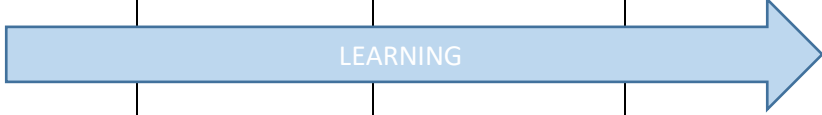


College Learning Outcome (CLO)  
Performance Indicators & Rubric



**College Learning Outcome (CLO):** Creative & Critical Thinking

**Definition:** Students demonstrate creative and critical thinking skills through qualitative or quantitative methods.

Performance Indicator	LEARNING 				*Not Applicable
	Needs Attention	Understands	Applies/Analyses	Evaluates/Tailors/Focuses/Adapts	
Identification and definition of the problem	Unclear problem statement with little related context.	Problem statement with context, but superficial.	Problem statement with detailed context, but superficial.	Clear and insightful problem statement with relevant context.	
Exploration <sup>1</sup> & Investigation of the problem	Limited exploration & investigation, based on common knowledge and opinion.	Some exploration & investigation, based on experience, or expert advice.	Appropriate level of exploration & investigation, based on experience, experts, and reliable sources.	Wide range of exploration & investigation, based on experience, experts, and reliable sources.	
Analysis & Creativity in evaluation of information <sup>2</sup>	Limited analysis and/or creativity in evaluation.	Some analysis and/or creativity in evaluation.	Sufficient analysis and/or creativity in evaluation.	Clearly articulated and sufficient analysis and/or creativity in evaluation.	
Formulation of innovative solution(s)	Insufficient, non-innovative, solution with unclear support.	Non-innovative solution with some support.	Innovative solution with some support.	Solution has clear support and shows capacity to think in untested and innovative directions.	
Reflection on problem-solving process	No discussion of strengths, limitations, and/or self-reflection.	Some discussion of strengths, limitations, and/or self-reflection.	Sufficient discussion of strengths, limitations, and/or self-reflection.	Thoughtful and clear discussion of strengths, limitations, and/or self-reflection.	

<sup>1</sup> Note that some subject areas may not require “sources” during problem exploration.

<sup>2</sup> Note that in some subject areas, creativity may be more important than objective analysis. Also, the information evaluated may be qualitative, quantitative, or both.

**Notes on Performance Indicators:**

- It is assumed that as you move from left to right in each row, the levels of learning are stacked. For example, a student determined to be at the “Evaluates” level would also have demonstrated achievement of the “Applies/Analyses” and the “Understands” levels.
- This rubric is not a grading rubric. It is to be used in addition to how an assignment would usually be graded. The assignment provides an opportunity for students to demonstrate their learning in the specific College Learning Outcome.