcome [SLO]</u></b>	<b><u>PSLO</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
a. Examine the framework in which health care services are produced, coordinated, consumed, reimbursed, and evaluated.	1. Demonstrate effective oral and written communication skills.....		1 [O, W] 5
b. Duplicate complex code to solve differential equations.			2 [IA] 3 [IM]

\*Include program objectives if applicable. Please consult with Program Coordinator

**Fig. 2 – Mapping in the Master Syllabus**

In Fig. 2 you can see the complete mapping from course level to institutional level. The key included allows for more concise reflection of mapping in portrait layout.

## COURSE-LEVEL MAPPING FOR NEW COURSES

### ISLO Alignment: The Crucial Components

As shown in Fig. 2 above, we have five ISLOs, each of which has subcategories. Below are the basic parameters of operation for course-level mapping:

1. You do not have to include every ISLO in a course outline. Some course outlines feature course outcomes that only align to one ISLO, and that is fine.
2. It is strongly recommended that each course outcome should only map to one ISLO (otherwise you risk overwhelming yourself with a heavy assessment load).
3. Each course objective must align to an ISLO.
4. Additionally, a program-specific course should feature course student learning outcomes (CSLOs) that align with a program student learning outcome (PSLO).
5. If your course is not a core, discipline-specific course in a program, you do not have to align to Program Student Learning Outcomes (PSLO). For example, history courses, math courses, and many other GEN ED courses do not need PSLO alignment.
6. If your course is a GER-approved course you may have to align one or more CSLOs with your GER. Contact the GER Coordinator for the appropriate course of action. (Or just don't worry about it quite yet. We'll get there in due time!)
7. If you align your Course Student Learning Outcome (CSLO) to an ISLO, there is a possibility you will have to assess that course outcome to see if students demonstrate proficiency once every three years.
8. See Fig. 2 for the layout now required for master syllabi and semester-by-semester syllabi.

## THE ISLO ASSESSMENT PROCESS

### I. Plan Distribution

During the summer prior to a calendar year, the Director of Assessment distributes the assessment plan for the upcoming calendar year. The assessment plan includes parameters of assessment, including which ISLOs are to be assessed; which, if any, AACU VALUE rubrics are recommended as tools of measurement; and a general timeline. After e-mail distribution, the plan is added to our institution's assessment web page. Sample below, in italics (Fig. 3)

*Below, you will find the list of courses to be assessed using the AACU VALUE rubrics for Communication and/or Critical Thinking in the Spring 2017 semester. These courses were identified in your program's assessment map as the competency or mastery checkpoints for these two ISLOs. Plans are organized by school and program. For all other courses not listed below, the following parameters apply:*

- 1. If you already assessed the objectives mapped to Critical Thinking and Communication for a specific course in the Fall, you do not need to repeat the process for that course in the Spring.*
- 2. For each course not assessed in Fall 2016, faculty are asked to assess two course objectives aligned to the ISLO of Critical Thinking or the ISLO of Communication. You do not have to use the AACU rubric to assess these objectives. Only the courses listed in the Program Assessment Plans below are expected to use the AACU Value Rubrics.*

*For directions on using the AACU VALUE rubrics, please see*  
[http://www.canton.edu/effectiveness/pdf/AACU\\_VALUE\\_Rubric\\_Implementation\\_Directions.pdf](http://www.canton.edu/effectiveness/pdf/AACU_VALUE_Rubric_Implementation_Directions.pdf).

*In short, if you are teaching one of these courses, you will need to select one artifact/assignment in that course to assess using the AACU VALUE Rubric. For that course, applying that rubric to an assignment fulfills your assessment requirement for this semester. Additional Stipulations & Resolutions:*

- 1. If any program would like to use a tool of measurement other than the AACU rubric to measure critical thinking or communication in the courses listed below, they may send the tools and assignment guidelines to [jonesk@canton.edu](mailto:jonesk@canton.edu) to be reviewed by the ISLO Subcommittee.*

The full sample, with the corresponding programs and courses, can be found here:

<http://www.canton.edu/provost/assessment/documents/Spring2017-Program-Assessment-Plan.pdf>

**Fig. 3 – Sample Plan Narrative**

After the calendar-year assessment plan is distributed, curriculum coordinators have a full semester to discuss the approaching calendar year assessment plan with faculty and make adjustments as necessary.

## II. Measure & Findings Entry

- If a course is selected for ISLO/PSLO assessment, the instructor selects one course student learning outcome aligned to the stipulated ISLO/PSLO.
- The instructor then selects one or more student artifacts that measures student proficiency in the stipulated ISLO/PSLO.

### Measure Entry

For measure entry, faculty log into Taskstream. They navigate to the course they are teaching and click on the “Course Assessment Workspace.” Once inside the workspace, faculty scroll down on the left-hand side to the semester they are teaching in, and select “Measure Entry.” At this point, they are guided through a series of prompts which allow them to select what type of student artifact they plan to use, and what their targets are (how many students will succeed).

- Baseline target for measure and findings entry is 70% of students acquiring the equivalent of a C or higher on a given student artifact.

Measure Entry Process for SUNY Canton:

<https://www.youtube.com/watch?v=EjgXfS87M04&list=PLc9R9HYTrZ9FtVhDZA0tEmGQBfXCHSpn0>

### Findings Entry

For findings entry, faculty once again log into Taskstream. They go to the course workspace, and scroll down to the semester they are entering findings for. They select “Findings Entry.” They report out on whether or not the target was met, add any action plans or comments/suggestions, and then they’re all set!

Of course, it is a little more complex than that because they have to have the student artifacts they identified in the measure entry phrase. Then they must utilize the rubric to assess student learning.

The rubrics we use are the AACU VALUE Rubrics, which you can find at:

<https://www.aacu.org/value-rubrics>

You have to “purchase” them, but the cost is \$0.00.

If faculty have not consolidated grading and assessment, then they grade with their own rubric, then compare core competency areas on their rubrics to those on the AACU Value Rubrics.

If faculty have consolidated their grading and assessment rubrics, then they grade using the AACU Rubric or they grade using a rubric approved by the ISLO Subcommittee. In order for that rubric to be approved, it needs to contain the core criteria from the AACU rubric, and a rationale for any core criteria that has been omitted. This way, all faculty are working with aligned data points, that alignment stemming from our beloved core criteria.

Findings Entry Process for SUNY Canton:

<https://www.youtube.com/watch?v=t4gs40mu5fl&index=2&list=PLc9R9HYTrZ9FtVhDZA0tEmGQBfXCHSpn0>

### III. Institutional Data Collection (Data Extraction, Data Compilation, Data Delivery)

Data is first extracted from the findings area in Taskstream. Right now, the director of assessment takes care of this process. I'm hoping someday that curriculum coordinators will be able to do this, as it is incredibly time consuming.

Next, the director of assessment aggregates the data and puts it into a spreadsheet, as shown on the subsequent page (Fig. 2)

After this, the director of assessment delivers the data via e-mail to curriculum coordinators.

<b>Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)</b>					
Subject	Course	Sections Participating	Total Sections	Outcome	
BSAD	200	3	3	66.6% Met	
BSAD	203	3	3	100% of sections exceeded	
<b>Overall Findings for Communication</b>					
Total Sections Selected for Assessment				6	
Total Sections Assessed				6	
% Sections Meeting or Exceeding Target (of those assessed)				83%	
<b>Recommendations, Reflections, and Notes:</b>					
<b>Assessment Results - AACU VALUE Rubric for Critical Thinking</b>					
Subject	Course	Sections Participating	Total Sections	Outcome	
BSAD	100	4	4	50% Met	
ECON	101	1	1	100% of sections Not Met	
FSMA	210	3	3	100% Met	
<b>Overall Findings for Critical Thinking</b>					
Total Sections Selected for Assessment				8	
Total Sections Assessed				8	
% Sections Meeting or Exceeding Target (of those assessed)				75%	
<b>Recommendations, Reflections, and Notes:</b>					
<p>BSAD 100: In upcoming semester I will stress the factual components more and give additional critical thinking tests. BSAD 100: The simulation brings the business concepts more into focus than simply a book based course alone. Both sections had a business book from which they took quizzes on material mastery. Having weekly simulation exercises demonstrated student maturity as students received a zero for the simulation if they didn't complete the simulation or save their work. So, social loafing was helped here.</p> <p>Reflections/Notes : We need more simulations in BSAD 100.</p>					
<p>BSAD 200: Recommendations : The large area of discrepancy/fluxuation appears to be the 'Genre and Disciplinary Conventions' area of the rubric. Unlike literature courses, business oriented ones often maintain a narrowed perspective, when working with genre and disciplinary concerns.</p> <p>**It might be worth incorporating an assignment once again (focusing on the international business audience), for different viewpoints on cultural communication.</p> <p>Reflections/Notes : While a number of students earned tallies that fell just shy of the 15 point mark (i.e. the six others earned scores within the 13-14 point range), my major concern revolves around the students who were on the roster who failed to submit material for grading altogether.</p>					

**Fig. 4 – Aggregate Data Spreadsheet**

#### **IV. The Reporting Out Process**

The faculty then take the data provided to them, and any other supplementary data they choose to use, and they develop a power point presentation for the Deans' Symposia.

During that presentation they briefly present their data, offer suggestions, and request resource allocations. Sample of one of the presentations is linked below:

<https://www.youtube.com/watch?v=zqnvUgkISjc&t=490s>

Resources requested are reviewed in Deans' Cabinet, and resources are allocated by the Provost's Office.

## **INSTITUTIONAL STANDARDS**

### **I. AACU VALUE Rubrics**

As a baseline, we use AACU VALUE Rubrics for the following ISLOs:

Communication  
Critical Thinking  
Social Responsibility  
    Ethical reasoning  
    Intercultural knowledge  
    Global Learning  
    Teamwork

- We hold 200 and 300-level courses to the minimum standard of column 2 on the AACU Value rubrics. (Fig. 5 on subsequent page)



# WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

## 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.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone</b> 4	<b>Milestones</b> 3	<b>Milestones</b> 2	<b>Benchmark</b> 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	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).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer'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.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	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, formatting, and stylistic choices	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.

<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

**Fig. 5 – AACU VALUE Rubric.**

Above you can see column 2 highlighted. Typically students in 200-300-level courses are assessed at this level of proficiency.

## II. Rubric Creation

Faculty also have the option of creating their own rubric, utilizing our core criteria, adopted from AACU. Using this approach, faculty can either:

- a. infuse their current grading rubrics with the criteria listed below
- b. create a new rubric utilizing the criteria listed below
- c. use the AACU VALUE rubric as is, providing supplementary assignment data.

The process for rubric creation is as follows:

1. Generate rubric utilizing the core criteria or existing AACU VALUE Rubrics as reference.
2. Submit your rubric to the ISLO Subcommittee via Kirk Jones ([jonesk@canton.edu](mailto:jonesk@canton.edu)).
3. Indicate in your submission whether the rubric will be used for a single course or a series of courses.
4. Provide us with assignment guideline(s) for the assignment(s) you plan to use the rubric with.
5. Indicate which ISLO you wish to cover with your rubric.

Sample rubrics can be found in Appendix A.

ISLO Core Criteria below:

### ISLO Core Criteria

#### Communication:

##### Written

1. Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).
2. Uses appropriate and relevant content to illustrate mastery of the subject.
3. Demonstrates detailed attention to discipline-specific conventions such as organization, presentation, formatting, and stylistic choices.
4. Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline.

##### Oral

1. Demonstrates detailed attention to discipline-specific conventions such as central message, organization, presentation, formatting, and stylistic choices.
2. Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).
3. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling.
4. Demonstrates skillful use of a variety of supporting materials (such as audio, visual, textual, or material) to develop ideas appropriate for the presentation.

## **Critical Thinking:**

### **Critical Analysis (Relates to Argument)**

1. Issue/problem to be analyzed is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
2. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis.
3. Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis) when appropriate.
4. 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.

### **Inquiry and Analysis**

1. Identifies a focused and manageable topic.
2. Synthesizes in-depth information from relevant sources representing various points of view/approaches.
3. Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.
4. States a conclusion that is a logical extrapolation from the inquiry findings.
5. Insightfully discusses in detail relevant and supported limitations and implications.

### **Optional:**

1. All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.

### **Problem Solving**

1. Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
2. Identifies multiple approaches for solving the problem that apply within a specific context.
3. Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem.
4. Evaluation of solutions is thorough (for example, contains insightful explanation) and includes logical reasoning, solution feasibility and analysis, and solution impact assessment.
5. Implements the solution that addresses contextual factors of the problem.
6. Reviews results and the need for further work.

## **Social Responsibility:**

### **Ethical Reasoning**

1. Student states her/his core beliefs.
2. Student can recognize basic and obvious ethical issues and grasp the complexities or interrelationships among the issues.
3. Students can apply ethical perspectives/concepts to an ethical question independently (to a new example)
4. Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts

### **Global Learning**

1. Analyzes ways that human action influence the natural and/or human world.
2. Identifies and explains multiple perspectives (such as organizational, disciplinary, or ethical) when exploring subjects within natural or human systems.
3. Explaining the ethical, social, or environmental consequences of local or national decisions on global systems.
4. Assess practical solutions to global challenges.

### **Intercultural Knowledge**

1. Demonstrates awareness of own cultural norms and biases.
2. Demonstrates an understanding of the interconnectedness of cultural elements (such as history, values, politics, communication styles, economy, or beliefs and practices).
3. Identifies some cultural differences in verbal and non-verbal communication and is aware that misunderstandings can occur based on those differences.
4. Expresses openness to interactions with culturally different others. Is aware of own judgment and expresses a willingness to change.

### **Teamwork**

1. Helps all team members complete assigned tasks by deadline; ensures work accomplished is thorough, comprehensive, and advances the project.
2. Communicates with team members professionally by being polite and constructive.
3. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.

## **Industry, Professional, Discipline-Specific Knowledge and Skills:**

To be determined by programs.

### III. Standards Summary Sheet

#### Program Level:

- Curriculum Coordinators—in coordination with faculty teaching within the program—are responsible for selecting the courses in the program that serve as competency and mastery points.
- Two competency points, one mastery point required for each PSLO for bachelor's level programs.
- One competency point, one mastery point required for each PSLO for associate level programs and certificate programs.
- Certificate programs are currently exempt from ISLO assessment, but must engage in PSLO assessment.
- Competency points may be extracurricular or co-curricular.
- If delivered in an extracurricular fashion, an assessment must be present in the activity/event.
- There must be evidence of results being used to improve teaching and learning.

#### Course Level:

- If a course is selected for ISLO/PSLO assessment, the instructor selects one course student learning outcome aligned to the stipulated ISLO/PSLO.
- The instructor then selects one or more student artifacts that measures student proficiency in the stipulated ISLO/PSLO.
- Baseline target for measure and findings entry is 70% of students acquiring the equivalent of a C or higher on a given student artifact.
- If faculty elect to use the AACU VALUE rubrics, 200 and 300-level courses are held to the minimum standard of column 2 on the AACU Value rubrics.

## Appendices

### Appendix A – Sample Rubrics

#### Sample I. Using the AACU Value Rubric with supplementary instructions for faculty

**Explanation:** Some faculty, in lieu of creating their own rubric, decided to create a conversion sheet. The conversion sheet is then used by faculty in addition to the AACU rubric to determine student proficiency. Ultimately, the conversion sheet simply provides additional context to frame the AACU rubric within the parameters of a specific discipline or assignment. See Sample I below:

**Managerial Accounting (ACCT 102) Fall 2016  
Critical Thinking Value Rubric in accordance to AACU.**

The artifact is the class project: Accounting goes to the carnival (break-even point analysis)

**Explanation of issues:**

Student explains their entrepreneurship (within the Word document) endeavor identifying the food they will offer at their carnival booth and their financial goal over break-even point (BEP).

**Evidence:**

Student will complete the BEP Excel template file provided which requires organization of all fixed and variable costs. The fixed and variable costs are then subdivided into direct material, direct labor, and overhead costs. The third tab of the file calculates the BEP if all the data has been entered corrected on the first two tabs.

**Influence of context and assumptions:**

Student identifies the assumptions that they have made for: the number of people attending the carnival (this drives their sales forecast) they can base this number off of Internet research of the fair (some students use the Syracuse fair to find numbers, or personal past experiences from their local carnival), the cost of the materials and overhead (the spreadsheet requires the student to indicate which sources were used), and the amount of labor needed to attain BEP and financial goal.

**Student's position (perspective, thesis/hypothesis):**

Given the numbers calculated on the BEP Excel spreadsheet, the student will determine the BEP.

**Conclusions and related outcomes (implications and consequences):**

Student provides a summary at the end of their paper indicating feasibility, recommendations, suggestions, or assumptions tied to the development of their BEP.



### Sample II. Rubric with ISLO Criteria Infused Throughout

Explanation: The following rubric features both criteria from the AACU Value Rubrics for Written Communication:

1. Context of and Purpose for Writing
2. Content Development
3. Genre and Disciplinary Conventions
4. Sources and Evidence
5. Control of Syntax and Mechanics

Is also includes criteria specific to the assignment.

	<b>Outstanding 10 points</b>	<b>Very Good 8 points</b>	<b>Good 6 points</b>	<b>Fair/Needs Improvement 4 points</b>	<b>Poor/Inadequate 2 points</b>
<b>Introduction Purpose of Project</b>	Comprehensive and sound rationale given for a dental professional to conduct an intra and extraoral exam.	Comprehensive and sound rationale was given, but lacked one important detail.	Good start to providing rationale but lacked more than one detail	Fair rationale given for intra and extraoral examinations	Lacks any sound rationale for intra and extraoral examinations
<b>Content</b>					
Part II	Proper use of bullet format listing all landmarks palpated during the extraoral exam outlined.	Proper use of bullet format with very good outline of landmarks palpated	Proper use of bullet format with good outline of landmarks palpated	Used bullet format but outline lacked more than 3 areas palpated	Poor format and outlined lacked more than 5 areas palpated
Part III	Proper use of bullet format listing all landmarks palpated during the intraoral exam outlined and the significance of referring a patient with lymphadenopathy of the palatine tonsils and what specialist this would be.	Proper use of bullet format with most landmarks palpated during the intraoral exam outlined and the significance of referring a patient with lymphadenopathy of the palatine tonsils and what specialist this would be.	Proper use of bullet format, good outline of landmarks palpated during the intraoral exam, with the significance of referring a patient with lymphadenopathy of the	Used bullet format but outline lacked more than 3 areas palpated, with mention of referring and the specialist needed.	Poor format, with an outline that lacked more than 5 areas palpated, with minimal discussion of palatine tonsils.

			palatine tonsils and what specialist this would be.		
Part IV	Thoroughly defines lymphadenopathy and explains why documentation of a large node is essential. Also identifies the additional information that should be documented for future clinicians.	Very good definition of lymphadenopathy and documentation explanation, with very good information given for future clinicians	Good definition of lymphadenopathy and documentation explanation, a couple lacking details, with good information given for future clinicians	Fair definition of lymphadenopathy and documentation explanation, a few lacking details, with fair information given for future clinicians	Poor definition of lymphadenopathy and documentation explanation, many lacking details, with poor information given for future clinicians
Part V	Thoroughly explains the significance of informing patients of enlarged lymph nodes and the importance of “primary” sites and what can transpire if not discovered early in the primary node.	Provides very good explanation for informing patients of enlarged nodes and the importance of “primary” sites and what can transpire if not discovered early in the primary node.	Provides good explanation for informing patients but lacking a couple details, with vague description of importance of primary sites	Provides fair explanation for informing patients but lacking a few details, with vague description of importance of primary sites	Provides poor explanation lacking important details, with very vague description of importance of primary sites
Part VI	Identifies and compares the characteristics of lymph nodes involved with acute infections and those involved with cancer	Very good identification and comparison but missing one defining characteristic of these nodes	Good identification and comparison but missing two defining characteristics of these nodes	Fair identification and comparison but missing a few characteristics of these nodes	Poorly identifies the characteristics of lymph nodes with acute infections and those involved with cancer
Part VII	Accurately explains an odontogenic infection and differentiates between an abscess, cellulitis and osteomyelitis.	Very good explanation of odontogenic infections, differentiates between an abscess, cellulitis and osteomyelitis	Good explanation of odontogenic infections with mention of abscess, cellulitis and osteomyelitis	Fair explanation of odontogenic infections with fair differentiating between abscess, cellulitis and osteomyelitis	Poor explanation of odontogenic infections, no differentiating between abscess, cellulitis & osteomyelitis

Part VIII	Excellent explanation on how an odontogenic infection can spread to other tissues, structures, organs, with significance noted on fascial spaces & the vascular system	Very good explanation of odontogenic infections spreading, with significance noted on fascial spaces and the vascular system	Good explanation of odontogenic infections spreading, with mention of fascial spaces and the vascular system	Fair explanation of odontogenic infections spreading, with mention of fascial spaces and vascular system	Poor explanation of odontogenic infections spreading, without mention of fascial spaces and vascular system
Part IX Professional Language	Paper is <i>error free</i> with accurate spelling, sentence structure, grammar and provides clarity to the reader	Paper has minimal spelling, grammar, sentence structure errors (1-2) and provides clarity the majority of the time	Paper has a few spelling, grammar, sentence structure errors ( 3-4)	Paper has numerous spelling, grammar, sentence structure errors (5-6).	Poor format and sentence structure, with multiple 7 or > spelling and grammar errors.
Part X Sources & Evidence to Support Conclusions	Student submits a reference page in APA format that identifies 2 sources other than the textbook to support information.	Student submits a reference page in APA format that identifies 1 source other than the textbook to support information.	Student submits a reference page in APA format that but does not identify a source other than the textbook to support information.	Student submits a reference page but does not use APA format and does not identify a source other than the textbook to support information.	Student does not submit a reference page.