



Clemson University General Education Student Learning Outcomes & Rubrics

The Clemson University General Education Curriculum (branded 'Crossings') has three areas of student learning:

[Communication](#) (6 hours) – oral and written. A new student learning outcome went into effect in fall 2019.

[Ways of Knowing](#) (19 hours) – distributed across disciplinary content areas

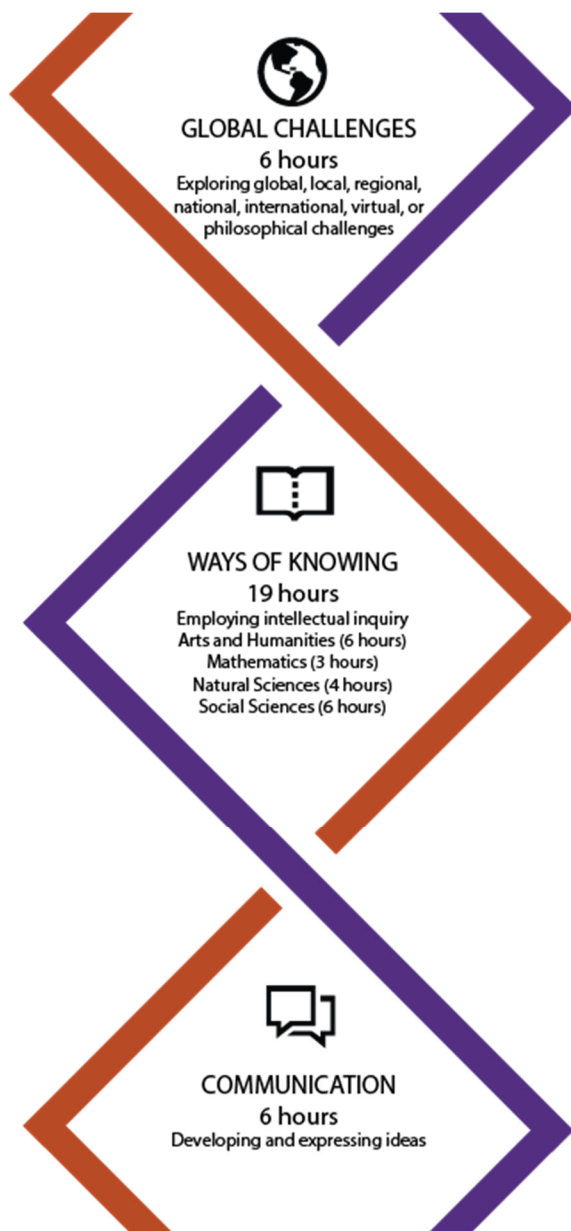
Arts & Humanities • Social Sciences • Mathematics • Natural Sciences with Lab

We have student learning outcomes specific for each area; new student learning outcomes went into effect in fall 2019.

[Global Challenges](#) (6 hours) – a new area which went into effect in fall 2022 for new students.

CROSSINGS

THE CLEMSON® UNIVERSITY UNDERGRADUATE GENERAL EDUCATION CURRICULUM



Communication (assessed in odd academic years: 19-20, 21-22, etc.) –Revised effective fall 2019 catalog

Student learning outcome: Students will demonstrate competence in communication through organization of a central message with supporting materials in the chosen medium.

Rubric for assessing the student learning outcome:

	4	3	2	1
Organization	Organizational pattern is clearly and consistently observable. It is skillful and makes the content cohesive.	Organizational pattern is clearly and consistently observable.	Organizational pattern is intermittently observable.	Organizational pattern is not observable.
Central Message	Uses appropriate, factual, relevant, and compelling content such that a clear central message is easy to identify. Central message is also comprehensive and detailed.	Uses appropriate, factual, and relevant content to develop and explore ideas such that a clear central message is easy to identify.	Uses appropriate, factual, and relevant content to develop ideas in some parts of the work. A clear central message may not be easily identifiable.	Content may be inappropriate, inaccurate, or irrelevant to the central message, and/or a central message is not explicitly stated.
Supporting Material/Sources and Evidence	Demonstrates skillful and ethical use of credible, relevant sources and varied resources to develop and support ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources to support ideas.	Uses inappropriate or irrelevant sources to support ideas.

Signature assignments should also be assessed for at least one of the following:

	4	3	2	1
Oral Communication Delivery	Delivery techniques make the presentation compelling, and speaker appears polished and confident.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative	Delivery techniques detract from the coherence of the presentation, and speaker appears uncomfortable.
Written Communication Syntax and Mechanics	Uses language that skillfully communicates meaning to readers, with clarity and fluency. Virtually error free language.	Uses straightforward language that generally conveys meaning to readers. Few language errors.	Uses language that generally conveys meaning to readers with clarity. Might include some language errors	Uses language that sometimes impedes meaning because of language usage errors.
Digital/Visual Media	Message is compellingly delivered. Represents exceptional use of the opportunities and constraints of the medium.	Message is appropriately delivered. Represents an effective use of the opportunities and the constraints of the medium.	Message is delivered with some limitations. Represents limited use of opportunities and constraints of the medium.	Message is unclear and inappropriately crafted for the medium.

Definitions:

“Organizational pattern” refers to the grouping and sequencing of ideas and supporting material. It may often include a specific introduction and conclusion, sequenced material within the main body of the communication form, and transitions.

“Central message” refers to the main point/thesis/“bottom line”/“take-away” of a communication form. A clear central message is easy to identify and a compelling central message is also vivid and memorable.

Delivery techniques may include posture, gesture, eye contact, and vocal expressiveness. They enhance the effectiveness of a presentation when the speaker stands and moves with authority, looks more often at audience than at materials/notes, uses the voice expressively, and uses few vocal fillers (um, uh, like, you know, etc.)

Arts and Humanities (assessed in even academic years: 20-21, 22-23, etc.) – Revised effective fall 2019 catalog

Courses fulfilling the Arts and Humanities component of the General Education curriculum should address SLO1 or SLO2. (In submitting student work for assessment, faculty will have the opportunity to indicate whether the signature assignment addresses SLO1 or SLO2.)

Student learning outcome 1: Students will analyze, interpret, and employ aesthetic, ethical, linguistic, and/or philosophical discourse in relevant contexts.

Rubric for assessing the student learning outcome:

	4	3	2	1
Makes a coherent argument	Supports the argument with organized layers of sophisticated and meaningful reasoning.	Supports the argument through appropriate reasoning.	Supports the argument in a simplistic or obvious manner.	Reasoning is unrelated to the argument
Synthesizes sources	Explores a topic in depth, yielding a rich awareness and/or little-known information.	Explores a topic in depth, yielding insight.	Explores a topic with some evidence of depth, providing occasional insight.	Explores a topic at a surface level, providing little insight and/or information beyond basic facts.

Or

Student learning outcome 2: Students will create, perform, interpret, reinterpret, and/or criticize artistic works.

Rubric for assessing the student learning outcome:

	4	3	2	1
Creation and/or performance	Demonstrates proficiency and innovation in knowledge and/or use of skills, tools, and methods for artistic work.	Demonstrates proficiency in knowledge and/or use of skills, tools, and methods for artistic work.	Demonstrates satisfactory knowledge and/or use of skills, tools, and methods for artistic work.	Demonstrates limited knowledge and/or use of skills, tools, and methods for artistic work.
Interpretation, reinterpretation, and/or criticism	Interpretation, reinterpretation, and/or criticism is supported with concrete details, intellectual associations, and personal perceptions about artistic work.	Interpretation, reinterpretation, and/or criticism is supported with two of the following: concrete details, intellectual associations, and personal perceptions about artistic work.	Interpretation, reinterpretation, and/or criticism is supported with one of the following: concrete details, intellectual associations, and personal perceptions about artistic work.	Interpretation, reinterpretation, and/or criticism is missing concrete details, intellectual associations, and personal perceptions about artistic work.

Social Science (assessed in even academic years: 20-21, 22-23, etc.) – Revised effective fall 2019 catalog

Student learning outcome: Students will use social science concepts and evidence to explain human actions or behaviors in the past, the present, and/or the future.

Rubric for assessing the student learning outcome:

	4	3	2	1
Social science concepts and evidence connected to human actions or behaviors	Analyzes with insight the connections between social science concepts/evidence and human actions or behavior.	Produces accurate and appropriate connections between social science concepts/evidence and human actions or behavior.	Produces limited and/or superficial connections between social science concepts/evidence and human actions or behavior.	States social science concepts/evidence with no connection to human actions or behavior, <i>or</i> States human actions or behaviors with no connection to social science concepts/evidence.
Effectiveness of explanations	Reaches meaningful and logical conclusions based upon evidence, demonstrating a sophisticated understanding of multiple, interconnected contextual factors.	Reaches meaningful and logical conclusions based upon evidence.	Reaches conclusions based upon limited evidence.	States conclusions without evidence.

Mathematics (assessed in odd academic years: 19-20, 21-22, etc.) – Revised effective fall 2019 catalog

Student learning outcome: Students will demonstrate mathematical literacy through interpretation of mathematical forms and performing calculations.

Rubric for assessing the student learning outcome:

	4	3	2	1
Calculation	Calculations are successful and sufficient to solve the problem, while also demonstrating elegant presentation and clear organization.	Calculations are successful and sufficient to solve the problem.	Calculations are attempted but may be unsuccessful or insufficient to solve the problem.	Calculations are unsuccessful and insufficient to solve the problem.
Interpretation	Provides accurate and sophisticated explanations of information presented in mathematical forms.*	Provides accurate explanations of information presented in mathematical forms.*	Provides explanations of information presented in mathematical forms,* but shows minor errors or lacks clarity.	Attempts to explain information presented in mathematical forms,* but shows major errors and lacks clarity.

Definitions:

Mathematical forms = equations, graphs, diagrams, tables, words

Natural Science (assessed in odd academic years: 19-20, 21-22, etc.) – Revised effective fall 2019 catalog

Student learning outcome: Students will demonstrate the process of scientific reasoning through experimental activity and critical comparison of their results to those predicted by accepted natural science principles.

Rubric for assessing the student learning outcome:

	4	3	2	1
Scientific Reasoning: Experimental Activity	Scientific experiment and its purpose are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding by the intended audience.	Scientific experiment and its purpose are described and clarified so that understanding is not seriously impeded by omission.	Scientific experiment is described, but description leaves some ambiguities.	Scientific experiment is missing or incorrectly described.
Scientific Reasoning: Evidence and Analysis	Evidence from experiment is analyzed and is fully interpreted to reveal insightful patterns, differences, or similarities to accepted principles.	Evidence from experiment is analyzed to reveal important patterns, differences, or similarities to accepted principles.	Evidence from experiment is presented but description leaves some ambiguities.	Evidence from experiment is listed but is unrelated to accepted principles.
Scientific Reasoning: Conclusions and Limitations	Constructs a conclusion based upon sophisticated interpretation of results and hypothesis. Insightfully discusses relevant and supported limitations and implications.	Constructs a conclusion based upon the results and the hypothesis. Discussed relevant and supported limitations and implications.	States a general conclusion somewhat connected to results and hypothesis.	States a conclusion but it may be ambiguous, illogical, or unsupported.

Definitions:

Scientific experiment should be considered broadly. It may involve a number of activities, such as running computer models, identifying substances, classification, observation, field work, building, mapping, etc.

Global Challenges (assessed in even academic years: 22-23, 24-25, etc.) – The Global Challenges area of the general education curriculum went into effect for the fall 2022 catalog.

Student learning outcomes: 1.) Students will demonstrate critical thinking through analysis of global challenges. 2.) Students will evaluate how varying perspectives influence global challenges. 3.) Students will demonstrate the integration of ethics into analysis of global challenges. (Each Global Challenges course will incorporate at least two of the three student learning outcomes.)

Rubric for assessing the student learning outcomes:

(In submitting student work for assessment, faculty will have the opportunity to check which rubric rows are most appropriate to the signature assignment instructions.)

	4	3	2	1
Analysis of global challenges	Challenge is clearly defined and comprehensively described with relevant information supporting in-depth understanding.	Challenge is defined, described, and mostly clarified; understanding is not significantly impeded.	Challenge is defined and described with some ambiguity.	Challenge is stated with minimal description or clarification.
Influence of varying perspectives	Interprets experiences through one's own and at least one additional worldview; demonstrates thoughtful consideration of different perspectives.	Recognizes and uses elements of multiple worldviews.	Identifies components of other worldviews.	References only one's own worldview.
Integration of ethics into analysis of global challenges	Thoughtfully analyzes ethical consequences in a complex context; articulates cross-relationships among issues.	Fully analyzes ethical consequences in a layered context.	Identifies ethical consequences in general terms.	Identifies surface-level ethical considerations without addressing complexity.
Integrative learning (application of knowledge)	Adapts and applies skills, theories, or methods from one context to new, complex problems.	Applies skills or theories from one context to another in order to explore complexity.	Connects skills or theories to a new situation for basic understanding.	Identifies relevant skills or methods without clear application.
Cultural and Social Contexts	Insightfully and explicitly analyzes how cultural and social factors present both advantages and challenges within communities or organizations, while recommending thoughtful approaches for engagement or improvement.	Clearly analyzes cultural and social dynamics, including their influence on community or organizational functioning.	Identifies general cultural and social factors that may influence community or organizational contexts.	Superficially identifies cultural or social factors with limited depth or connection to broader implications.
Global challenges and opportunities	Provides an in-depth analysis of significant challenges and opportunities within the human and natural world, with recommended approaches or strategies.	Provides a thorough analysis of significant challenges and opportunities.	Identifies key challenges and opportunities.	Briefly acknowledges challenges or opportunities without depth.

Definitions:

- Complex, multi-layered context: The conditions of a scenario involving multiple ethical considerations or dilemmas.
- Context: Historical, cultural, environmental, political, ethical, or circumstantial settings that shape the challenge.
- Cross-relationships: Interconnectedness among multiple aspects or systems within a challenge.
- Perspective-taking: The ability to understand and reflect on different viewpoints and how one's own position influences understanding.
- Strategies for improvement: Approaches or plans to address elements of the global challenge.
- Worldview: A personal framework for interpreting experiences and knowledge, shaped by context and reflection.

Created and/or adapted in part from:

- *Association of American Colleges and Universities (AAC&U) VALUE rubrics. Retrieved from <https://www.aacu.org/value-rubrics>*
- *Pathways: General Education for All. Virginia Tech. Retrieved from <https://www.pathways.prov.vt.edu/about.html>*