

INVESTIGATE

	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Connections to Experiences	Evaluates the relevance of connections among life experiences to illuminate concepts / theories / frameworks of fields of study.	Reflects on the relevance of connections among life experiences to illuminate concepts / theories / frameworks of fields of study.	Describes the relevance of connections among life experiences to concepts / theories / frameworks of fields of study.	Identifies limited connections among life experiences to concepts / theories / frameworks of field of study.
Connections to Discipline	Generates conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Connects examples, facts, or theories from more than one field of study or perspective.	Describes examples, facts, or theories from more than one field of study or perspective.	Identifies examples, facts, or theories from a limited range of perspectives or fields of study.
Transfer of Knowledge	Adapts skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues.	Summarizes skills, abilities, theories, or methodologies learned from one situation to new situations to contribute to understanding of problems or issues.	Identifies skills, abilities, theories, or methodologies gained in one situation that relate in a minimal or limited way to another.
Transdisciplinary Problem Solving	Devises innovative solutions to systemic problems by drawing on multiple disciplines and/or collaborating with others.	Appraises current solutions to systemic problems by drawing on multiple disciplines and/or collaborating with others.	Summarizes current solutions to systemic problems by drawing on more than one discipline and/or collaborating with others.	Identifies a limited number of solutions to systemic problems by drawing on more than one discipline and/or collaborating with others.

History

During the 2014-2015 AY, Florida SouthWestern State College initiated a revised assessment of the General Education Program. Throughout the process, the AAC&U Value Rubrics and one in-house rubric were utilized to score voluntarily submitted artifacts. The scorers, mainly members of the Learning Assessment Committee (LAC) General Education Sub-Committee, were asked to provide qualitative feedback on the functionality of the rubrics. They were asked to comment on the rubric dimensions, achievement levels, and appropriateness of the rubrics in relation to the submitted artifacts. Continuing with this evolution of assessment, the FSW Investigate rubric was developed by an 8-member task force of faculty and staff representing all five schools of the College and supported by the Office of Academic Assessment and the Office of the Provost during special sessions held on May 9, 31, and June 7, 2018. Task members, led by Joseph van Gaalen (Assessment & Effectiveness / Sciences) included: Jane Charles (Libraries), Rebecca Harris (English), Julia Kroeker (Education), Patricia Arcidiacono (Health Professions), Jennifer Patterson (Business), Caroline Seefchak (Education & LAC Chair), Eileen DeLuca (Office of the Provost).

Framework

The school representatives used the Association of American Colleges and Universities Integrated Learning VALUE Rubric as a foundation for development ultimately adopting only the dimensions (in part) and achievement levels (4-3-2-1) with a 0 if no achievement is met. The rubric defines the fundamental criteria for each learning outcome and outline performance required to demonstrate levels of attainment through the use of Bloom's Taxonomic verbiage. Rubric achievement levels, in descending order: Capstone (4), Accomplished (3), Developing (2), and Deficient (1).

Purpose

The intent of the rubric developers was to frame language such that the rubric is as inclusive as possible to any and all 'Investigate' assignments. Careful consideration was paid to providing descriptors detailed enough to score an artifact, but yet to remain in general terms as much as possible to allow for application to a wide assortment of assignment types and styles. In order to increase clarity, action verbs were utilized in each achievement level description. The developers also attempted to place emphasis on dimensions being mutually exclusive, such that users of this rubric can elect to omit any dimension not required of a given assignment. To ensure that non-traditional assignments are scored properly, artifacts representing a variety of modes and media should be utilized during the 'Investigate' Rubric Calibration Sessions prior to the scoring process.

Dimensions

Connections to Experience: Artifact evaluates the relevance of connections among life experiences to illuminate concepts / theories / frameworks of fields of study; **Connections to Discipline:** Artifact generates conclusions by combining examples, facts, or theories from more than one field of study or perspective; **Transfer of Knowledge:** Artifact adapts skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways; and **Transdisciplinary Problem Solving:** Artifact devises innovative solutions to systemic problems by drawing on multiple disciplines and/or collaborating with others.