GE Program SLO Diversity Rubric

Kean University
**GENERAL EDUCATION STUDENT LEARNING OUTCOME: CRITICAL THINKING**

The ability to utilize reflective analysis to draw informed conclusions.

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**Explanation of Issues**
- **Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.**
- **Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.**
- **Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.**
- **Issue/problem to be considered critically is stated without clarification or description.**

**Evidence: {Selecting and using information to investigate a point of view or conclusion}**
- **Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.**
- **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 some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.**
- **Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.**

**Influence of context and assumptions and embracing contradictions**
- **Integrates alternate, divergent, or contradictory perspectives and thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.**
- **Identifies own and others' assumptions and relevant contexts and incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way when presenting a position.**
- **Questions some assumptions. Identifies/includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).**
- **Acknowledges alternate, divergent, or contradictory perspectives or ideas. Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.**

**Student's 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 and others' points of view are synthesized within position.**
- **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) acknowledges different sides of an issue.**
- **Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.**

**Connecting, Synthesizing, Transforming**
- **Transforms ideas or solutions into entirely new forms.**
- **Synthesizes ideas or solutions into a coherent whole.**
- **Connects ideas or solutions in novel ways.**
- **Recognizes existing connections among ideas or solutions.**

**Conclusions and related outcomes (implications and consequences)**
- **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.**
- **Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.**
- **Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.**
- **Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.**