

Laker Learning Competencies

Laker Competency Assessment Rubric

General Education Committee – 2024

Updated 5/16/2025

Lake Land College creates and continuously improves an affordable,
accessible and effective learning environment for the lifelong educational
needs of the diverse communities we serve.

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Introduction

In 2022-2023, the General Education Committee created eight Laker Learning Competencies that replaced the General Education Goals. To accomplish this, the committee adapted the Association of American Colleges and Universities VALUE Rubrics to fit Lake Land College's assessment needs. The next step was to create the rubrics for the goals to provide a consistent cross-college measure of foundational knowledge and skills that are considered hallmarks of postsecondary education. By Spring 2024, the rubrics were ready for faculty feedback. During Summer 2024, the Cabinet approved the new Laker Learning Competencies and rubrics.

During this process, the college selected a new assessment software that met its data tracking and reporting needs. The college has used Weave from Fall 2010 through August 2025, which is when the Weave contract ends. In Fall 2023, demonstrations of three software options were offered to faculty and staff to attend. HelioCampus was selected as the software that best met the college's needs. The one-year overlap of Weave and HelioCampus allows the college to continue current assessment efforts while piloting and training faculty and staff on the new software.

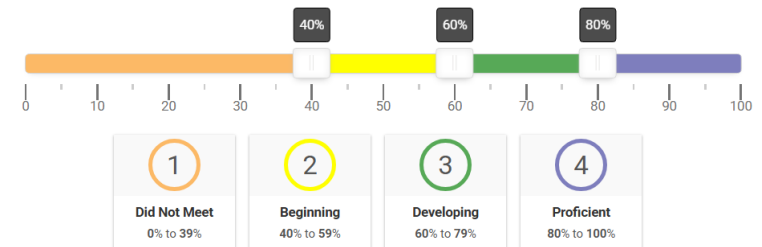
Data preparation and training occurred with staff and faculty upon purchase in Spring 2024 through early Fall 2024. Faculty volunteered to pilot HelioCampus. The college is providing ongoing training on Bloom's Taxonomy, Laker Learning Competencies and HelioCampus. Since Summer 2024, faculty have been adopting primary and secondary Laker Learning Competencies and updating learning outcomes on their course outlines to reflect appropriate Bloom's Taxonomy levels. This process continues as faculty revise curricula through the Curriculum Committee.

In Fall 2024 through Spring 2025, the courses, Laker Learning Competencies and rubrics are being connected to HelioCampus and Canvas to ease assessment data collection, analysis and reporting. From Spring 2025 and beyond, training and norming sessions for the Laker Learning Competencies will prepare faculty to use the rubrics with course assessment artifacts. Lake Land College anticipates a full transition from Weave to HelioCampus in Fall 2025.

Guidance for Divisions in Using the Rubrics

The rubrics on the following pages help faculty measure the course and program outcomes related to their areas of study. They are intended to be used with a course or program outcome that the faculty needs to measure and improve. Each department will determine which artifacts (papers, projects, labs, etc.) the rubrics will measure, ideally selecting an important concept the students have practiced and are demonstrating their competency. The assignment proficiency scale thresholds include:

- 1 - Does Not Meet (0-39%)
- 2 - Beginning (40-59%)
- 3 - Developing (60-79%)
- 4 - Proficient (80-100%)



Terminology

Competency: broad or general statement of student learning (communication, scientific literacy, etc.)

Learning Outcome: skills or knowledge students learn, practice and demonstrate as a result of learning

“At the successful completion of this course, students will be able to [verb] + [skills/knowledge]”

What will the learner do? What skill or concept will the learner gain or understand?

Performance Indicator: criteria of student performance used to prove learning outcome achievement

Clarifiers for the Competencies and Performance Indicators

Communication

- Organization: specific introduction and conclusion, sequenced material within the body and transitions
- Supporting Material: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities
- Mechanics: Each discipline might have different parameters for allowable errors; use the error numbers in the rubric as a guide to determine your acceptable amount.

Creative Thinking and Problem Solving

- Problem Statement: background, history, challenges, symptoms, or knowledge gaps
- Evaluation: logical, ethical, psychological or cultural concerns

Global and Cultural Literacy

- Perspective Taking: global, civic, cultural, ethical, social, and/or environmental

Professional Skills and Ethics

- Teamwork: Actions may include verbal and non-verbal communication, motivation and encouraging others

Communication: Students communicate through the exchange of information.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Organization	Information is presented in a disorganized and confusing manner.	States information with some structure but lacks transition or logical flow.	Integrates information with logical flow and transitions.	Revises information with logical flow and clear transitions.
Presentation	Reports information with no audience awareness.	Examines information without audience awareness.	Synthesizes information with audience awareness.	Presents information in an engaging, audience-oriented tone.
Supporting Material	No supporting materials used or materials are irrelevant	Lists supporting materials without integration.	Summarizes supporting materials to clarify key points.	Synthesizes a variety of high-quality supporting materials.
Central Message	Central message is unclear or nonexistent	Describes a central message that is vague or difficult to understand.	Produces a central message that is clear and well-defined but lacks originality.	Develops a central message that is clear, consistent, and original.
Mechanics*	8 or more grammatical, spelling, or punctuation errors.	5 - 7 grammatical, spelling, or punctuation errors.	3 - 4 grammatical, spelling, and punctuation errors.	0 - 2 grammatical, spelling, or punctuation errors.

* Each discipline might have different parameters for allowable errors; use the above as a guide to determine your acceptable number of errors.

Creative Thinking and Problem Solving: Students think creatively to solve problems.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Problem Statement	Does not identify or define a clear problem.	Identifies a basic problem but lacks specificity or depth.	Summarizes a clear problem with some level of detail.	Constructs a significant problem with supporting details.
Innovation	Lacks innovation.	Relates a concept but relies on existing ideas.	Demonstrates an innovative concept, exploring different perspectives.	Produces an innovative concept, exploring multiple perspectives.
Solving Problems	Does not offer solutions or ideas that are practical.	Lists a basic solution, but it is not effective.	Employs a viable solution to the problem with potential outcomes.	Generates a solution to the problem and discusses its impact on society.
Evaluation	Does not evaluate the effectiveness of the solution.	Reports evidence with a single solution but limited evaluation of the effectiveness.	Assesses evidence with a single solution, including risks, benefits, and limitations.	Evaluates the effectiveness of multiple solutions, including risks, benefits, limitations, and impact on society.
Framework	Does not have a framework for addressing the problem.	Describes a basic framework but lacks clarity or consistency.	Proposes a well-defined framework to address the problem but lacks originality.	Develops a robust framework for addressing the problem using original ideas.

Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Issue Statement	Does not identify a clear issue.	Identifies an issue statement but lacks clarity.	Outlines a clear issue statement with detail.	Writes complex issue statements with clear and compelling implications.
Assumptions	Does not identify underlying assumptions.	Identifies a basic assumption without evaluation of validity.	Determines key assumptions and reports their impact on the issue.	Examines the validity and questions the implications of underlying assumptions.
Evidence	Does not present evidence to support claim.	Uses irrelevant evidence to support claims.	Uses relevant evidence to support but lacks analysis.	Synthesizes a variety of credible and relevant evidence with strong analytical skills.
Student's Position	Does not state a clear position on the issue.	Identifies a basic position but lacks support or justification.	Executes a clear and well-supported position.	Presents a well-supported position including the complexities involved in the decision.
Conclusions	Does not state a clear conclusion.	Identifies a basic conclusion but lacks depth or significance.	Presents a clear and well-supported conclusion that summarizes the main points and addresses the initial issue.	Presents an insightful and well-supported conclusion that addresses the implications of the analysis and offers solutions or recommendations.

Global and Cultural Literacy: Students distinguish that society is a culturally diverse and global environment with differing opinions, practices and ideas.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Cultural Diversity	Does not make connections between cultural differences and diversity.	Describes limited connections and awareness of cultural diversity.	Generalizes basic cultural differences.	Detects cultural diversity and its impact on individuals and societies.
Perspective Taking	Does not consider perspectives different from their own.	Explains one perspective different from their own.	Distinguishes multiple perspectives but struggles to articulate them.	Synthesizes multiple perspectives.
Personal and Social Responsibility	Does not identify their own cultural biases.	Identifies their own biases but not the impact on others.	Describes their own biases, actions, and impact on others.	Demonstrates a strong sense of personal and social responsibility, considering the ethical implications of their actions within a global context.
Global Systems	Does not identify basic connections to global systems and interconnectedness.	Describes the connections of global systems and their impact on local issues.	Generalizes the connections of global systems and their impact on local and global issues.	Assesses the connections of global systems and their impact on local and global issues.

Information and Technology Literacy: Students evaluate information effectively using the appropriate technological tools.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Selection	Does not select relevant information from appropriate sources.	Associates relevant information but does not choose credible sources; relies on easily accessible information.	Relates a range of relevant and credible information from diverse sources.	Integrates diverse, credible, and relevant information while summarizing the sources.
Access	Does not match information to technology.	Uses basic skills to access information but does not use appropriate technology.	Demonstrates appropriate skills to access information using the appropriate technology.	Performs advanced skills when accessing information and using appropriate technology.
Critical Evaluation	Does not evaluate the credibility, accuracy, or bias of information.	Explains information, accepts it at face value, does not explore.	Determines the credibility, accuracy, and bias of information and identifies limitations.	Examines information with sophistication, identifying, analyzing, and distinguishing biases, perspectives, and implications.
Ethical Use	Does not demonstrate the ethical use of information and technology.	Discusses ethical use but engages in misuse of information.	Demonstrates ethical use by citing sources appropriately and respecting copyrights.	Demonstrates ethical use of sources using citations, respecting copyright, and advocating ethical use.

Professional Skills and Ethics: Students demonstrate professional skills and ethical accountability.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Ethical Self-awareness	Unable to identify or list basic ethical principles.	Describes ethical principles.	Relates basic ethical principles to simple scenarios.	Differentiates between ethical and unethical actions while analyzing dilemmas.
Ethical Interactions	Demonstrates unethical behavior without awareness.	Describes ethical interaction concepts but does not apply them.	Demonstrates ethical principles in interactions.	Examines the impact of interactions on others and differentiates between ethical and unethical behavior.
Civic Engagement	Fails to identify the impact of professional actions on society.	Describes the relationship between profession and society.	Employs civic engagement with participation in community activities.	Assesses the societal impact of positive and negative contributions.
Teamwork	Does not recognize the components of a constructive team climate.	Explains actions that contribute to a constructive team climate when instructed or guided.	Demonstrates actions that contribute to a constructive team climate.	Coordinates team dynamics and contributions, providing leadership in achieving the team objective(s).
Reflection	Does not list or identify personal strengths and weaknesses.	Describes the process of reflection but cannot put it into one's own words.	Generalizes basic reflection techniques to simple experiences.	Measures personal experiences for learning, utilizing effective and ineffective strategies.

Quantitative Literacy: Students analyze data and mathematical patterns in real-life situations.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Representation of Data and Visuals	Does not identify or list appropriate data representations.	Describes basic data representations.	Generalizes simple data representations using basic rules.	Examines data to select and create appropriate representations.
Analysis	Does not analyze results.	Explains data using qualitative rather than quantitative analysis.	Analyzes data with reasonable conclusions using quantitative analyses.	Develops reasonable and correct conclusions using quantitative analyses.
Assumptions	Does not discuss assumptions or develop experiment outcomes.	Discusses assumptions but does not develop experiment outcomes.	Examines assumptions but does not relate them to experiment outcomes.	Assesses assumptions on experiment outcomes.
Real-life Application	Does not apply experiment to a real-life situation.	Explains an experiment without connection to a real-life situation.	Organizes steps for an experiment as related to a real-life situation.	Tests experiment in a real-life situation.

Scientific Literacy: Students apply the scientific process to real-life situations.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Topic Selection	No topic or question is provided.	Lists an unfocused topic or question.	States a focused topic or question.	States a focused and achievable topic or question.
Core Scientific Process	No overview of knowledge is given.	Implements core scientific process with incorrect terminology.	Demonstrates core scientific process using terminology.	Performs core scientific process using correct terminology.
Design Process	No understanding of the experiment or argument.	Implements an unrealistic experiment or argument.	Outlines an experiment or argument.	Designs an executable experiment or logical argument.
Analysis	No analysis completed.	Reports data without using a scientific process.	Interprets data or arguments using a scientific process.	Evaluates data or arguments using a scientific process.
Conclusions	No conclusions provided from evidence.	Draws conclusions but not based on evidence or real-life situations.	Draws conclusions based on evidence and real-life situations but lacks connecting details.	Draws conclusions based on evidence and real-life situations with connecting details.

