

UMPI's University Learning Outcomes

UMPI's University level Learning Outcomes describe the foundation of our educational program through integrated curricular and co-curricular experiences. Students are expected to illustrate mastery of these outcomes before graduation. They provide us with the basis for ongoing assessment to continuously improve our teaching and learning. These University Outcomes are integrated throughout our programs and support and extend the objectives of the General Education Curriculum. All areas of the University are expected to support students' development of the University Learning Outcomes.



Civic Engagement

Graduates understand the interdependence of social, economic, environmental, and cultural systems and use their education and personal experiences to positively impact society both locally and globally.



Communication

Graduates confidently inform, persuade, and engage others with civility in personal, academic, professional, and avocational environments. Graduates will listen, speak, read, and write effectively in a variety of contexts.



Creative and Aesthetic Engagement

Graduates create meaning and value from a broad range of diverse experiences within both natural and cultural environments, develop a willingness to explore new social and theoretical frameworks, and participate in various forms of experiential and/or artistic expression.



Information Literacy

Graduates determine when there is a need for information and are able to identify, locate, evaluate, and effectively and ethically share that information for contemporary challenges in a technological world.



Personal Responsibility

Graduates identify, assess, and articulate personal skills, abilities, growth areas, and values by engaging different belief systems and self-reflection. Graduates will act in congruence with those values and assume responsibility for personal decisions.



Problem Solving

Graduates pose, identify, and define problems, innovatively integrate resources, and analyze situations to solve those problems. Graduates will implement improvements and solutions.

Civic Engagement

Graduates understand the interdependence of social, economic, environmental, and cultural systems, and use their education and personal experiences to positively impact society both locally and globally.

The Civic Engagement Rubric is intended to help faculty and staff assess civic engagement in a broad range of interdisciplinary and co-curricular work samples or collections of work. The rubric is made up of attributes that are common to civic engagement across disciplines. Examples of work samples or collections of work that could be assessed for civic engagement may include research papers, a reflective piece about a volunteer experience, participation in student government, creation of a service project, conference presentation, electoral participation, community based research project, political debates, or other academic work.

Scale:

NA= Not Assessed

NP= Not Yet Proficient

P= Proficiency Achieved

	Introductory Proficiency (Must be accomplished at or before completion of 30 credit hours)	Developing Proficiency (Must be accomplished at or before completion of 60 credit hours)	Advanced Proficiency (Must be accomplished before completion of 120 credit hours)
Diversity of Communities and Cultures	Demonstrates awareness that own attitudes and beliefs are different from those of other cultures and communities.	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.
Analysis of Knowledge	Identifies knowledge (facts, theories, etc.) from social, economic, environmental, and cultural systems that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from social, economic, environmental, and cultural systems making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Connects and extends knowledge (facts, theories, etc.) from social, economic, environmental, and cultural systems to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Evidence of experience in civic-engagement activities is generated from course expectations or course requirements.	Evidence of experience in civic-engagement activities is attributed to what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence of experience in civic-engagement activities is attributed to 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.
Civic Communication	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Tailors communication strategies to effectively express, listen, and adapt to others with the purpose of establishing and/or furthering relationships to promote civic action.

<p>Civic Action and Reflection</p>	<p>Has <i>participated in</i> some civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.</p>	<p>Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions as they relate to civic identity.</p>	<p>Demonstrates independent experience and <i>shows initiative in collaborative team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.</p>
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Communication

Graduates confidently inform, persuade, and engage others with civility in personal, academic, professional, and avocational environments. Graduates will listen, speak, read, and write effectively in a variety of contexts.

The Communication Rubric is intended to help faculty and staff assess communication in a broad range of interdisciplinary and co-curricular work samples or collections of work. The rubric is made up of attributes that are common to communication across disciplines. Examples of work samples or collections of work that could be assessed for communication may include a recorded presentation, research papers, a reflective piece about a particular conversation or discussion, creation of promotional materials for an event or job, participation in WUPI or UTimes, conference presentation, reading comprehensive exams, or other academic work.

Students must fulfill the criteria for each: listening, speaking, reading, writing, teamwork.

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P= Proficiency Achieved

	Introductory Proficiency (Must be accomplished at or before completion of 30 credit hours)	Developing Proficiency (Must be accomplished at or before completion of 60 credit hours)	Advanced Proficiency (Must be accomplished before completion of 120 credit hours)
Comprehension	Demonstrates basic understanding of content and uses appropriate vocabulary to paraphrase or summarize the information the text or presentation communicates.	Demonstrates clear comprehension of written and oral material. Uses the discourse, general background knowledge, and/or specific knowledge of the writer's or speaker's context to draw more complex inferences about the speaker's message and attitude.	Demonstrates clear comprehension of written and oral material and recognizes possible implications of the discourse for contexts, perspectives, or issues beyond the writer or speaker's explicit message (e.g., might recognize broader issues at play, or might pose challenges to text or speaker's message and presentation).
Context of and Purpose for Communication	Demonstrates rudimentary attention to context, audience, purpose, and to the requirements of the task(s) (e.g., expectations of audience).	Demonstrates adequate consideration of context, audience, and purpose with a clear focus on the task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the task(s) and focuses all elements of the writing or presentation.
Organization and Conventions	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable in most parts of the draft or presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. Attention to conventions and work with examples/evidence is evident and effective.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. Attention to conventions and work with examples/evidence is skillful and enhances the informational, persuasive, and/or engaging quality of the writing or presentation.

Language and Voice	Language choices are clear. Voice in the writing or presentation is consistent and appropriate.	Language choices are thoughtful, appropriate to audience, and generally support the effectiveness of the writing or presentation. Discernable voice enhances the effectiveness of the writing or presentation.	Language choices are imaginative, memorable, compelling, and appropriate to audience and context. Engaging voice enhances the effectiveness of the writing or presentation.
Audience and Message	Central message can be identified. Demonstrates some understanding of and attention to audience	Central message is compelling (precisely stated, appropriately developed, memorable, and strongly supported). Awareness of audience is evident and effective	Central message is compelling (precisely stated, appropriately developed, memorable, and strongly supported). Demonstrates knowledge of the complex relationship between writer/speaker and audience.
Contributes to Teamwork and Meetings	Shares ideas but does not advance the work of the group.	Offers new suggestions and/or alternative solutions to advance the work of the group.	Helps the team move forward by articulating the merits of alternative ideas or proposals.
Fosters Constructive Team Climate	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> ● 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 members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> ● 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 members. 	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> ● 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 members.

<p>Response to Conflict</p>	<p>Redirects focus toward common ground, toward task at hand (away from conflict).Addresses problematic conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.</p>	<p>Identifies and acknowledges conflict and stays engaged with it.</p>	<p>Addresses problematic conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.</p>
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Creative and Aesthetic Engagement

Graduates create meaning and value from a broad range of diverse experiences within both natural and cultural environments, develop a willingness to explore new social and theoretical frameworks, and participate in various forms of experiential and/or artistic expression.

The Creative and Aesthetic Engagement Rubric is intended to help faculty and staff assess creative thinking in a broad range of interdisciplinary and co-curricular work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works.

Scale:

NA= Not Assessed

NP= Not Yet Proficient

P= Proficiency Achieved

	Introductory Proficiency (Must be accomplished at or before completion of 30 credit hours)	Developing Proficiency (Must be accomplished at or before completion of 60 credit hours)	Advanced Proficiency (Must be accomplished before completion of 120 credit hours)
Acquiring Competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Model: Successfully reproduces an appropriate exemplar.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Reflect: Evaluates creative process and product using domain-appropriate criteria.
Taking Risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Demonstrates understanding of the guidelines of the assignment.	Incorporates new directions or approaches to the assignment in the final product.	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.
Solving Problems	At least a single consistent approach is considered and used to solve the problem.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.
Embracing Contradictions	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Integrates alternate, divergent, or contradictory perspectives or ideas fully.
Innovative Thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i>	Reformulates a collection of available ideas.	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.

Connecting, Synthesizing, Transforming	Recognizes existing connections among ideas or solutions.	Synthesizes ideas or solutions into a coherent whole.	Transforms ideas or solutions into entirely new forms.
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Information Literacy

Graduates determine when there is a need for information and are able to identify, locate, evaluate, and effectively and ethically share that information for contemporary challenges in a technological world.

The Information Literacy Rubric is intended to help faculty and staff assess information literacy in a broad range of interdisciplinary and co-curricular work samples or collections of work. The rubric is made up of a set of attributes that are common to information literacy across disciplines. Examples of work samples or collections of work that could be assessed for information literacy may include research papers, presentations, marketing or business plans, posters, literature reviews, argument critiques, editorials, or other academic works.

Scale:

NA= Not Assessed

NP= Not Yet Proficient

P= Proficiency Achieved

	Introductory Proficiency (Must be accomplished at or before completion of 30 credit hours)	Developing Proficiency (Must be accomplished at or before completion 60 credit hours)	Advanced Proficiency (Must be accomplished before completion of 120 credit hours)
Acquiring Competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Model: Successfully produces an appropriate exemplar.	Create: Create an entirely new object, solution or idea that is appropriate to the domain.	Reflect: Evaluates creative process and product using domain appropriate criteria
Determine the Extent of Information Needed	Defines the basic scope of a research question and/or thesis and determines broad list of concepts. Selected information sources (or research) provide a basic level of support for concepts or provisional answers to research question.	Defines the scope of the research question or thesis adequately (although aspects of the argument may remain too broad or too narrow). Can determine key concepts. Types of information (sources) selected range from partially relating to fully relating to concepts or answer research question.	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.
Access the Needed Information	Accesses and retrieves information with at least a provisional accuracy and relevance.	Accesses information using variety of search strategies ranging from somewhat sophisticated to unsophisticated. Information ranges from relevant to and somewhat relevant information sources. Demonstrates ability to refine search adequately.	Accesses information using effective, well- designed search strategies and most appropriate information sources.
Evaluate Information and its Sources Critically	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Shows ability to questions some assumptions other than one's own. Identifies difference between other assumptions and those of his or her own as well as several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates information from sources. Information is provided at a basic level of effectiveness, with appropriate quotation, contextualization, or paraphrasing.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. Some synthesis of information has occurred so that the intended purpose is adequately achieved.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.

<p>Access and Use Information Ethically and Legally</p>	<p>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.</p>	<p>Students use correctly two to three 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.</p>	<p>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.</p>
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Personal Responsibility

Graduates identify, assess, and articulate personal skills, abilities, growth areas, and values by engaging different belief systems and self-reflection. Graduates will act in congruence with those values and assume responsibility for personal decisions.

The Personal Responsibility Rubric is intended to help faculty and staff assess student growth, abilities and skills in personal values, tolerance, decision-making and life-long learning in a broad range of interdisciplinary and co-curricular work samples or collections of work. The rubric is made up of attributes that are common to personal responsibility across disciplines. Examples of work samples or collections of work that could be assessed for personal responsibility may include a list of personal and academic goals, research papers, personal beliefs/values statement, conference presentation, reflective piece about decision-making, self-assessments or personality inventories, or other academic work.

Scale:

NA= Not Assessed

NP= Not Yet Proficient

P= Proficiency Achieved

	Introductory Proficiency (Must be accomplished at or before completion of 30 credit hours)	Developing Proficiency (Must be accomplished at or before completion of 60 credit hours)	Advanced Proficiency (Must be accomplished before completion of 120 credit hours)
Ethical Self-Awareness	States core beliefs.	Articulates origin of core beliefs and analyzes them in the context of an ethical position.	States objections to, assumptions and implications of, and can reasonably defend against objections to, assumptions, and implications of different ethical perspectives/concepts based on their core beliefs.
Identifies personal skills, abilities, & values	Begins to identify and develop skills, abilities, and values.	Actively assesses new skills, abilities and values.	Comprehensive and objective self-assessment, described through lens of personal values.
Applies knowledge to set goals and make informed decisions	Begins to set goals for academic and personal career and recognizes attainment.	Identifies relevance of goal setting and its connection to decision making.	Can demonstrate link between academic & co-curricular knowledge and skills to determine or establish personal goals and life-long learning.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	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 frameworks). Envisions a future self (and possibly makes plans that build on past experiences).
Assumes responsibility for personal decisions	Acknowledges and accepts responsibility for personal decisions.	Demonstrates ability to assess accountability and acceptance of personal decisions.	Actions consistent with accountability for choices made and opportunities taken/missed.

Problem Solving

Graduates pose, identify, and define problems, innovatively integrate resources, and analyze situations to solve those problems. Graduates will implement improvements and solutions.

The Problem Solving Rubric is intended to help faculty and staff assess problem solving in a broad range of interdisciplinary and co-curricular work samples or collections of work. The rubric is made up of attributes that are common to problem solving across disciplines. Examples of work samples or collections of work that could be assessed for problem solving may be derived from internship, extended service learning, and research experience and include a reflective piece about managing a difficult situation, research papers, problem-based learning assignments, event management examples, conference presentation, letter from supervisor, coach, or mentor, or other academic work.

Scale:

NA= Not Assessed

NP= Not Yet Proficient

P= Proficiency Achieved

	Introductory Proficiency (Must be accomplished at or before completion of 30 credit hours)	Developing Proficiency (Must be accomplished at or before completion of 60 credit hours)	Advanced Proficiency (Must be accomplished before completion of 120 credit hours)
Explanation of issues	Issue/ problem to be considered critically is identified and defined.	Issue/ problem to be considered critically is stated, described, and clarified.	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with some interpretation/ evaluation. Viewpoints of experts are taken as mostly fact.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Influence of context and assumptions	Questions some assumptions. Identifies several relevant 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 presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is clearly stated and defined.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) is imaginative, taking 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).

<p>Conclusions and Solutions</p>	<p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); related outcomes (consequences and implications) are identified clearly. Evaluation of solution may be provisional.</p>	<p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Reviews logic and reasoning of proposed solution and considers feasibility and impact.</p>	<p>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. Examines feasibility and weighs impact of solution.</p>
<p>Implementation and Evaluation of Solution (as appropriate)</p>	<p>Implements the solution in a manner that addresses the problem statement.</p>	<p>Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.</p> <p>Reviews results relative to the problem defined with some consideration of need for further work.</p>	<p>Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.</p> <p>Reviews results relative to the problem defined with thorough, specific considerations of need for further work.</p>