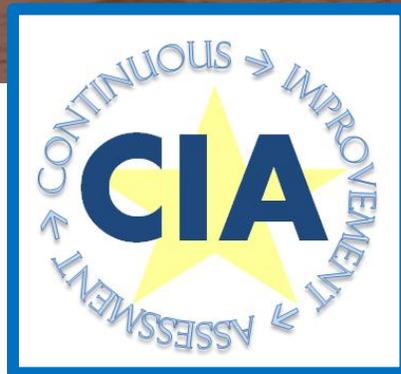# *Campus Assessment Portal (CAP) User Guide*

OVERVIEW

Thank you for agreeing to participate in the assessment of PC's Institutional Learning Outcomes (ILO). The following provides an overview of the 4 steps:

1. **Know your ILO's:** In 2019, Phoenix College adopted new Institutional Learning Outcomes. You will need to select one of these 6 ILO's for the focus of your project.

2. **Identify a *Signature Assignment*:** You will need to identify an assignment you give to students that aligns with your selected ILO.

3. **Score Your Assignment using a *VALUE rubric*:** You will choose from a list of provided rubrics to score your students on your signature assignment.

4. **Enter your scores into the campus assessment portal (CAP):** Your student scores will be entered into the CAP system using a link we provide you.

How will your assessment data be used?

Assessment data is summarized in aggregate and allows PC to have a campus snapshot of where our students are in terms of our 6 institutional learning outcomes. The data can answer questions such as "Which ILO's are regularly assessed by faculty (and which are not)?" "On which general education outcomes do our students show strengths or weaknesses?" "How do students in 100 level courses compare with students in 200 level courses?" Information gained from this overview can be used to inform campus decision-making, professional development offerings, and the improvement of our educational practices.

Assessment data is not an evaluation of an individual faculty or staff member.

STEP 1: PHOENIX COLLEGE ILO'S

The first step is to familiarize yourself with PC's new Institutional Learning Outcomes (ILO's). Our previous general education outcomes (numeracy, critical thinking, writing, oral presentation, and information literacy) are encapsulated in the intellectual skills ILO and new ILO's have been added for a broader approach. Our new ILO's are:

- Specialized Knowledge

- Broad and Integrative Knowledge

- Intellectual Skills

- Applied and Collaborative Learning

- Civic and Global Learning

- Personal Responsibility and Development

A more detailed description of the new ILO's is provided in the rubric section.

You will need to choose a single ILO as a focus for your assessment project. Alternatively, you can select an assignment you give in your class first, and then see which ILO alignment makes the most sense.

STEP 2: SIGNATURE ASSIGNMENTS

A *signature assignment* is one that requires students to demonstrate their learning for an expected learning outcome. Signature assignments may reflect a campus theme, and may be used by an institution to evaluate student learning and to make important changes. At PC, *signature assignments* are those that directly assess any one of the six Institutional Learning Outcomes. Ideally, *signature assignments* should have the following key elements:

- Clear statement of learning objectives/outcomes

- Clear instructions that reflect the *VALUE rubric* that will be used for scoring

- Clear alignment of the assignment with the ILO

STEP 3: SELECTING A RUBRIC

Phoenix College has adopted the VALUE approach to the assessment of student learning outcomes. VALUE stands for the Valid Assessment of Learning in Undergraduate Education. Led by the AAC&U, teams of academic professionals across the country collaborated to develop a set of rubrics to determine how well students are achieving learning outcomes that are considered essential by both faculty and employers. To date, the VALUE rubrics have been used by more than 70,000 individuals and more than 2,200 colleges and universities.

As opposed to standardized tests, the VALUE approach draws evidence of student learning based on the actual work (papers and assignments) that students produce in response to course requirements. Faculty judge the quality of the work against the shared standards of the DQP (Degree Qualifications Profile) on which PC's ILO's are based.

Once you have selected an ILO for your project, you will need to choose the specific VALUE rubric that best aligns with the learning outcome for your assignment. Score each student's work using the rubric.

The appendix includes a description of each of the VALUE RUBRICS associated with each PC ILO (see table on Page 4).

STEP 4: ENTERING DATA INTO THE PORTAL

Once you've scored your students using a VALUE rubric, you are ready to enter the data in to the Campus Assessment Portal (CAP).

Use the *Qualtrics* link provided to you by the assessment coordinators:

https://maricopacx.sjc1.qualtrics.com/jfe/form/SV_2cA3KQWFd89J3cG

2) You will be asked to enter basic information such as your name, your department, and your course.

3) You will be asked to upload your assignment (including the instructions the students receive). Please make sure to complete this step, as we can use this information to categorize or summarize the types of assignments that are being assessed across our campus (e.g. written assignments vs. oral presentations)

4) Enter rubric scores for up to 40 students. If you have more than 40 students, you will need to use the link a second time to enter scores for additional students.

APPENDIX: VALUE RUBRICS

PC's VALUE Rubrics

In this appenix, you will find a description of each ILO followed by at least 6 rubrics that can be used to assess that ILO.

ILO	Rubric Options
Specialized Knowledge	1A, 1B, 1C, 1D, 1E, 1F, IG
Broad and Integrative Knowledge	2A, 2B, 2C, 2D, 2E, 2F
Intellectual Skills	3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H,3I, 3J, 3K, 3L
Applied and Collaborative Learning	4A, 4B, 4C, 4D, 4E, 4F
Civic and Global Learning	5A, 5B, 5C, 5D, 5E, 5F
Personal Responsibility and Development	6A, 6B, 6C, 6D, 6E, 6F

These rubrics were created using the Association of American Colleges and Universities (AAC&U) VALUE Rubrics. Retrieved from https://www.aacu.org/value-rubrics

Reprinted with permission from *"VALUE: Valid Assessment of Learning in Undergraduate Education."* Copyright 2019 by the Association of American Colleges and Universities. http://www.aacu.org/value/index.cfm.

1- Specialized Knowledge Rubrics

Description: Phoenix College seeks to guide students in developing the range of theoretical and practical knowledge, competencies, and skills needed in a specialized profession or field of study. Students are guided on instruction that leads to deeper knowledge and skill building in a students' chosen career field.

Associate level learning outcomes:

- o *Describe the scope of the field of study, its core theories and practices, using field-related terminology, and offers similar description of at least one related field.*
- o *Applies tools, technology and methods common to the field of study to selected questions or problems.*
- o *Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study.*

The following seven rubrics may be used to measure various aspects of specialized knowledge:

1A: Inquiry/Analysis on Existing Knowledge, Research and Views

1B: Inquiry/Analysis-Define Process

1C: Inquiry/Analysis- Analysis

1D: Critically Evaluate Information and its Sources

1E: Fosters Constructive Team Climate

1F: Problem Solving/Defining the Problem

1G: Problem Solving/Identifying Strategies

1A: Inquiry/Analysis-Existing Knowledge, Research and Views

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Presents information from relevant sources representing limited points of view.	Presents information from relevant sources representing limited points of view approaches.	Presents in-depth information from relevant sources representing various points of view approaches.	Synthesizes in-depth information from relevant sources representing various points of view/approaches.

1B: Inquiry/Analysis-Define process

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Inquiry design demonstrates a misunderstanding of the methodology of theoretical framework.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	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 subdisciplines.

1C: Inquiry/ Analysis-Analysis

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Lists evidence, but it is not organized and/or is unrelated to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities.	Organizes evidence to reveal important patterns, differences or similarities related to focus.	Organizes and synthesizes evidence to reveal insightful patterns, differences or similarities related to focus.

1D: Critically Evaluates Information and its Sources

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of multiple criteria used such as relevance to the research question, currency, authority, audience, and bias of point of view).

1E: Fosters Constructive Team Climate

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provide assistance and/or encouragement to team members.	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial, expression, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.

1F: Problem Solving/Defining the Problem

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Demonstrates a limited ability identifying a problem statement or related contextual factors.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.

1G: Problem Solving/Identifying Strategies

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Identifies one or more approaches for solving the problems that do not apply within a specific content.	Identifies only a single approach for solving the problem that does not apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies multiple approaches for solving the problem that apply within a specific context.

2- Broad and Integrative Knowledge

Description: Phoenix College seeks to guide students through the process of integrative knowledge which is the practice of incorporating new information into a body of existing knowledge with an interdisciplinary approach. Knowledge integration combines concepts and theories from multiple fields of study and is essential for integrative learning that help students prepare for careers and the broader complexities of life.

Associate level learning outcomes:

- o *Describe how existing knowledge or practice is advanced, tested and revised in each core field studied––e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts.*
- o *Describes a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society and shows how concepts from the core field can be used to address the selected debates or problems.*
- o *Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks.*
- o *Describes and evaluates the ways in which at least two fields of study define, address and interprets the importance for society of a problem in science, the arts, society, human services, economic life or technology.*

The following six rubrics may be used to measure various aspects of broad and Integrative knowledge:

2A: Knowledge of Cultural Self-Awareness

2B: Knowledge of Cultural Worldview

2C: Connections to Experience

2D: Connections to Discipline

2E: Influence of Context and Assumptions

2F: Innovative Thinking

2A: Knowledge of Cultural Self-Awareness

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
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.)	Identifies own cultural rules and biases (e.g., with a strong performance for those rules shared with own cultural group and seeks the same in others.)	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness, comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-deception.)

2B: Knowledge of Cultural Worldview

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Demonstrates surface understanding of the complexities of elements important to members of another culture in relation to its history, values, politics, communication styles, economy; or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, policies, communication styles, economy; or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy; or beliefs and practices.	Demonstrates sophisticated understanding of the complexities of elements important to members of another culture in relation oi its history, values, politics, communication styles, economy; or beliefs and practices.

2C: Connections to Experience

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Reviews poor learning (past experiences inside and outside of the classroom in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews poor learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.

2D: Connections to Discipline

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
When prompted, presents examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	Independently, creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspectives.

2E: Influence of Context and Assumptions

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when processing a position.

2F: Innovative Thinking

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Reformulates a collection of available ideas.	Experiments with creating a novel or unique idea, question, format, or product.	Creates a novel or unique idea, question, format, or product.	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.

3- Intellectual Skills

Description: The six crosscutting Intellectual Skills presented below define proficiencies that transcend the boundaries of particular fields of study. They overlap, interact with and enable the other major areas of learning described in the other ILO's.

ANALYTIC INQUIRY

The synthesizing cognitive operations of assembling, combining, formulating, evaluating and reconstructing information, foundational to all learning, are addressed throughout the DQP. But analytic inquiry, though it is involved in such synthesis, requires separate treatment as the core intellectual skill that enables a student to examine, probe and grasp the assumptions and conventions of different areas of study, as well as to address complex questions, problems, materials and texts of all types.

Associate Level learning outcomes:

- o *Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.*

USE OF INFORMATION RESOURCES

There is no learning without information, and students must learn how to find, organize and evaluate information in order to work with it and perhaps contribute to it. At each degree level, these tasks become more complicated — by language, by media, by ambiguity and contradictions — and the proficiencies offered below reflect that ladder of challenge.

Associate Level learning outcomes:

- o *Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.*

- o *Student accesses and uses information ethically and legally.*

ENGAGING DIVERSE PERSPECTIVES

Every student should develop the intellectual flexibility and broad knowledge that enables perception of the world through the eyes of others, i.e., from the perspectives of diverse cultures, personalities, places, times and technologies. This proficiency is essential to intellectual development and to both Applied and Collaborative Learning and Civic and Global Learning.

Associate Level learning outcomes:

- o *Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations.*
- o *Describes, explains and evaluates the sources of his/her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views.*

ETHICAL REASONING

Analytic reasoning, the use of information resources, communication, and diverse perspectives should be brought to bear on situations, both clear and indeterminate, where tensions and conflicts, disparities and harms emerge, and where a particular set of intellectual skills is necessary to identify, elaborate and, if possible, resolve these cases. Ethical reasoning thus refers to the judicious and self-reflective application of ethical principles and codes of conduct resident in cultures, professions, occupations, economic behavior and social relationships to making decisions and taking action.

Associate Level learning outcomes:

- o *Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems.*

QUANTITATIVE FLUENCY

Quantitative expressions and the issues they raise inform many tasks. In addition to essential arithmetic skills, the use of visualization, symbolic translation and algorithms has become critically important.

Associate Level learning outcomes:

- *Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings.*
- *Creates and explains graphs or other visual depictions of trends, relationships or changes in status.*

COMMUNICATIVE FLUENCY

The use of messages to achieve shared understanding of meaning depends on effective use of language, intentional engagement of audience, cogent and coherent iteration and negotiation with others, and skillful translation across multiple expressive modes and formulations, including digital strategies and platforms.

Associate Level learning outcomes:

- *Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences.*
- *Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences.*
- *Negotiates with peers an action plan for a practical task and communicates the results of the negotiation either orally or in writing.*

The following twelve rubrics may be used to measure different aspects of Intellectual Skills:

Analytic Inquiry:

- **3A:** Analysis
- **3B:** Define Problem

Use of Information Resources:

- **3C:** Evaluates Information
- **3D:** Uses Information Ethically and Legally

Engaging Diverse Perspectives:

- o **3E:** Perspective Taking
- o **3F:** Applying Knowledge to Global Contexts

Ethical Reasoning

- o **3G:** Ethical Issue Recognition
- o **3H:** Application of Ethical Perspectives/Concepts

Quantitative Fluency

- o **3I: Representation of mathematical information**
- o **3J: Application/Analysis of quantitative data**

Communicative Fluency

- o **3K: Control of Syntax and Mechanics**
- o **3L: Facilitates Team Interaction**

3A: Analysis

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Lists evidence, but it is not organized and/or is unrelated to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.

3B: Define Problem

3C: Evaluates Information

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Demonstrates a limited ability in identifying a problem statement or related contextual factors.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.

3D: Uses Information Ethically and Legally

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).

3E: Perspective Taking

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)

3F: Applying Knowledge to Global Contexts

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Defines global challenges in basic ways, including a limited number of perspectives and solutions.	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

3G: Ethical Issue Recognition

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.

3H: Application of Ethical Perspectives/Concepts

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.

3I: Representation of Mathematical Information

3J: Application/Analysis of Quantitative Data

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.

3K: Control of Syntax and Mechanics

3L: Facilitates Team Interaction

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Engages team members by taking turns and listening to others without interrupting.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.

4- Applied and Collaborative Learning

Description: An emphasis on applied learning suggests what graduates can do with what they know is the most critical outcome of higher education. Phoenix College students should be able to integrate theory and practice in both academic and non-academic setting, and should be able to learn with others in the course of application projects. Research of different kinds and intensities, on and off campus, on and off the internet, and formal field-based experiences (internships, practicums, community and other service-learning) all are cases of applied learning.

Associate level learning outcomes:

- o *Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application.*
- o *Analyzes at least one significant concept or method in the field of study in light of learning outside the classroom.*
- o *Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.*
- o *Demonstrates the expertise of any practical skills crucial to the application of expertise.*

The following six rubrics may be used to measure different aspects of applied or collaborative learning:

- o **4A:** Connections to Experience
- o **4B:** Applying Knowledge to Contemporary Global Contexts
- o **4C:** Transfer to New Learning
- o **4D:** Application of Ethical Perspectives/Concepts
- o **4E:** Independence
- o **4F:** Fosters Constructive Team Climate

4A: Connections to Experience

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.

4B: Applying Knowledge to Contemporary Global Contexts

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Defines global challenges in basic ways, including a limited number of perspectives and solutions.	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

4C: Transfer to New Learning

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.

4D: Application of Ethical Perspectives/Concepts

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.

4E: Independence

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.

4F: Fosters Constructive Team Climate

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Supports a constructive team climate by doing any one of the following: -Treats team members respectfully by being polite and constructive in communication. -Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. -Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. -Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: -Treats team members respectfully by being polite and constructive in communication. -Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. -Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. -Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: -Treats team members respectfully by being polite and constructive in communication. -Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. -Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. -Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing all of the following: -Treats team members respectfully by being polite and constructive in communication. -Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. -Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. -Provides assistance and/or encouragement to team members.

5- Civic and Global Learning

Description: Phoenix College aims to prepare its undergraduates for knowledgeable and responsible participation in a democratic society. Civic and global learning proficiencies may involve cognitive activities within the classroom (e.g. describing, examining, elucidating) or may take the form of civic activities outside the classroom such as service learning or community events that reflect diverse perspectives.

Associate level learning outcomes:

- *Describes his/her own civic and cultural background, including its origins and development, assumptions, and predispositions.*
- *Describes diverse positions, historical and contemporary on selected democratic values or practices, and present his or her own position on a specific problem where one or more of these values or practices are involved.*
- *Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience*
- *Identifies an economic, environmental or public health challenge spanning countries, continents, or cultures, presents evidence for the challenge, and takes a position on it.*

The following six rubrics may be used to measure different aspects of civic or global learning:

5A: Global Self-Awareness

5B: Knowledge of Cultural Worldview Frameworks

5C: Cultural Diversity

5D: Cultural Self-Awareness

5E: Diversity of Communities and Cultures

5F: Civic Identity and Commitment

5A: Global Self-Awareness

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Identifies some connections between an individual's personal decision-making and certain local and global issues.	Analyzes ways that human actions influence the natural and human world.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.

5B: Knowledge of Cultural Worldview Frameworks

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

5C: Cultural Diversity

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

5D: Cultural Self-Awareness

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
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.)	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.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

5E: Diversity of Communities and Cultures

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

5F: Civic Identity and Commitment

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

6-Personal Responsibility and Development

Description: Phoenix College seeks to create an environment in which students learn to take responsibility for their own actions and personal development. Personal responsibility may involve a student demonstrating the ability to make healthy, responsible and sustainable life choices, including taking initiatives, developing good study habits and seeking support when needed. Personal development involves activities both inside and outside the classroom that allow students to acquire the skills needed to better understand themselves and successfully reach their goals.

Associate level learning outcomes:

- *Effectively utilize campus services and resources in the on-going pursuit of educational and career excellence*
- *Participates in courses and campus activities that develop a sense of personal identity and physical and/or mental well-being (e.g. individual counseling, clubs, fitness courses, career exploration, mentoring programs)*
- *Shows evidence of reflective thinking on the impact of their choices on themselves and others*
- *Takes initiative in planning, organization, and time management*
- *Demonstrates personal and academic integrity*
- *Demonstrates high standards of professional and ethical conduct when interacting with others*

The following 6 rubrics may be used to measure various aspects of personal responsibility and development:

6A: Integrative Learning transfer

6B: Integrative Reflection and Self-Assessment

6C: Lifelong Learning Reflection

6D: Lifelong Learning Initiatives

6E: Personal and Social Responsibility

6F: Ethical Self-Awareness

6A: Integrative Learning Transfer

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Uses, in a basic way, skills abilities, theories, or methodologies gained in one situation in a new situation.	Uses skills, abilities, theories or methodologies gained in one situation in a new situation to contribute to understanding of problem or issues.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to a new situation to solve problems or explore issues.	Adapts and applies independent skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.

6B: Integrative Reflection and Self-Assessment

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Describes own performances with general descriptors of success and failure.	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration, considers ethical framework).	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.

6C: Lifelong Learning Reflection

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meaning or indicating a somewhat broader perspectives about educational or life events.	Reviews poor learning (past experiences inside and outside of the classroom in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews poor learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.

6D: Lifelong Learning Initiatives

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Completes required work.	Completes required work and identifies opportunities to expand knowledge skills and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.

6E: Personal and Social Responsibility

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Identifies basic ethical dimensions of some local or national decisions that have global impact.	Explains ethical, social, and environmental consequences of local and national decisions on global systems.	Analyzes the ethical. Social, and environmental consequences of global systems and identifies a range of action informed by one's sense of personal and civic responsibility.	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.

6F: Ethical Self-Awareness

1 **Minimal Proficiency**	2 **Low Proficiency**	3 **Moderate Proficiency**	4 **Maximum Proficiency**
Student states either their core beliefs or articulates the origins of the core belies but not both.	Student states both core beliefs and the origins of the core beliefs.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student discusses in details/analyzes both core beliefs and the origins of the core beliefs and discussion hasgreater depth and clarity.