I. QUANTITATIVE AND QUALITATIVE ANALYSIS (Integrates elements of AACU VALUE rubrics for Inquiry and Analysis, Quantitative Literacy, and Problem Solving)

	4: Capstone	3: Milestone	2: Milestone	1: Benchmark
A. definition of problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
	4	3	2	1
B. solutions/hypothe ses	Proposes one or more solutions/hypotheses that indicate deep comprehension of the problem and are sensitive to contextual factors as well as ethical, logical, or cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicate comprehension of the problem and are sensitive to contextual factors.		Proposes a solution/ hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
	4	3	2	1
C. design process	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.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Project design demonstrates a misunderstanding of the methodology or theoretical framework.
	4	3	2	1
D. presentation of data	Organizes and synthesizes data (quantitative and/or qualitative) to reveal insightful patterns, differences, or similarities related to focus.	Organizes data (quantitative and/or qualitative) to reveal important patterns, differences, or similarities related to focus.	Organizes data (quantitative and/or qualitative), but the organization is not effective in revealing important patterns, differences, or similarities.	Includes data (quantitative and/or qualitative), but data is not organized and/or is unrelated to focus.
	4	3	2	1
E. interpretation	Provides accurate explanations of data presented. Makes appropriate inferences based on that information.	Provides accurate explanations of data presented.	Provides somewhat accurate explanations of data presented, but occasionally makes minor errors.	Attempts to explain quantitative and/or qualitative data but draws incorrect conclusions about what the data means.
	4	3	2	1
F. conclusions	States a conclusion that is a logical extrapolation from the project's analysis of data.	States a conclusion focused on the project's analysis of data. The conclusion arises specifically from and responds specifically to the findings.		States a conclusion that is ambiguous, illogical, or unsupportable by the project's analysis of data.
	4	3	2	1

II. CRITICAL AND CREATIVE THINKING (Integrates elements of AACU VALUE rubrics for Critical Thinking, Creative Thinking, and Information Literacy)

Extends a row-lor angue tide, question, heart by opheries, format, methodology, or product branch to creat new knowledge or knowledge that crosses buildings and control or supplements. Format, methodology, or product. 1. A yearhesis' create a whowledge or knowledge that crosses buildings and control or supplements. Format, methodology, or product. 2. Transforms multiple ideas or solutions into catricy to complete the control of the created whole. 3. 3. Control of the control of					
h. Inavative hypothesis, format, methodology, or product o care now knowledge or knowledge that crosses boundaries. 4 3 2 Connects multiple ideas or solutions into cate now knowledge or knowledge that crosses boundaries. 4 Synthesize multiple ideas or solutions into cate now knowledge or knowledge that crosses boundaries. 4 Synthesize multiple ideas or solutions into cate of the considered is stated of colors of the considered is stated of confidence of the considered is stated of the colors of the considered is stated of colors of the considered is stated of colors of the considered is stated of the colors of the color		1		2: Milestone	
Symbolism to the considered is stated electry and described comprehensively, delivering all curvant information or exeasing of its staked electry and described comprehensively, delivering all curvant information exessary for full understanding is not sensitive of the following interpretation/evaluation to develop a comprehensive analysis or symbols: Viewpoints of experts are questioned throughly. 1. Providence 1. C. explanation of comprehensive analysis or symbols. Viewpoints of experts are questioned throughly. 2. Information is taken from source(s) with crough interpretation/evaluation to develop a comprehensive analysis or symbols. Viewpoints of experts are questioned throughly. 4. Chooses a variety of information sources appropriate to the scope and discipline of the research question, currency, authority, experts and extraction of the research question, currency, authority, experts and extractions of the research question, currency, authority, experts and extractions of paraphrasing, summary, or quoting using information in a ways that are true to original context, distinguishing between common hancevidge and ideas requiring attribution and reforences impropriate choice of paraphrasing, summary, or quoting, using information in ways that are true to original context, distinguishing between common hancevidge and ideas requiring attribution and place tractices and perspective discosses and implications of the content of the extractions on the use of published, confidential, and/or proprietary information in ways that are true to original context, distinguishing between common hancevidge and ideas requiring attributional and place tractions on the use of published, confidential, and proprietary information in ways that are true to original context, distinguishing between common hancevidge and ideas requiring attributional and proprietary information in ways that are true to original context, distinguishing between common hancevides and ideas requiring attributional and proprietary information in ways that	A. innovative thinking	hypothesis, format, methodology, or product to create new knowledge or knowledge that crosses	1 / 1	question, thesis/ hypothesis, format, methodology,	Reformulates a collection of available ideas.
surproblem to be considered is stated clearly and described complexes by different whole. Suspignoshem to be considered is stated but description and described complexes by define the considered as stated, and described complexes by define the considered as stated, and described complexes by define the considered as stated but description is taken from source(s) with enough information is taken from source(s) with enough information is taken from source(s) with enough information to develop a coherent analysis or synthesis. Viewpoints of experts are questioned throughly. Levidence P. evidence O becomes a variety of information or success and the completence of the research question of ceperts are questioned throughly. C constained to the complex of the following information sources and the research question of pangliance, and base or point of tieve). C conclusions G. conclusions C conclusions A 1 Correctly employs all of the following information as extrategies: [clustons and reference; appropriate othe see a particular of question and legal as the example and the proprietary of pangliance in the search question of pangliance and pan		4	3	2	1
Issue/problem to be considered is stated clearly and described comprehensively, delivering all orderstanding in and described comprehensively, delivering all orderstanding in and described comprehensively, delivering all orderstanding in destrations and described comprehensively, delivering all orderstanding. A	B. synthesis/ transformation		coherent whole.		
described comprehensively, delivering all understanding as not seriously impeded by omissions. 1 Information is taken from source(s) with enough interpretation/evaluation to develop a concurrence of the comprehensive analysis or synthesis. Viewpoints of experts are questioned throughly. 2 Chooses a variety of information success appropriate to the soop and discipline of the secarch question. Selects sources after considering the importance (to the research question), currency, authority, audience, and bias or point of view). 4 Correctly employs all of the following information to the seep and discipline of the research question, currency, authority, audience, and bias or point of view). 4 Correctly employs all of the following information and elegate use of sources appropriate choice of paraphrasing, summary, or quoting, sunging information use strategies; clitations and references; appropriate choice of paraphrasing, summary, or quoting, using information in ways that are true to original context, distinguishing between common for sources and demonstrates fall understanding of the centical and legal use of sources with the confidential, and/or proprietary information. 5 Conclusions/ products and perspectives discussed in priority order. 4 Conclusionary depends on the search question of experts are there are the confidential, and/or proprietary information. 5 Conclusions/ products and perspectives discussed in priority order. 4 Conclusionary depends the conclusion of the desired considering of the chieful and quotients of the conclusion of the conclusion of the conclusion of the conclusion of the desired conclusion) and demonstrates full understanding of the chieful and place of the conclusion of the co		4	· ·	2	1
Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or symbes. Viewpoints of experts are questioned throughly. 4 3 3 1 Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the research question, of multiple criteria (such as relevance to the research question). Of multiple criteria (such as relevance to the research question) of multiple criteria (such as relevance to the research question). Of multiple criteria (such as relevance to the research question) of multiple criteria (such as relevance to the research question). Of multiple criteria (such as relevance to the research question) of multiple criteria (such as relevance to the research question). 4 3 Correctly employs all of the following information use strategies: [citations and references; appropriate being 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 full understanding of the chiral and legal use of sources. 5. Conclusions/products and release on the use of published, confidential, and/or proprietary information. 6. Conclusions/products and prepactives discussed in priority order. Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or symbess. Viewpoints of experts are subject to questioning. Information is taken from source(s) with some interpretation/evaluation, but not enough to the research question. Information is taken from source(s) with some interpretation/evaluation, but not enough to ether at taken as mostly fact, with creating interpretation/evaluation to develop a coherent analysis or symbess. Viewpoints of experts are taken as mostly fact, with considering interpretation/evaluation, but not the research question. Chooses a variety of information sources spects are t	C. explanation of issues	and described comprehensively, delivering all relevant information necessary for full	described, and clarified so that understanding is not seriously impeded by omissions.	description leaves some terms undefined, ambiguities unexplored, boundaries undetermined,	1
interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned thoroughly. 4 3 2 Chooses a variety of information sources appropriate tho be soope and discipline of the research question. Selects sources after considering the importance (to the research question, Selects sources after considering the importance (to the research question, of untilple enterial cause has relevance to the research question of sources). 4 3 2 Chooses a variety of information sources appropriate tho be soope and discipline of the research question. Selects sources after considering the importance (to the research question). Selects sources using multiple considering the importance (to the research question). Selects sources using multiple considering the importance (to the research question). Selects sources using multiple considering the importance (to the research question). Selects sources using multiple considering the sources, and base or point of view). 4 3 2 Correctly employs all of the following information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and legal user for fources of the decident and legal restrictions on the use of published, confidential, and/or proprietary information. 5 Conclusions/products and oncomes of the decident and legal restrictions on the use of published, confidential, and/or proprietary information. 5 Conclusions/products and prior to conclusions or product is logically tied to a range for fourcement of the decident and prior to consequences and implications) are logical and reflect student's information and ballity to priority order. 5 Conclusions/products and priority order.		4	•		
Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selectes sources after considering the importance (to the research question.) of multiple criteria (such as relevance to the research question.) of multiple criteria (such as relevance to the research question.) of multiple criteria (such as relevance to the research question.) of multiple criteria (such as relevance to the research question.) of multiple criteria (such as relevance to the research question.) of multiple criteria (such as relevance to the research question.) of multiple criteria (such as relevance to the research question.) of multiple criteria (such as relevance to the research question.) of multiple criteria (such as relevance to the research question and currency). **Torrectly employs all of the following information use strategies: [citations and references; appropriate 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 full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. **A **S** **Conclusions/products 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. **Conclusions/products and putcomes** **Conclusions/products and related outcomes** **Conclusions products and putcomes** *	D. evidence	interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints	interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are	interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact,	interpretation/ evaluation. Viewpoints of experts are
appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of multiple criteria (such as relevance to the research question, of the following underson, of the research question, of multiple criteria (such as relevance to the research question, of the research question, of the research question, of the research question, of multiple criteria (such as relevance to the research question, of		4	3	2	1
Correctly employs all of the following information use strategies: [citations and references; appropriate 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 full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Conclusions/products and outcomes Conclusions/products and priority order. Conclusions of products and pr	E. evaluation of sources	appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the research question.) of multiple criteria (such as relevance to the research question., currency, authority,	appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question,	sources using basic criteria (such as relevance to	sources using limited criteria (such as relevance to the
use strategies: [citations and references; appropriate 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 full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 4 3 Conclusions/products and outcomes Conclusions/products and purcomes Conclusions/products and purcomes Conclusions/products and purcomes Use strategies: [citations and references; appropriate 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 full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 4 3 2 Conclusions/products and references; appropriate 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 full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 4 3 Conclusions/products and related outcomes (consequences and implications) are logical and references; appropriate 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 full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 4 Conclusions/products and related outcomes (consequences and implications) are logical and references; appropriate 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 demonstrat		4	3	2	1
Conclusions/products and discussed in priority order. Conclusions/products and elated outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusion or product is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Conclusion or product is logically tied to the information discussed (because the material is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are oversimplified. Outcomes (consequences and implications) are identified clearly.	F. ethical and legal use of sources	use strategies: [citations and references; appropriate 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 full understanding of the ethical and legal restrictions on the use of published,	information use strategies: [citations and references; appropriate 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 full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	information use strategies: [citations and references; appropriate 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 understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary	information use strategies: [citations and references; appropriate 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 some understanding of the ethical and legal restrictions on the use of published, confidential,
(consequences and implications) are logical and reflect student's informed evaluation and ability to products and putcomes (consequences and implications) are identified clearly. (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. (consequences and implications) are identified clearly. outcomes (consequences and implications) are identified clearly. outcomes (consequences and implications) are identified clearly.		4		2	
4 3 2 1	G. conclusions/ products and outcomes	(consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in	of information, including opposing viewpoints; related outcomes (consequences and implications)	information discussed (because the material is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are	some of the information discussed; related outcomes
		4	3	2	1

III. COMMUNICATION AND COMMUNITY(Integrates elements of AACU VALUE rubrics for Intercultural Knowledge and Competence, Global Learning, Oral Communication,

and Written Communication)

	4: Capstone	3: Milestone	2: Milestone	1: Benchmark
A. central message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated.
	4	3	2	1
B. context	Demonstrates a thorough understanding of context, audience, and	Demonstrates adequate consideration of context, audience, and	Demonstrates awareness of context, audience, and	Demonstrates minimal attention to context, audience, and
and audience	disciplinary/professional culture that is responsive to the assigned task(s) and focuses all elements of the work.	disciplinary/professional culture.	culture (e.g. begins to show awareness of audience's perceptions and assumptions).	disciplinary/professional culture (e.g. expectation of instructor, self, or peers as audience).
	4	3	2	1
C. content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, shaping the whole	Uses appropriate, relevant, and compelling content to develop and explore ideas within the context of the		Uses appropriate and relevant content to develop simple ideas in some parts of the work.
development	work.	discipline and shape the whole work.	2	1
	Organizational pattern (introduction and	Organizational pattern (introduction and	Organizational pattern (introduction and	Organizational pattern (introduction and
D. organization	conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful, and makes the content cohesive.	conclusion, sequenced material within the body, and transitions) is clearly and consistently observable.	conclusion, sequenced material within the body, and transitions) is intermittently observable.	conclusion, sequenced material within the body, and transitions) is not observable.
	4	3	2	1

E. language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the work. Language is well-suited to audience.	Language choices are thoughtful and generally support the effectiveness of the work. Language is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the work. Language is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the work, and/or language is not appropriate to audience.
F. perspective	Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions (such as cultural, ethical, and disciplinary).	Synthesizes multiple perspectives (such as cultural, ethical, and disciplinary).	Identifies and explains multiple perspectives (such as cultural, ethical, and disciplinary).	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, ethical, and disciplinary).
	4	3	2	1
G. self- awareness	Articulates new insights into own cultural, ethical, and/or disciplinary biases and expectations.	Articulates meaningful differences between own cultural, ethical, and/or disciplinary biases and expectations, and those of others.	Demonstrates some awareness of own cultural, ethical, and/or disciplinary biases and expectations.	Shows minimal awareness of own cultural, ethical, and/or disciplinary biases and expectations.
	4	3	2	1