

Communication and Composition (assessed in odd academic years: 19-20, 21-22, etc.)

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 use of high-quality, credible, relevant sources and varied resources to develop ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources to support ideas.	Demonstrates an attempt to use sources to support ideas.
And at least one of the following:				
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 graceful 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	Message is appropriately delivered. Represents an effective use of the	Message is delivered with some limitations. Represents limited use of the opportunities and constraints of the medium.	Message is unclear and inappropriately crafted for the medium.

	opportunities and constraints of the medium.	opportunities and the constraints of the medium.		
<p>*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.)</p>				

Mathematics (assessed in odd academic years: 19-20, 21-22, etc.)

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.
*Definition: mathematical forms = equations, graphs, diagrams, tables, words				

Natural Science (assessed in odd academic years: 19-20, 21-22, etc.)

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 endeavor* and its purpose is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding by the intended audience.	Scientific endeavor* and its purpose is described and clarified so that understanding is not seriously impeded by omissions.	Scientific endeavor* 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 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. Discusses 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.
*Clarification: 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.				

Arts and Humanities (assessed in even academic years: 20-21, 22-23, etc.)

Courses fulfilling the Arts and Humanities component of the General Education curriculum should address 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 the artistic work.	Demonstrates proficiency in knowledge and/or use of skills, tools, and methods for the artistic work.	Demonstrates satisfactory knowledge and/or use of skills, tools, and methods for the artistic work.	Demonstrates limited knowledge and/or use of skills, tools, and methods for the artistic work.
Interpretation, reinterpretation, and/or criticism (option 1) ¹	Interpretation, reinterpretation, and/or criticism is supported with concrete details, intellectual associations, and personal perceptions about the artistic work.	Interpretation, reinterpretation, and/or criticism is supported with two of the following: concrete details, intellectual associations, and/or personal perceptions about the artistic work.	Interpretation, reinterpretation, and/or criticism is supported with one of the following: concrete details, intellectual associations, and/or personal perceptions about the artistic work.	Interpretation, reinterpretation, and/or criticism is missing concrete details, intellectual associations, or personal perceptions about the artistic work.

¹ Shaded text is not finalized. We will not be assessing arts and humanities for general education student learning outcomes until academic year 2020-2021, so faculty working on assignments as part of professional development will be able to give feedback to the General Education Committee on final wording.

Interpretation, reinterpretation, and/or criticism (option 2)	Creates a reflective evaluation - combining thesis, report, and audience engagement – that also includes personal observations, contributions, and/or innovations.	Produces an argument that combines thesis, report, and audience engagement.	Produces an argument that anticipates and addresses audience engagement.	Summarizes the work.
Interpretation, reinterpretation, and/or criticism (option 3)	Reflective evaluation contains a thesis supported with relevant information (about form, content, concept, and/or context) that addresses potential arguments and which also includes personal observations, contributions, and/or innovations.	Argument supported with relevant information (about form, content, concept, and/or context).	Argument partially supported, as some relevant information (about form, content, concept, and/or context) is missing.	Summarizes the artistic work.

Definitions:

Reflective = relating to or characterized by deep thought.

Evaluation = the making of a judgment about the value of something.

Thesis = a theory that is put forward as a premise to be maintained or proved.

Argument = a reason or set of reasons given with the aim of persuading others that an idea is right or wrong.

Rationale for defining “relevant information:” form, content, concept, and context are key attributes of art typically addressed in evaluations of artworks (visual and performed).

Social Science (assessed in even academic years: 20-21, 22-23, etc.)

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, <u>or</u> States human actions or behaviors with no connections 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 with little evidence.

Student learning outcomes and rubrics for the following have not yet been revised:

- Cross-Cultural Awareness
- Science and Technology in Society
- Critical Thinking
- Ethical Judgment

Cross-Cultural Awareness

Competency: Explain how aspects of culture are integrated into a comprehensive worldview; and then demonstrate how culture influences human behavior.

Criteria	1	2	3	4
Comprehensive Worldview	Demonstrates unsatisfactory college-level work.	Provides a brief overview of the impact aspects of the culture being studied on the subject's worldview.	Provides an in-depth, detailed analyses of the impact aspects of the culture being studied has on the subject's worldview.	Demonstrates exemplary work.
Human Behavior	Demonstrates unsatisfactory college-level work.	Provides, with minimal detail, citing only one or two examples, the influence one's culture has on human behavior.	Provides in great detail, using multiple examples how aspects of a specific culture can influence human behavior.	Demonstrates exemplary work.

Science and Technology in Society

Competency: Demonstrate an understanding of issues created by the complex interactions among science, technology, and society.

Criteria	1	2	3	4
Interaction between science, technology and society	Demonstrates unsatisfactory college-level work.	Identifies an interaction between science or technology and society	Analyzes multiple impacts related to the interaction (such as, local and global impacts, controversies surrounding the interaction, impact on ethical decision-making, the impact of social forces on science and technology etc.)	Demonstrates exemplary work.

Critical Thinking

Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.

Criteria	1	2	3	4
Analyze information	Demonstrates unsatisfactory college-level work.	Demonstrates basic ability to assemble information to analyze an issue.	Demonstrates sophisticated ability to assemble information to analyze an issue.	Demonstrates exemplary work.
Reaches Logical Conclusions	Demonstrates unsatisfactory college-level work.	Demonstrates basic ability to apply analysis to reach a logical conclusion	Demonstrates sophisticated ability to apply analysis to reach a logical conclusion	Demonstrates exemplary work.

Ethical Reasoning

Demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way.

Criteria	1	2	3	4
Ethical issue	Demonstrates unsatisfactory college-level work.	The ability to identify and briefly analyze an ethical issue from the viewpoint of multiple stakeholders.	The ability to identify and thoroughly analyze an ethical issue from the viewpoint of multiple stakeholders balancing the perspectives of each.	Demonstrates exemplary work.