**ILO: RESPONSIBILITY**

Statement of Intent: Associate degree graduates understand the implications of choices and actions, demonstrate appropriate behaviors in academic/ professional contexts, and contribute constructively within the context of community.

Examples (not intended to be a comprehensive or exclusive list):

* Adhere to standards of academic integrity (document sources appropriately, produce original work)
* Maintain safety (in lab, kitchen, garage, or other work area)
* Handle and dispose hazardous materials appropriately
* Demonstrate punctuality and consistent attendance
* Employ sustainability principles
* Document within a computer program or a network configuration
* Accommodate the diverse needs of network users
* Wear contextually appropriate clothing (music performance, interview, presentation, clinical)
* Show engagement as a team member
* Demonstrate ethical behavior (accounting practices, patient care, accurately representing points of view)
* Participate constructively within the community (service learning, civic engagement, cultural engagement)
* Practice social justice

Notes:

* Multiple artifacts from the same course may be submitted as demonstration of a student’s achievement of this ILO.
* ~~Evaluators should feel free to assign a zero for any skill that is not evident in the artifact under examination.~~

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**Responsibility ILO**

**Statement of Intent**: Associate degree graduates understand the implications of choices and actions, demonstrate appropriate behaviors in academic/ professional contexts, and contribute constructively within the context of community.

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| --- | --- |
| **Course Name/No.** | Click or tap here to enter text. |
| **Course-Level Outcomes (CLOs)**  | Click or tap here to enter text. |
| **Faculty Name** | Click or tap here to enter text. |
| **Academic Department** | Click or tap here to enter text. |
| **Things to Consider** |
| 1. **Student Achievement of CLO/ILO**
 | *Think about how your students, in meeting your selected CLO(s), provide evidence of the achievement of the ILO Statement of Intent above.* |
| 1. **What Student Achievement Reflects**
 | *What do the above achievement results reflect about students’ ability to demonstrate the CLO/ILO?* |
| 1. **Instructional/Curricular Changes**
 | *Think about potential curricular or instructional changes that might improve student learning related to the CLO/ILO?* |

Revised 06/03/18 (Assessment and General Education Committees)

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| Skills/ Abilities | Absent (0) | Attempting (1) | Emerging (2)  | Developing (3) | Competent (4) | Advanced (5) |
| Student- Identifies implications of choices/actions | Does not identify immediate or expansive implications of their choices/actions. | Rarely identifies the immediate implications and does not identify the expansive implications of their choices/actions.  | Occasionally identifies the immediate implications and does not identify the expansive implications of their choices/actions. | Identifies the immediate implications half the time and occasionally identifies the expansive implications of their choices/actions. | Identifies the immediate and the expansive implications of their choices/actions a majority of the time, but lack consistency. | Consistently identifies both the immediate and expansive implications of their choices/actions. |
| Course-level operationalization | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Student-Demonstrates appropriate behaviors in academic & professional contexts | Does not demonstrate appropriate behaviors in an academic & professional context. | Rarely demonstrates appropriate behaviors in an academic & professional context. | Occasionally demonstrates appropriate behaviors in an academic & professional context. | Demonstrates appropriate behaviors half of the time in an academic & professional context. | Demonstrates appropriate behaviors a majority of the time in an academic & professional context, but lack consistency. | Consistently demonstrates appropriate behaviors in an academic & professional context. |
| Course-level operationalization | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Student-Contributes constructively within the context of community | Does not contribute in a constructive manner that adds to value to a community. | Rarely contributes in a constructive manner that adds value to a community, but more development is needed. | Occasionally contributes in a constructive manner that adds value to a community but more development is needed. | Contributes in a constructive manner that adds value to a community half the time, but more development is needed. | Contributes in a constructive manner a majority of the time, but it does not add value to a community. | Consistently contributes in a constructive manner that adds value to a community. |
| Course-level operationalization | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

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