

Collaboration Rubric 2017

	ADVANCED (3)	DEVELOPING (2)	EMERGING (1)	INITIAL (0)
1. Roles (defining and assigning clear and appropriate roles for participants in the collaboration)	Assumes varied roles in collaborative projects, and self-monitors to ensure equitable distribution of roles from leadership to support.	Explores roles they don't ordinarily choose with encouragement of group and instructor/s.	Identifies roles of collaboration.	Does not actively take a role when participating in collaboration.
2. Openness (Giving and receiving information and ideas freely)	Gives and receives information and ideas freely. The group creates ideas that are superior to individual efforts (functions as an ensemble).	Gives and receives information and ideas with encouragement from group and instructor/s.	Gives and receives information and ideas as a direct requirement of instructor/s.	Does not give or receive information and ideas.
3. Clarifying (Explaining or elaborating or reframing information and ideas to aid in understanding)	Clarifies information and ideas when explaining or elaborating with group members and when sharing with larger audiences. Supports and assists peers with this task.	Clarifies information and ideas with encouragement from group and instructor/s.	Clarifies information and ideas as a direct requirement of instructor/s.	Does not clarify or reframe information or ideas.
4. Monitoring/advocating effort (self and group)	Self-monitors individual and group effort and advocates for improvement. Requires no outside encouragement from instructor/s.	Adjusts own effort and encourages effort from group members with instructor support.	Adjusts own effort when prompted by instructor/s.	Does not monitor self or group effort.
5. Critique (Noticing and addressing problems and recognizing successes in a productive way)	Provides constructive criticism in a structured process. Shares observations and suggestions for improvement.	Provides several observations/suggestions in the critique process.	Provides observations and suggestions when prompted by instructor.	Does not participate in the critique process.
6. Reflection/Revision (Integrating new information and revising ideas)	Identifies and integrates useful feedback from self-reflection, group critique, and instructor/s comments into multiple revisions resulting in an improved product.	Revises work based on feedback from self-reflection, group critique, and instructor comment.	Revises work based on feedback from instructor/s.	Does not reflect nor revise.
7. Non-verbal interaction (Listening, observing, and responding physically) and commitment	Maintains eye contact, supportive physicality, and full attention and energy when working with a group.	Does not distract in any way from the collaborative process due to awareness of non-verbal actions.	Identifies non-verbal actions that are supportive to the collaborative process.	Does not engage or actively prohibits group interaction through non-verbal actions.
8. Empathy (Being able to see things from another perspective)	Actively listens to multiple perspectives, researches the given circumstances of unique individuals, and synthesizes this information to communicate how another person might experience the world.	Communicates how another person might realistically see an issue.	Identifies multiple perspectives.	Does not try to see issues through any other perspective than their own.

Collaboration GLO

What does this GLO mean?

The GLO for Collaboration: Explore and understand multiple perspectives in order to collaborate and communicate effectively, both orally and in writing, across a variety of cultures and contexts.

Students at CSUSB should be equipped to successfully work with the diverse communities of the Inland Empire and beyond. Students need to apply collaborative skills in multiple contexts, from “virtual” to “actual” life, showing understanding of socially, culturally, and contextually appropriate methods of collaboration.

HIGH IMPACT PRACTICES include Collaborative Assignments and Projects (AACU).

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. For more information on High Impact Practices please see: <http://www.aacu.org/leap/hips>

This rubric applies to the design of collaborative approaches to learning which are meant to be directly assessed to meet this GLO.

What should courses that seek certification in this GLO include?

The key to meeting this GLO is the inclusion of collaborative assignments that are directly assessed.

Cooperative/Collaborative Learning strategies are extremely effective when designing and assessing collaborative assignments. Resources on these strategies can be found here: http://www.foundationcoalition.org/home/keycomponents/collaborative_learning.html

Courses that seek certification as a GE course that satisfies this GLO would provide opportunities for students to collaborate in a range of roles and contexts. Assignments should be structured so that successful collaboration is essential to success (for example, by including a critique process for work-in-progress before a final due date). Instructors directly assess student growth in the areas defined below.