

ISLO Criteria Summary

adapted from <http://www.oit.edu/faculty-staff/provost/general-education-review/essential-studies-course-approval/>

Inquiry & Analysis

Does the student have to make an argument or defend a conclusion based on evidence?

(Foundation) includes at least 3 criteria;

(Practice) includes at least 4 criteria)

- Identify: Identify a meaningful question or topic of inquiry.
- Investigate: Examine and critically evaluate existing knowledge and views on the topic of inquiry.
- Collect: Design and execute a means of collecting evidence
- Evaluate: Analyze evidence obtained in their investigation.
- Conclude: Draw conclusions based on analysis of evidence; grasp their limitations and implications.

Teamwork

Does the student receive instruction and evaluation on how well they function in a team?

- Identify and Achieve Goal/Purpose: Share common goals and purpose.
- Assume Roles and Responsibilities: Fulfill roles and responsibilities, which are defined and shared.
- Communicate Effectively: Communicate openly, listen to ideas, and support each other.
- Reconcile Disagreement: Welcome disagreement and use difference to improve decisions.
- Contribute Appropriately: Contribute to discussions, decision-making, and work.
- Develop Strategies for Effective Action: Share expectations, reach consensus.
- Adjust for Differences: Recognize and adapt to differences in background and communication style.

Quantitative Literacy

Does the student have to use and generate representations of quantitative information?

- Calculate: Perform mathematical calculations correctly (and evaluate/confirm that they have done so).
- Interpret: Extract and interpret quantitative information presented in equations, graphs, prose, etc.
- Construct Representations: Convert relevant quantitative information between different forms
- Apply in Context: Make decisions based on quantitative information. Evaluate key assumptions
- Communicate: Effectively and accurately communicate quantitative information.

Diverse Perspectives

Does the student have to understand differences between their and others' perspectives?

(Foundation) includes Recognize & Know;

(Practice) includes Recognize, Know & Understand)

- Recognize: Show awareness of one's own perspectives.
- Know: Demonstrate factual knowledge of the foundations of diverse perspectives.
- Understand: Display understanding of others' perspectives.
- Apply: Apply understanding of diverse perspectives to interactions with others.

Communication

Does the student receive instruction and evaluation on how well they communicate?

- Purpose: Focus and connections made in presentation of evidence.
- Audience: Adjustments in presentation made for differing expertise among listeners and readers.
- Evidence: Support provided by research and disciplinary knowledge.
- Genre and Disciplinary Conventions: Adjustments in structure made for various fields and forms.
- Style and Delivery:
 - Oral Communication: Posture, gesture, eye contact, and vocal expressiveness.
 - Written Communication: Control of syntax and mechanics, craft in choices of phrasing and structure.
- Visual Communication: Visual presentation integrated with oral and written content.
- Justification: Self-assessment and support of choices made in communication.

Ethical Reasoning

Does the student have to provide bases for ethical judgments?

- Differentiate: Explain the differences between ethics and laws.
- Recognize: Recognize decisions requiring ethical judgments.
- Support: Support potential courses of action; select the best-supported course of action.
- Apply: Apply ethical reasoning to novel situations.
- Evaluate: Critically evaluate applicable code(s) of ethics; identify common ethical issues in their field.
- Articulate: Articulate a code of personal ethics.