

**General Education Competency: Learn Independently  
Student Learning Outcomes Scoring Rubric**

**Upon completion of a degree, certificate, diploma, and/or completion of specific courses, the student will apply learning in academic, personal, and public settings to:**

**1. Use appropriate search strategies and resources to find, evaluate, and use information**

SLOs	Rating	Descriptives			
		1	2	3	4
Recognize when information is required and the type of information required.		<p>Student</p> <ul style="list-style-type: none"> <li>&gt;Does not understand relevance of information to assignment.</li> <li>&gt;Does not access relevant library resources.</li> <li>&gt;Uses minimal information beyond common knowledge or experience.</li> </ul>	<p>Student</p> <ul style="list-style-type: none"> <li>&gt;Seeks information relevant to assignment.</li> <li>&gt;Attempts to execute search strategies for relevant information.</li> <li>&gt;Acquires information that is neither altogether appropriate nor sufficient to solve problem and/or support thesis.</li> </ul>	<p>Student</p> <ul style="list-style-type: none"> <li>&gt;Identifies information needs and creates search strategies for finding relevant information.</li> <li>&gt;Accesses relevant library resources.</li> <li>&gt;Attempts to solve problems</li> <li>&gt;Seeks appropriate help and instruction.</li> <li>&gt;Applies information to support thesis.</li> </ul>	<p>Student</p> <ul style="list-style-type: none"> <li>&gt;Identifies information needs and creates search strategies for finding relevant information.</li> <li>&gt;Accesses relevant library resources.</li> <li>&gt;Applies strategies independently for self-instruction and solving problems.</li> </ul>
Identify and use a variety of types and formats of potential sources for information.		<p>Student</p> <ul style="list-style-type: none"> <li>&gt;Locates and uses few information resources.</li> <li>&gt;Does not use information to support the main topic.</li> </ul>	<p>Student</p> <ul style="list-style-type: none"> <li>&gt;Locates and uses few information resources.</li> <li>&gt;Minimally uses information.</li> <li>&gt;Provides no details and/or examples.</li> </ul>	<p>Student</p> <ul style="list-style-type: none"> <li>&gt;Identifies information related to the main topic, considering reliability content, format and currency.</li> <li>&gt;Uses multiple resources to enhance the assignment.</li> <li>&gt;Uses information to provide 1-2 supporting details and/or examples.</li> </ul>	<p>Student</p> <ul style="list-style-type: none"> <li>&gt;Independently identifies and effectively uses multiple relevant resources, considering reliability, content, format, and currency.</li> <li>&gt;Selects resources related to the main topic and includes several supporting details and/or examples.</li> </ul>

<p>Locate and access information both in print and in electronic or digital form.</p>		<p>Student demonstrates limited skill in using library and other resources. Data/evidence or sources are simplistic, not on topic or are inappropriate. Sources are not documented.</p>	<p>Student demonstrates some skill in selecting and using library and other information resources in print or electronic format, but not both, to minimally meet the research requirements of the assignment, course or personal interest. Some of the resources are defined and documented.</p>	<p>Student demonstrates proficiency in selecting and using library and other resources in print and electronic formats to meet the research requirements of the assignment, course, or personal interest. Most of these resources are defined and documented.</p>	<p>Student demonstrates exceptional skill in selecting and using library and other resources in all available formats. Information is clearly defined, related, integrated, and properly documented to meet and exceed assignment, course or personal interests.</p>
<p>Evaluate the quality, accuracy, timeliness, and usefulness of the information.</p>		<p>Student demonstrates little or no skill in assessing the credibility of information, relies on websites or common media, and does not distinguish opinion from fact, nor identify bias. Resource information used may not be fully applicable to the assignment.</p>	<p>Student demonstrates some skill in assessing the credibility of information sources. May use library sources but relies also on websites and common media. Can distinguish opinion from fact, but does not determine when the information source may be biased nor when the information is outdated.</p>	<p>Student demonstrates proficiency in assessing the credibility of information sources, preferring library sources over websites and common media. Evidence of search, selection, and source evaluation skills including assessing trustworthiness and applicability of information sources and identifying opinion and bias when present.</p>	<p>Student demonstrates high level of skill in assessing trustworthiness and applicability of information sources, using original library electronic sources. Can distinguish opinion from facts, clearly identifies bias in information source, and rejects outdated information.</p>

**2. Make choices based upon awareness of ethics and differing perspectives/ideas**

SLOs	Rating	Descriptives			
		1	2	3	4
Accurately interpret evidence/findings, especially alternative positions different from their own.		Fails to present and justify own opinion or forward hypothesis.	Student's view or hypothesis is not grounded on evidence/findings, and recognizes minimal ethical value in alternative views.	Student's view or hypothesis recognizes cause and effect and addresses existing or potential consequences. Clearly distinguishes between facts, opinion, and acknowledges value judgments.	Student clearly presents and justifies own view or hypothesis while qualifying or integrating contrary views or interpretations.

**3. Apply learning in academic, personal, and public situations**

SLOs	Rating	Descriptives			
		1	2	3	4
Implement appropriate decision making skills in a variety of settings.		Fails to analyze information or ideas adequately and provides on partial or fragmented solutions or decisions.	Analyzes information or ideas but provides solutions or decisions that are not well-reasoned or supported by the analysis.	Thoroughly analyzes information or ideas and provides well-reasoned solutions or decisions in single setting.	Thoroughly analyzes information or ideas and provides well-reasoned solutions or decisions in more than one type of setting.
Demonstrate application of critical thinking to authentic problem solving.		Inaccurately defines problem or fails to incorporate information , developing an incomplete and inaccurate solution.	Clearly distinguishes the problem and its related information but develops a solution that is incorrect.	Clearly distinguishes the problem and its related information and develops a solution that is partially correct but is either logically inconsistent, or incomplete.	Clearly distinguishes the problem and its related information and develops a solution that is logically consistent, correct and complete.

**4. Think creatively to develop new ideas, processes, or products**

SLOs	Rating	Descriptives			
		1	2	3	4
Recognize alternative approaches.		Provides no more than one suitable solution or policy and mentions no alternative approaches.	Provides more than one suitable solution or policy, but does not clearly explain any and makes no comparisons or contrasts.	Provides only one solution or policy but explains this solution or policy from different points of view.	Clearly explains each of multiple solutions and draws distinctions between them from different points of view.
Create new ideas/positions/solutions/techniques by critically examining emerging issues, solving problems, and applying knowledge and theory to novel situations.		Integrates positions or techniques to produce a solution that is incomplete, logically inconsistent, and/or incoherent.	Integrates positions or techniques to produce a solution that may be complete but is unclear or logically inconsistent and is not innovative.	Integrates positions or techniques to produce a solution that is complete, coherent and logically consistent, but may not be particularly innovative.	Integrates positions or techniques to solve a problem in a way that is coherent, logically consistent, complete and innovative.