GRAND RAPIDS COMMUNITY COLLEGE

Rubric for Assessing Student Learning of the College’s Institutional Learning Outcomes

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will effectively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.</td>
<td>Chooses innovative and creative modes of communication for assigned tasks; demonstrates leadership and collegiality in interpersonal relationships; speaks and writes with a clear sense of mastery of language and expression.</td>
<td>Makes appropriate choice in mode of communication (e.g., knows the best tool to use for the assigned task); recognizes and responds to social cues for interacting with others; possesses and expresses basic skills in traditional modes of communication.</td>
<td>Requires a notable or repeated amount of guidance in choosing or using modes of communication; has difficulty or inability to consistently adhere to basic social cues; consistently writes and or speaks with poor grammar; inability to construct a presentation and or written assignment that conveys ideas or concepts.</td>
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<td>Critical Thinking Skills</td>
<td>Efficiently comprehends the beginning, middle, and possible conclusion(s) to an assigned problem; independently creates a logical and robust synthesis of various connected ideas; ability to problem solve provides evidence of the learner’s grasp of clarity, breadth, creativity, precision, and other foundational critical thinking skills.</td>
<td>Assesses and acquires the appropriate type of information needed to complete the assigned task; logically links or categorizes information into a coherent whole; demonstrates basic ability to recognize and weigh pros and cons of a particular approach to problem-solving; can bring defensible resolve to a problem.</td>
<td>Seems unable to comprehend and or use basic research or information-gathering skills to complete assigned tasks; inability to distinguish main ideas from details; difficulty with or unable to bring unity to related ideas; lacks ability to recognize or weigh pros and cons of a particular idea; cannot defensibly resolve a problem.</td>
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1. Assessment of student learning at GRCC is a vital component of the College’s curriculum processes, including academic program review. The four Institutional Learning Outcomes (ILOs) are a synthesis of work completed by the Assessment Team during the 2009/2010 and 2010/2011 academic years. That work drew heavily on the very good work done by many faculty and staff prior to 2009. The final ILOs and this rubric for assessing student learning are not grounded in any one theoretical stance. However, they are heavily influenced by Arthur W. Chickering. Specifically, the assessment of student learning has a constancy in promoting the acquisition of competence, management of emotions, movement through autonomy toward interdependence, ability to develop mature interpersonal relationships, establishment of identity, and development of purpose and integrity (i.e., Chickering’s Seven Vectors of Development). Readers who seek additional resources for understanding this stance are encouraged to review the work of Chickering and Reisser.

2. Here, “communication” refers to the academic or vocational discipline being taught in the lesson. While traditional modes of communication include written and verbal language, other modes may include graphic design, dance, acting, musical performance, drafting, or design. The mode of communication should be determined at the discretion of the faculty member.

3. For example, a successful student will be able to speak and write with coherence, clarity, and acceptable use of grammar, syntax, pronunciation, and spelling.

4. For example, a student who is below expectations might write one or two paragraphs when the assignment directs the student to write an essay; lack of ability to master an assigned piece of music often independently opting for a less complicated piece or song; produces a bulleted list when the assignment directs the student to create a flowchart, etc.

5. For example: talks over others, lacks listening skills, especially the ability to be engaged in a dialogue, etc.
### Social Responsibility Skills – Students will be prepared to practice community engagement that addresses environmental responsibility, social justice, and cultural diversity.

**Exceeds Expectations**
- Recognizes, reflects, and discusses the social and political complexities of the concept “social responsibility;” entertains and discusses the moral, ethical and/or citizenship implications of being knowledgeable about issues that pertain to the environment, social justice, and/or cultural diversity; seeks out and actively participates in community events that promote environmental responsibility, social justice, and/or cultural diversity; often serves as a role model for citizenship for others.

**Meets Expectations**
- List and define terms related to social responsibility as determined within the context of an assignment; ability to describe the interrelationships among environmental issues, social justice, and cultural diversity; list and provide examples of ways that citizens and communities influence the quality of environments, presence of social justice, and range of cultural diversity.

**Below Expectations**
- Inability to define or describe the basic tenets of social responsibility; seems to lack empathy for the worldviews of others; resists engagement with peers or other citizens who have physical, cultural, or sociological characteristics different than self; lack of interest in society; shows no evidence of interdependence.

### Personal Responsibility Skills – Students will become independent learners who understand and express the lifelong skills necessary for physical, social, economic, mental, and emotional health.

**Exceeds Expectations**
- Understands and expresses the interrelationships among the five aspects of health; lists and demonstrates basic skills necessary for promoting and sustaining health; subscribes to and provides vivid examples of health literacy; creates personal health and wellness plan that includes realistic goals and steps for attaining them; seems to role-model balance and self-awareness.

**Meets Expectations**
- List and define the basic definitions of physical, social, economic, mental, and emotional health\(^6\); for each aspect of health, list the basic skills necessary for promoting and sustaining health; indicate a basic grasp of health literacy necessary for responsible citizenship\(^7\); create a personal health and wellness plan.

**Below Expectations**
- Inability to list and or define basic definitions of physical, social, economic, mental and emotional health; cannot express or identify skills necessary for promoting lifelong health or wellness.

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\(^6\) These concepts each have robust and varying definitions. It is not expected that students adhere to a “set” of predetermined definitions, but rather that the definitions have credibility and acceptance within the particular academic or vocational discipline being taught.

\(^7\) Examples of health literacy include knowledge and understanding of health insurance options, evaluating information for credibility and quality, and as defined by the U.S. Department of Health and Human Services, “analyzing relative risks and benefits, calculating dosages, interpreting test results, or locating health information.” Other examples include ability to access and understand health and medical options for self and family.