

IUPUC General Studies Degree
Program Assessment Report for 2012-2013
June 28, 2013

During the 2012-2013 academic year, work in the general studies degree program centered on settling into its new home within the Division of Liberal Arts and further developing a program assessment plan. Work accomplished this year included:

- Identification of faculty representatives from the Divisions of Liberal Arts, Science and Business for the General Studies Faculty Advisory Council. The Associate Dean of Academic Affairs and the Director of the General Studies Degree program were added as ex-officio members.
- Revised program SLOs to better align with those of the IUPUC /IUPUI campuses and to better reflect the educational needs of today's adult learner.
- Assessment of IUPUC SLOs 1, 2, and 3.
- Initial design of capstone course.
- Baseline assessment of student satisfaction with program academic advising services.

Student Learning Outcomes for Bachelor of General Studies at IUPUC

Upon completion of the General Studies Degree program, students will acquire the following competencies:

- I. **Core Competencies** (assessed through the IUPUC campus SLOs)
 - i. ***Communication - Written/Oral***: Students communicate effectively in written and spoken language to diverse audiences. Students comprehend, evaluate and respond respectfully to the ideas of others.
 - ii. ***Diversity***: Students appreciate local and global diversity and are respectful and empathetic during personal interactions. Students collaborate effectively and resolve conflicts.
 - iii. ***Mathematical/Quantitative Reasoning***: Students demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. Students compute, organize data, and problem-solve effectively using quantitative tools.
 - iv. ***Information Technology***: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

- II. **Degree Requirements** (assessed through the IUPUC campus SLOs)
 - i. ***Arts and Humanities***: Students interpret and critique the historical, cultural, and literary dimensions of human experience. Students develop appreciation of the aesthetic value of these subjects.
 - ii. ***Science and Math***: Students investigate, evaluate, and develop skills to comprehend and apply basic principles of scientific methodology and differentiate among facts and theories.

- iii. ***Social and Behavioral:*** Students compare, contrast, and construct an understanding of the role social, economic, cultural, and political institutions play in shaping human thought and behavior. Students function as engaged members of society, who are willing and able to assume leadership roles.
- III. **Integration and Application** (to be assessed through program capstone course)
- i. ***Lifelong Learning:*** Students assess their own knowledge, skills, and abilities and develop plans of study for baccalaureate as well as ongoing personal and professional pursuits of knowledge.
 - ii. ***Synthesis of Learning:*** Students demonstrate integration of baccalaureate learning in an academic focus area.

2012-13 SLO Assessment and Findings

The IUPUC SLOs (see Appendix A) are assessed on a five year cycle by the campus General Education Board and disaggregated for individual programs. SLO's 1,2 and 3 were assessed this academic year with the results disseminated to programs at the writing of this report. (see Appendix B) Due to the nature and mission of the general studies degree program, most students will have completed these particular SLOs prior to admission to the program. This would explain the small sample size. Since data arrived when faculty are away from campus, review of these findings will occur in fall semester when the faculty advisory council reconvenes.

2012-13 Academic Advising Services Satisfaction Survey and Findings

Along with advisors in University College, the academic advisor for the BGS program volunteered to participate in an assessment of IUPUC academic advising services satisfaction. The assessment was designed and administered by a graduate student in the higher education program at Indiana State University. Of the BGS students enrolled for fall 2013 semester, 16.13% participated in the survey with 90% reporting that they were very satisfied with their advising experience. Ten percent reported that they were slightly satisfied. Although the results of this baseline survey were positive, some aspects of the methodology could be improved. Students in the general studies program differ in many ways from those in University College. For this reason, future survey questions may need to be edited to better reflect the BGS student interest and experience. The data was collected from respondents via an online survey at the conclusion of an in-person advising session. Due to life and work restrictions, many BGS students choose to receive advising services by telephone or email. Although the in-person administration may have encouraged a greater response rate, alternative means of delivery should be considered in the future to engage a more broad audience.

Relevant Assessment Work for the 2013-14 Academic Year

- Review of 2012-13 SLO assessment data by the General Studies Faculty Advisory Council (GSFAC)
- Realign BGS curriculum to meet the newly approved general education requirements of IUPUI and the state mandated 30 credit hour core.
- Complete curriculum for capstone course. Steer course through the appropriate campus and university approval and remonstrance processes.

Appendix A

Indiana University Purdue University Columbus (IUPUC) Assessment of General Education Draft May 28, 2013

During the 2010-2011, 2011-2012, and 2012-2013 academic years, Faculty at IUPUC developed a shared set of student learning outcomes (SLOs) for general education. Common rubrics for each of the student learning outcomes were subsequently developed with preliminary testing in Spring of 2012. Adjustments were made in Fall of 2012 to accommodate the Indiana 30 hour transferable common core general education competencies. This document contains the revised 12 learning outcomes, the common rubrics, and a table showing alignment of each IUPUC SLO with the Indiana Core Competencies and with the IUPUI/IUPUC Principles of Undergraduate Learning.

IUPUC General Education Student Learning Outcomes

I. Foundational Skills

A. Core Communications

1. Discover, explore, and analyze ideas, taking into account diverse sources and viewpoints; present the results in writing with attention to appropriate genre, audience expectations, and rhetorical conventions. SLO 1 Rubric *page 3*
2. Demonstrate both a) proficiency in oral discourse in a variety of formats and b) the ability to evaluate oral presentations according to established criteria. SLO 2 Rubric *page 4*

B. Mathematical Modeling

3. Solve problems and be able to make inferences by application of appropriate mathematical models; create appropriate mathematical models such as graphs, tables and equations. SLO 3 Rubric *page 5*

II. Areas of Knowledge

A. Natural, Quantitative, and Information Sciences

4. Demonstrate the ability to explain and use natural scientific vocabulary and concepts, the ability to describe methods applicable to answering scientific questions, and the ability to articulate criticism of scientific debates and discoveries; Demonstrate the ability to obtain, analyze, interpret and criticize qualitative observations and quantitative measurements to explain natural phenomena and to test hypotheses. SLO 4 Rubric *page 7*
5. Perform the basic operations of personal computer use and critically assess technological worth; filter, analyze, and critique information and experience. SLO 5 Rubric *page 9*

B. Arts and Humanities

6. Demonstrate an understanding and appreciation of the complexity of the human experience, the arts and SLO 6 Rubric *page 11*

aesthetics, and the great ideas and cultures of the world; Interpret and critically evaluate the creative products of human expression.

C. Social and Historical Studies

7a. Understand the methods social scientists use to explore social phenomena; describe forces (e.g. economic, social, political) that influence behavior.

SLO 7 Rubric *page 12*

7b. Understand how people have existed, acted and thought in the past in various parts of the world; describe the social and historical forces that impacted them and how those forces might influence contemporary society.

III. Modes of Inquiry

A. World Languages and Cross-Cultural Inquiry

8. Demonstrate both a) an understanding and appreciation of the complexity of world cultures and b) the ability to think transnationally or transculturally about social, political, economic, aesthetic, or technological issues.

SLO 8 Rubric *page 14*

B. Researched Writing

9. Demonstrate the ability to determine the nature and extent of research materials needed, evaluate information and sources critically, and write persuasively through the effective use of evidence derived from appropriate sources.

SLO 9 Rubric *page 16*

C. Ethical Inquiry

10. Demonstrate personal and social responsibility by using knowledge in the service of society.

SLO 10 Rubric *page 17*

11. Demonstrate ethical reasoning; convey understanding of how ethical issues and values frame and shape human conduct and ways of life.

SLO 11 Rubric *page 18*

IV. Commitment to a Life of Learning

12. Demonstrate dispositions and skills associated with ongoing pursuit of improving knowledge and competency.

SLO 12 Rubric *page 19*

Table: Student Learning Outcomes and Principles of Undergraduate Learning Alignment

SLO/PUL Table *page 21*

**General Education Student Learning Outcome 1
Common Assessment Rubric**

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
1. Discover explore, & analyze ideas taking into account diverse sources and viewpoints; presents the results in writing with attention to appropriate genres, audience expectations, and rhetorical concepts.	a. Establish and support a clear thesis ITCPC 1.5	Does not contain one clear supportable thesis as assigned. Thesis is off topic.	Contains a general, vague, or implied thesis or multiple theses.	Contains one thesis with support in paragraphs that show organization throughout	Contains a clear, supportable thesis with an organization structure throughout the writing	Thesis is presented in an innovative way with attention to audience and purpose.
	b. Use appropriate rhetorical conventions ITCPC 1.1, 1.6	Does not contain appropriate rhetorical conventions	Use of rhetorical conventions are incomplete and/or grossly inaccurate	Rhetorical conventions are evident, though they may uneven in application	Rhetorical conventions are evident and applied throughout the writing	Rhetorical conventions are precise, accurate, displaying energetic style and diction
	c. Synthesize diverse sources and viewpoints ITCPC 1.3, 1.7	Does not synthesize diverse sources and viewpoints	Source documentation is incomplete or inaccurate	Sources and viewpoints are mostly evident; they mostly contribute to unified and coherent support	Sources and viewpoints are smoothly integrated into the writing providing clear and coherent support	Structure is carefully detailed and logically planned. Sentences are varied. Specific evidence is conclusive
	d. Show evidence of editing and revision with attention to mechanical errors ITCPC 1.2	Does not show evidence of editing and revision	Style is repetitive , syntax is confusing, inappropriate diction, excessive mechanical errors impede comprehension	Editing may be superficial, but it is evident. A few mechanical errors may exist	Writing shows strong evidence of editing with few grammatical and mechanical errors	Writing shows careful evidence of editing with few to no mechanical or grammatical errors

General Education Student Learning Outcome 2

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
2. Demonstrate both a) proficiency in oral discourse in a variety of formats and b) the ability to critically evaluate oral presentations according to established criteria	a. Central Message (clear topic) ITCPC 2.4	Central message is not explicitly stated, can possibly be deduced	Central message is basically understandable, but is not often supported and is not memorable	Central message is stated, consistent with supporting material	Central message is clear, strongly supported	Central message is compelling, precisely stated and memorable
	b. Organization ITCPC 2.1	Organizational pattern is not observable within the presentation	Organizational pattern is intermittently observable within the presentation	Organizational pattern is consistently observable	Organizational pattern is observable, fosters understanding of presentation content	Organization is skillful, makes the content of the presentation cohesive
	c. Supporting material ITCPC 2.5	Insufficient supporting materials serve to minimally support the presentation	Supporting materials partially reference information, partially supporting the presentation	Supporting materials make appropriate reference to information and generally support the presentation or the credibility of the speaker	Supporting information provides strong evidence for analysis and supports the credibility of the speaker	A variety of supporting information provides content for analysis and establishes authority and credibility of speaker
	d. Language ITCPC 2.2	Language choices are unclear and minimally support the presentation. Language choice is not appropriate to audience	Language choices are commonplace or cliché and only partially support the presentation. Language choice is appropriate to audience	Language choices are often interesting, support the presentation. Language choice is appropriate to audience	Language choices are thoughtful, interesting, and make the presentation effective. Language choice is appropriate to audience	Language is compelling, is appropriate to audience, and enhances the presentation.
	e. Delivery ITCPC 2.3	Delivery techniques detract from the presentation and the speaker appears uncomfortable.	Delivery techniques make the presentation understandable; the speaker appears tentative	Delivery techniques make the presentation interesting and the speaker appears moderately comfortable	Delivery techniques strongly support the presentation and the speaker appears comfortable	Delivery techniques make the presentation compelling and make the speaker appear polished and confident.
	f. Ability to critically analyze public discourse ITCPC 2.7	Provides some information about the speaker's central message but reveals limited understanding of key elements of effective public discourse	Provides limited information about the speaker's central message, organization, language and delivery, and supporting material	Describes the speaker's central message, organization, language and delivery, and supporting material.	Evaluates effectiveness of speaker's central message, organization, language and delivery, and supporting material to increase listener's understanding	Critically analyzes speaker's use of central message, organization, language and delivery, and supporting material to deliver a compelling message

Rubric developed using Association of American Colleges and Universities "Oral Communication VALUE Rubric"

General Education Student Learning Outcome 3

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
3. Solve problems and be able to make inferences by application of appropriate mathematical models; create appropriate mathematical models such as graphs, tables and equations	a. Interpretation- explain information presented in mathematical forms ITCPC 3.1	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units	Provides predominantly accurate explanations of information presented in mathematical forms	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information	Provides accurate explanations of information presented in mathematical forms. Makes highly appropriate and well-supported inferences based on that information
	b. Calculation ITCPC 3.3	Calculations are attempted but are both unsuccessful and are not comprehensive	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to solve the problem	Calculations attempted are predominantly correct and sufficiently comprehensive to solve the problem	Calculations are essentially all correct and are comprehensive enough to solve the problem.	Calculations are comprehensive to solve the problem and are fully correct. They are presented elegantly.
	c. Application/ Analysis- make judgments and draw conclusions based on analysis of data, recognizing limits of the analysis ITCPC 3.4, 3.6	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work	Uses the quantitative analysis of data as the basis for basic judgments, drawing somewhat plausible conclusions from this work	Uses the quantitative analysis of data as the basis for workmanlike judgments, drawing plausible conclusions from this work	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work
	d. Assumptions- Make and evaluate important assumptions in estimation, modeling, and data analysis ITCPC 3.7, 3.8	Attempts to describe assumptions	Generally describes assumptions	Explicitly describes assumptions	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows clear understanding that confidence in final conclusions is limited by the accuracy of the assumptions
	e.	Completes conversion	Completes conversion	Completes conversion	Competently converts	Skillfully converts

	<p>Representation- Convert relevant information into various mathematical forms (equations, graphs, diagrams, tables, words) ITCPC 3.2</p>	<p>of information but resulting mathematical portrayal is inappropriate or inaccurate</p>	<p>of information but resulting mathematical portrayal is only partially appropriate or accurate</p>	<p>of information into an appropriate mathematical portrayal</p>	<p>relevant information into an appropriate and desired mathematical portrayal</p>	<p>relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding</p>
	<p>f. Communication- Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized) ITCPC 3.5</p>	<p>Presents an explanation for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support (may use quasi-quantitative words in place of actual quantities)</p>	<p>Uses quantitative information, but does not effectively connect it to the purpose of the work</p>	<p>Uses quantitative information in connection with the purpose of the work, though data may be presented in a less than completely effective format or some parts of the application may be uneven</p>	<p>Uses quantitative information in connection with the purpose of the work, presents it in an effective format, and explicates it sufficiently</p>	<p>Uses quantitative information in connection with the purpose of the work, presents it in a highly effective format, and explicates it with consistently high quality</p>

Informed by Association of American Colleges and Universities Quantitative Literacy VALUE Rubric

General Education Student Learning Outcome 4

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level 1	Scoring Criteria Level 2	Scoring Criteria Level 3	Scoring Criteria Level 4	Scoring Criteria Level 5 Exemplary
<p>4. Demonstrate the ability to explain and use natural scientific vocabulary and concepts, the ability to describe methods applicable to answering scientific questions, and the ability to articulate criticism of scientific debates and discoveries. Demonstrate the ability to obtain, analyze, interpret and criticize qualitative observations and quantitative measurements to explain natural phenomena and to test hypotheses.</p>	<p>a. Explain and use natural scientific vocabulary and concepts ITCPC 4.5</p>	<p>Student is unable to define terms and unable to identify concepts.</p>	<p>Student is able to define a few terms, but is generally unable to use those terms effectively.</p>	<p>Student is able to define and use terms, but is unable to articulate broader concepts involving the terms.</p>	<p>Student is able to define and use terms, and is able to articulate at least one broader concept involving the terms.</p>	<p>Student is able to define and use terms, and is able to articulate broader concepts involving the terms and connections between those concepts</p>
	<p>b. Describe scientific methods ITCPC 4.1</p>	<p>Student is unable to articulate any applicable methods</p>	<p>Student is able to articulate a method, though it may be in applicable</p>	<p>Student is able to articulate an applicable and appropriate method, though better ones may exist</p>	<p>Student is able to articulate the best method(s), but with some gaps</p>	<p>Student is able to articulate in great detail the best method(s)</p>
	<p>c. Think critically about scientific debates and discoveries</p>	<p>Student is generally unaware of past & present scientific debate & discovery.</p>	<p>Student is generally aware of past & present scientific debate & discovery, but cannot offer meaningful criticism.</p>	<p>Student is generally aware of past & present scientific debate & discovery, and can offer superficial criticism.</p>	<p>Student is generally aware of past & present scientific debate & discovery, and can offer meaningful criticism.</p>	<p>Student is keenly aware of past & present scientific debate & discovery, and offers very detailed and meaningful criticism.</p>
	<p>d. Make initial observations about natural phenomena ITCPC 4.6</p>	<p>Student is unable to describe an appropriate natural phenomenon.</p>	<p>Student is able to describe an appropriate natural phenomenon, but not an applicable process of observation.</p>	<p>Student is able to describe in general terms an appropriate natural phenomenon, and an applicable process of observation.</p>	<p>Student is able to describe, using some terms of the field, an appropriate natural phenomenon, and an applicable process of observation.</p>	<p>Student is able to describe, in great detail & using terms of the field, an appropriate natural phenomenon, and an applicable process of observation.</p>
	<p>e. Formulate hypothesis ITCPC 4.3, 4.6</p>	<p>Student is unable to make predictions about natural systems based on foundational knowledge.</p>	<p>Student is able to make marginally plausible predictions about natural systems based on foundational knowledge.</p>	<p>Student is able to make plausible, general predictions about natural systems based on foundational knowledge.</p>	<p>Student is able to make plausible, detailed predictions about natural systems based on foundational knowledge.</p>	<p>Student is able to make plausible, detailed predictions about natural systems that integrate advanced concepts.</p>
	<p>f. Design a test for that hypothesis ITCPC 4.3</p>	<p>Student is ignorant of technical methodologies.</p>	<p>Student demonstrates knowledge of technical methodologies, but not the most appropriate ones</p>	<p>Student demonstrates general knowledge of appropriate technical methodologies</p>	<p>Student demonstrates detailed knowledge of appropriate technical methodologies</p>	<p>Student demonstrates nuanced knowledge of appropriate technical methodologies</p>

	g. Collect observation & measurement data ITCPC 4.3	Student cannot identify basic data collection technologies	Student can identify basic data collection technologies, but cannot use them with any precision or accuracy	Student can use basic data collection technologies, but only with moderate precision and accuracy	Student can use basic data collection technologies with precision and accuracy, but cannot recognize limitations of data collected	Student can use basic data collection technologies with precision and accuracy, and can detail limitations of data collected
	h. Analyze and/or process data collected ITCPC 4.4	Student cannot identify basic analytical technologies	Student can identify basic analytical technologies, but cannot use them appropriately	Student can identify and use analytical technologies, but with only moderate success	Student can identify and use analytical technologies with few errors	Student can identify and use advanced analytical technologies almost always correctly
	i. Think critically about analytical results ITCPC 4.2	Student does not recognize that analytical results can be criticized	Student provides in appropriate criticism of analytical results	Student can criticize analytical results, but cannot discuss them beyond the context of the immediate experiment	Student can criticize analytical results and place them into a broader context	Student can criticize analytical results, place them into a broader context and independently suggest new avenues of research

General Education Student Learning Outcome 5

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
Areas of Knowledge 5. Perform the basic operations of personal computer use for academic purposes; critically assess technological worth; filter, analyze, and critique information and experience	a. Technology and information literacy	Uses technology to access information; demonstrates little skill with or knowledge of search strategies	Uses technology to access information; has limited awareness of the need to expand or refine a search to gain breadth or additional perspectives	Uses technology to access information; expands or refines a search in order to access additional information.	Uses technology to access needed information; Acknowledges the relevance of broader or multiple contexts and perspectives when searching for information. Demonstrates the ability to refine a search as a search strategy.	Uses technology to access needed information; recognizes the relevance of broader and multiple contexts and perspectives when searching for information. Demonstrates strong skills and knowledge in refining a search.
	b. Use of technology as a medium of academic expression	Use of technology and/or choice of tools limit effectiveness in communicating academic learning	Uses technology to communicate academic learning using adequate tools	Uses technology to communicate academic learning through use of appropriate tools	Uses technology to communicate academic learning through a variety of media; demonstrates use of appropriate, efficient and effective tools	Uses technology in innovative and compelling ways to communicate academic learning; demonstrates strong knowledge of and skill with appropriate, efficient and effective tools
	c. Use of technology as an inquiry and hands-on learning tool	Use of technology and/or choice of tools demonstrate limited understanding of the role of technology in inquiry.	Uses technology in pursuit of the solution to a problem. Uses adequate tools to gather information	Uses technology when solving a problem; uses appropriate tools to gather information while working toward a learning goal.	Uses technology to solve a problem; demonstrates use of appropriate, efficient, and effective tools to frame a question and gather and synthesize information to achieve a learning goal	Uses technology to solve a problem through integrative learning; demonstrates use of appropriate, efficient and effective tools to frame a question, gather information, and synthesize multiple types of information to achieve a learning goal.
	d. Use of technology to create collaborative contexts	Uses technology to communicate in collaborative contexts with course peers; uses technology to post required information	Uses technology to communicate in collaborative contexts with course peers; uses the collaborative context to share information	Uses technology to communicate in collaborative contexts with course peers; uses the collaborative context to promote shared	Uses technology to communicate in collaborative contexts beyond the classroom; develops an understanding of	Uses technology to communicate in collaborative contexts with a global focus; develops collaborative relationships to promote

				understandings	another culture or cultures through use of collaborative contexts	understanding across cultural/international groups
e. Ethical use of technology	Use correctly one of the following: use of citations and references; choice of paraphrasing, summary, or quoting; use of information in ways that are true to original context; distinguish between common knowledge and ideas requiring attribution. Demonstrate a functional understanding of the ethical and legal restrictions on the use of copyrighted, confidential, and/or proprietary information.	Use correctly two of the following: use of citations and references; choice of paraphrasing, summary, or quoting; use of information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrate a functional understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Use correctly three of the following: use of citations and references; choice of paraphrasing, summary, or quoting; use of information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrate a functional understanding of the ethical and legal restrictions on the use of copyrighted, confidential, and/or proprietary information.	Use correctly all of the following: use of citations and references; choice of paraphrasing, summary, or quoting; use of information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrate clear understanding of the ethical and legal restrictions on the use of copyrighted, confidential, and/or proprietary information.	Use correctly all of the following: use of citations and references; choice of paraphrasing, summary, or quoting; use of information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrate a deep understanding of the ethical and legal restrictions on the use of copyrighted, confidential, and/or proprietary information.	

Informed by Association of American Colleges and Universities "Information Literacy VALUE Rubric" and

Ehrmann, Stephen. 2004. Beyond computer literacy: Implications of technology for the content of a college education. *Liberal Education*, Fall 2004.

General Education Student Learning Outcome Rubric SLO 6

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
6. Demonstrate an understanding and appreciation of the complexity of the human experience, the arts and aesthetics, and the great ideas and cultures of the world; Interpret and critically evaluate the creative products of human expression.	a. Understands and appreciates complexities of human experience ITCPC 6.1	Turns in unfulfilled assignment(s) and/or unacceptable writing	Incorporates scattered, disconnected thinking and/or unsatisfactory writing	Demonstrates literal thinking and/or satisfactory writing	Engages in and shares interpretive/inferential thinking and fine writing	Displays and records analytical thinking and superior writing
	b. Understands and appreciates arts and aesthetics of the world ITCPC 6.6	Misreads material, confuses geography or time periods, and maintains a narrow closed-minded perspective	Uses vague, sweeping, general terms; strives for basic reading/concept comprehension	Compares works with one or more different world cultures and perhaps genres	Integrates multilayered analysis from diverse areas of the world	Synthesizes theoretical ideas with appreciation of manifold genres; articulates nuances of intertextualities
	c. Understands and appreciates great ideas and cultures of the world ITCPC 6.3	Incorrectly historicizes authors/artists; misidentifies countries and/or origins	Sees a variety of significant world knowledge as egocentric projections of personal experience	Considers perspectives beyond American and British or Eurocentric	Contests or reaffirms world concerns of values, philosophy, history, gender, class, and/or race	Demonstrates synthesis of disparate ideas to describe, question, and evaluate a variety of weighty ideas from divergent world cultures
	d. Interpret creative products of human expression ITCPC 6.4	Lacks concept comprehension, misstates or labels elements inappropriately	Incorporates scattered, disconnected thinking and unsatisfactory writing; exhibits ineffective communication	Demonstrates literal thinking and satisfactory written or oral discussion; understands discipline-specific terms	Engages in and shares interpretive/inferential thinking and articulate writing/oral discussion; discusses significant ideas using course-specific terms effectively	Displays and records analytical thinking and superior written/oral discussion; gracefully and confidently integrates expressive language in unique analyses
	e. Evaluate creative products of human expression ITCPC 6.5	Turns in unfulfilled assignment(s) and/or unacceptable writing	Uses vague, sweeping, general terms; strives for basic reading/concept comprehension	Strives to enter academic discourse; displays understanding of assigned reading, viewing, or listening	Compares and/or contrasts multiple ideas, authors, artists, and/or genres; employs examples and details which are both evident and significant; creates cogent and persuasive arguments	Synthesizes a variety of convincing examples and details to support a substantial and eloquent multivalent argument for his or her convincing evaluation

General Education Student Learning Outcome 7

Student Learning Outcome 7	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
II. Areas of Knowledge C. Social and Historical Studies 7A. <i>Understand the methods social scientists use to explore social phenomena; describe forces (e.g. economics, social, political) that influence behavior.</i>	a. Discipline-specific literacy ITCPC 5.1	Demonstrates a lack of understanding of most key terms and concepts; cannot recognize in context or correctly interpret or apply.	Demonstrates an understanding of some terms and concepts; important difficulties exist when interpreting or applying these in context.	Demonstrates a basic understanding of most terms and concepts; some key difficulties with interpretation and application.	Demonstrates proficiency with terminology, applies concepts correctly in context.	Demonstrates mastery of all key terms and concepts by interpreting and applying correctly in context. Makes connections to other related social science concepts or global constructs
	b. Explanation of issues ITCPC 5.4	States a problem or scenario to be considered critically without clarification or description.	Understands problem or scenario basics, but shows difficulty connecting to relevant principles and concepts.	Identifies the basics of problem or scenario using some relevant principles.	Correctly identifies key elements of problems or scenarios; applies relevant principles.	All key elements of problems or scenarios are considered critically by applying all relevant principles necessary for full understanding.
	c. Influence of context and assumptions ITCPC 5.2	Demonstrates a too-narrow view of the context or references broader issues that are not strongly related to the problem or scenario. Does not acknowledge possible assumptions.	Understands some broader context exists and is important, but shows difficulty referencing what that context is. Shows an emerging awareness of some assumptions.	References interactions between principles and a broader social, political, or economic context. Identifies some assumptions.	Some important recognition of interactions of issues related to the broader social, political, or economic context. Identifies own and others' assumptions.	Recognizes the interaction of relevant principles, including those of the broader social, political, or economic context. Analyzes own and others' assumptions.
	d. Tools of inquiry ITCPC 5.3	Shows little evidence of developing an analysis, synthesis or recommendation connected to key concepts or tools. Viewpoints of experts are taken as fact, without question	Shows evidence of applying some tools and concepts, though analysis, synthesis, or recommendation is incomplete or not feasible. Viewpoints of experts are taken as mostly fact, with little questioning.	Applies some basic concepts and tools, but analysis, synthesis, or recommendation needs more thinking and refinement. Viewpoints of experts are minimally questioned.	Applies relevant concepts and tools to develop a feasible analysis, synthesis, or recommendation. Viewpoints of experts are subject to questioning.	Applies all relevant concepts and tools to develop a comprehensive analysis, synthesis, or recommendation. Viewpoints of experts are questioned thoroughly.
	e. Student's position or stance; related outcome or consequence	Fails to analyze alternatives or consequences, or to suggest these exist.	Hints at some alternatives or consequences.	References some alternatives and consequences that need further exploration and development.	Addresses important alternatives and references important consequences.	Fully analyzes alternatives and discusses important direct and indirect consequences.

Informed by Association of American Colleges and Universities "Critical Thinking VALUE Rubric"

General Education Student Learning Outcome 7

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
7B. Understand how people have existed, acted and thought in the past in various parts of the world; describe the social and historical forces that impacted them and how those forces might influence contemporary society	f. Uses modes of inquiry associated with the integrated study of history (primary and secondary sources, maps, images, statistical data) ITCPC 6.2	Demonstrates a limited understanding of primary and secondary sources. Provides source information without a view toward historical stance.	Demonstrates some understanding of the differences between primary and secondary sources; can use information to develop a historical stance.	Demonstrates a basic understanding of the differences between primary and secondary sources; ; uses information to structure a discussion of a historical concept or event	Demonstrates the ability to differentiate between primary and secondary sources and can analyze types of sources; can synthesize information to develop a fuller understanding of a historical concept or event	Discusses and analyzes differences between primary and secondary sources easily; provides a consistent synthesis of information and perspective related to understanding of a historical concept or event
	g. Demonstrates understanding of the relationship of culture and society to studies of the past (e.g. nations, institutions, governance, economic systems, belief systems, individuals and groups, gender, social construction of identity) ITCPC 5.5	Demonstrates a limited understanding of larger systems; no broad contextual understanding is demonstrated.	Demonstrates a very general understanding of larger systems; no broader context is provided.	Demonstrates a very general understanding of political, racial, ethnic, cultural, religious, philosophical and/or social systems, power structures and/or leadership styles across time and space, with a general understanding of broader contexts.	Demonstrates a generalized understanding of political, racial, ethnic, cultural, religious, philosophical and/or social systems, power structures and/or leadership styles across time and space, with some ties to a broader context.	Demonstrates a clear understanding of political, racial, ethnic, cultural, religious, philosophical and/or social systems, power structures and/or leadership styles across time and space, and sets it in a broader context.
	h. Critically analyzes factors that impact a) place and time, b) continuity and change, and c) power and authority ITCPC 5.6	Demonstrates limited understanding of factors that impact a) place and time, b) continuity and change, and c) power and authority	Demonstrates some understanding of factors that impact a) place and time, b) continuity and change, and c) power and authority	Can provide examples and explanations of events/factors that impact a) place and time, b) continuity and change, and c) power and authority.	Articulates factors that impact a) place and time, b) continuity and change, and c) power and authority. Provides contextual analysis.	Provides an analysis of the historical context in terms of a) place and time, b) continuity and change, and c) power and authority. Critical analysis connects to discipline theory.
	i. Connects and synthesizes knowledge of the past to inform contemporary perspective	Can make a statement of the relevance of past events to present perspective but provides no examples	Can identify past events with connections to contemporary perspective.	References historical events and identifies related contemporary events/issues	Articulates relevance of historical events to contemporary events/issues	Articulates multiple criteria that establish relevance of historical events to contemporary events/issues
	j. Evaluates the legitimacy of multiple perspectives in the study of historical events ITCPC 6.7	Describes one perspective in the study of historical events, provides no discussion of legitimacy.	Acknowledges that more than one perspective might be considered in the study of historical events. Tends to focus on one perspective with no attention to legitimacy.	Demonstrates awareness of multiple perspectives in the study of historical events; provides a statement of legitimacy which lacks analysis or support.	Articulates multiple perspectives in the study of historical events; provides analysis of legitimacy in general terms	Articulates and establishes comparisons for multiple perspectives in the study of historical events; provides analysis of legitimacy in comparative terms

General Education Student Learning Outcome 8

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
8. World Languages and Cross-Cultural Inquiry: Demonstrate both a) an understanding and appreciation of the complexity of world cultures and b) the ability to think transnationally or transculturally about social, political, economic, aesthetic, or technological issues	a. Knowledge of cultural worldview frameworks ITCP 6.7	Demonstrates surface awareness of elements important to members of another culture (history, values, politics, communication styles, economy, beliefs and practices)	Demonstrates partial understanding of elements important to members of another culture (history, values, politics, communication styles, economy, beliefs and practices)	Demonstrates adequate understanding of elements important to members of another culture (history, values, politics, communication styles, economy, beliefs and practices)	Demonstrates understanding of the interrelatedness of elements important to members of another culture (history, values, politics, communication styles, economy, beliefs and practices)	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture (history, values, politics, communication styles, economy, beliefs and practices)
	b. Transcultural verbal and nonverbal communication skills (the degree to which people use physical contact or use direct/indirect or explicit/implicit meanings)	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences; struggles to negotiate a shared understanding	Recognizes and participates in culturally diverse verbal and nonverbal communication on some occasions; begins to negotiate a shared understanding based on those differences.	Recognizes and participates in culturally diverse verbal and nonverbal communication; can negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.
	c. Attitude of Receptiveness	Receptive to interacting with culturally different others. Is cautiously aware of own judgment in his/her interactions with culturally different others, but is unaware of the impact of own judgment.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others; is aware of own judgment and expresses a willingness to change.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing his/her interactions with culturally different others.	Seeks opportunities to engage in interactions with culturally different others. Suspends judgment in valuing his/her interactions with culturally different others.
	d. Cultural self-awareness	Shows minimal awareness of own cultural rules and biases, is uncomfortable exploring possible cultural differences with others.	Identifies own cultural rules and biases, with a strong preference for those rules shared with own cultural group; is most comfortable with sameness	At times recognizes new perspectives about own cultural rules and biases; willing to explore new and diverse experiences.	Recognizes new perspectives about own cultural rules and biases. Comfortable with the complexities that new perspectives offer.	Articulates insights into own cultural rules and biases; seeks complexity, aware of how his/her experiences have shaped these rules. Can recognize and respond to cultural biases, resulting in a shift in self-description.
	e. Empathy skills	Views the experience of others but does so through own cultural worldview	Identifies components of other cultural perspectives but responds in all	Recognizes intellectual and emotional dimensions of more than one worldview	Interprets intercultural experience from the perspectives of own and	Interprets intercultural experience from the perspective of multiple

	ITCPC 6.6		situations through own worldview.	and sometimes uses more than one worldview in interactions.	another worldview; demonstrates ability to act in a supportive manner, recognizing the feelings of another cultural group.	worldviews; demonstrates agility in supportive interactions, recognizing the feelings of other cultural groups.
	f. Attitude of Curiosity ITCPC 5.5	Shows minimal interest in learning more about other cultures	Asks simple or surface questions about other cultures	Asks thoughtful questions about other cultures, may wait on others to provide answers to these questions	Asks deeper questions about other cultures and seeks out answers to these questions	Asks sophisticated questions about other cultures, seeks out and articulates answers to these questions that reflect multiple complex cultural perspectives

Adapted from Association of American Colleges and Universities "Intercultural Knowledge and Competence VALUE Rubric"

General Education Student Learning Outcome 9

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
9. Researched Writing: Demonstrate the ability to determine the nature and extent of research materials needed, evaluate information and sources critically, and write persuasively through the effective use of evidence derived from appropriate sources.	a. Determine extent of information needed	Has difficulty defining the scope of the research question and determining key concepts. Sources selected do not relate to concepts or answer research question	Defines the scope of the research question incompletely. Can determine key concepts. Sources selected partially relate to concepts or partially answer the research question	Defines the scope of the research question and can determine key concepts. Types of sources selected relate to concepts or answer the research question	Effectively defines the scope of the research question or inquiry, determines key concepts, and selects sources to address key concepts	Insightfully defines the scope of the research question or inquiry, determines key and integrated concepts and selects sources to answer research question while also addressing key concepts
	b. Access needed information. Determine quality and appropriateness of information	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position. Accesses information randomly.	Questions some assumptions. Identifies some relevant contexts when presenting a position. May be more aware of other's assumptions than one's own (or vice versa). Retrieves information from limited and similar sources.	Identifies own and others' assumptions and some relevant contexts when presenting a position. Accesses information using simple search strategies.	Analyzes own and others' assumptions and acknowledges the relevance of several contexts when presenting a position. Demonstrates the ability to refine a search as a search strategy.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and evaluates the relevance of contexts when presenting a position. Uses effective, well-designed search strategies.
	c. Use of information to accomplish a purpose	Communicates information from sources. Information is fragmented or used inappropriately so the purpose is not achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates and organizes information from sources. Intended purpose is achieved.	Communicates, organizes and synthesizes information from sources to achieve a specific purpose with clarity.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity, depth, and insight.
	d. Access and use information ethically and legally	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a functional understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a functional understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a functional understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a deep understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Adapted from Association of American Colleges and Universities "Information Literacy VALUE Rubric"

General Education Student Learning Outcome 10

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E Pre-Skill	Scoring Criteria Level D Emerging	Scoring Criteria Level C Basic	Scoring Criteria Level B Proficient	Scoring Criteria Level A Exemplary
10. Demonstrate personal and social responsibility by using knowledge in the service of society	a. Civic identity and commitment	Struggles to communicate evidence of attitudes, beliefs, or experience in civic engagement activities and does not connect experiences to civic engagement or social responsibility in a diverse community	Evidence suggests involvement in service learning or civic engagement activities is generated from course requirements rather than sense of social responsibility	Demonstrates attitudes and beliefs as evidence of a developing civic identity and social commitment in the context of a civic engagement/ service learning experience	Describes a clear personal civic identity and social commitment in the context of a civic engagement/ service learning experience	Encourages others to develop a thoughtfully defined civic identity and refined social commitment in the context of a civic engagement/ service learning experience
	b. Analysis of knowledge for use in civic contexts/ structures	Begins to identify knowledge from field of study as relevant to civic life. Experiments with civic contexts and structures, to define a personal strategy	Begins to make connections between knowledge from field of study and participation in civic life. Work within a community context is somewhat personally intentional.	Makes connections between knowledge from field of study, <i>civic goals</i> , and personal intentional participation in civic contexts	Connects and analyzes knowledge from academic field of study with a civic goal and works within a community context	Integrates and demonstrates ability and commitment to extend knowledge from academic field of study with a civic goal and works collaboratively within a community context
	c. Ability to engage with and learn from others while working with diverse communities and cultures; ability to use communication strategies to establish relationships and further civic action	Expresses attitudes and beliefs from a one-sided point of view, is indifferent or resistant to what can be learned from others; does not adapt ideas and messages to communicate in a civic context	Has limited awareness that personal beliefs differ from those of other communities and cultures, exhibits little or no curiosity about what can be learned from others; communicates in a civic context in limited ways (express, listen, or adapt ideas and messages based on others' perspectives)	Is aware that personal beliefs differ from those of other communities and cultures, exhibits some curiosity about what can be learned from others; communicates in a civic context using some communication strategies (express, listen, and/or adapt ideas and messages based on others' perspectives)	Challenges own personal attitudes and beliefs while working within and learning from diverse communities and cultures; communicates in a civic context using multiple communication strategies (express, listen, and/or adapt ideas and messages based on others' perspectives)	Provides evidence of modified personal attitudes and beliefs because of working within and learning from diverse communities and cultures; tailors communication strategies (express, listen, and adapt ideas and messages based on others' perspectives) to establish relationships and further civic action
	d. Civic action and reflection	Experiments with civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	Describes marginal participation in civically focused activities. Begins to reflect on how these actions might benefit individuals or communities	Has clearly participated in civically focused activities. Reflects on how these actions may benefit individuals or communities	Demonstrates reflective insights regarding aims and accomplishments of personal civic actions; shows inclination toward leadership in future civic engagement activities	Seeks out information to become knowledgeable and remain informed on current issues in the community and beyond; shows clear intent toward leadership in ongoing civic engagement activities

Content informed by the Association of American Colleges and Universities "CIVIC Engagement VALUE Rubric"

General Education Student Learning Outcome 11

Student Learning Outcome 11	Key Words/ Key Phrases	Scoring Criteria Level E	Scoring Criteria Level D	Scoring Criteria Level C	Scoring Criteria Level B	Scoring Criteria Level A
		Pre-Skill	Emerging	Basic	Proficient	Exemplary
Demonstrate ethical reasoning; convey understanding of how ethical issues and values frame and shape human conduct and ways of life.	a. Demonstrate understanding of core beliefs and values as a context for ethical reasoning	Student is unable to articulate core beliefs or values	Student states core beliefs and values	Student describes core beliefs and values and relates to ethical reasoning	Student discusses and provides some analysis of core beliefs and values as related to ethical reasoning	Student discusses in detail and analyzes core beliefs and values, making connections to ethical reasoning with depth and clarity
	b. Demonstrate understanding of a moral theory's central premises	Student is unable to describe a moral premise.	Student describes a moral theory in basic terms, failing to clearly identify central premises	Student describes a moral theory in some detail, identifying most central premises	Student discusses a moral theory's central premises with some analysis	Student discusses a moral theory's central premises, analyzing and explaining complexities
	c. Apply the moral theory to an ethical issue	Student identifies an ethical issue but fails to connect the moral theory	Student identifies an ethical issue but makes limited association with theory	Student identifies an ethical issue, grasping some complexity when associating with theory	Student identifies complexity of ethical issue(s), applies ethical perspectives accurately	Student identifies complexity of ethical issue(s), and is able to consider full implications of application of theory
	d. Describe how ethical issues and values influence human conduct and ways of life	Student is unable to connect ethical issues and values with human conduct and ways of life	Student describes at least one way an issue and related values affect humans.	Student describes with some evidence two or more ways that issues and values affect humans.	Student describes with adequate evidence multiple ways that issues and values affect humans.	Student describes with compelling evidence how issues and related values interact to affect humans.
	e. Evaluate how a theory handles or fails to handle the issue	Student is unable to evaluate the impact of a theory on an ethical issue.	Student evaluates the impact of a theory on ethical issues by providing at least two examples.	Student evaluates the impact of a theory on an ethical issue by providing some evidence for two different views	Student evaluates the impact of a theory on an ethical issue by providing adequate evidence for multiple views	Student evaluates the impact of a theory on an ethical issue by providing compelling evidence for multiple views

Informed by Association of American Colleges and Universities VALUE Rubrics

General Education Student Learning Outcome 12

Student Learning Outcome	Key Words/ Key Phrases	Scoring Criteria Level E	Scoring Criteria Level D	Scoring Criteria Level C	Scoring Criteria Level B	Scoring Criteria Level A
12. Demonstrate dispositions and skills associated with ongoing pursuit of improving knowledge and continuously enhancing competency.		Pre-Skill	Emerging	Basic	Proficient	Exemplary
	a. Curiosity	Has difficulty identifying an area of interest; may struggle with the concept of inquiry and the relevance of continuous learning to pursue life goals.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject
	b. Initiative	Does not understand the relevance of required work for developing skills to expand knowledge.	Completes required work.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.
	c. Independence	Relies on instructors to define personal areas of inquiry.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.
	d. Transfer	Perceives learning as discrete events that are only connected when those connections are made explicit through instruction.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
e. Reflection	Review of prior learning tends to blame others for missed opportunities to achieve understanding.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives	

			meaning or indicating a broader perspective about educational or life events.	indicating a somewhat broader perspectives about educational or life events.	broader perspectives about educational or life events.	about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.
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Informed by Association of American Colleges and Universities VALUE Rubrics

Table: Student Learning Outcomes and Principles of Undergraduate Learning Alignment

	PUL 1 Core Communication and Quantitative Skills	PUL 2 Critical Thinking	PUL 3 Integration and Application of Knowledge	PUL 4 Intellectual Depth, Breadth, and Adaptiveness	PUL 5 Understanding Society and Culture	PUL 6 Values and Ethics
SLO 1 Common rubric items	a,b,c,d					
SLO 2 Common rubric items	a,b,d,e	f				
SLO 3 Common rubric items	a,b,c,d		ef			
SLO 4 Common rubric items	d	c	h, i	a, b, e, f, g		
SLO 5 Common rubric items	b	c	a		d	e
SLO 6 Common rubric items		e	d	a	c	b
SLO 7 Common rubric items	a	b, d, e, f, h	c	i, j	b, g	
SLO 8 Common rubric items					a, b, c, d, e, f	
SLO 9 Common rubric items	a, b, c, d					
SLO 10 Common rubric items		b	a		c, d	
SLO 11 Common rubric items						a, b, c, d, e
SLO 12 Common rubric items			b, c, d, e	a		

Assessment of General Education

The IUPUC General Education Board is responsible for monitoring the assessment of student performance of the IUPUC General Education Student Learning Outcomes (SLO). General Education courses participate in the assessment process on a 5 year cycle. The student learning outcomes are measured by instructors in all general education courses due to be assessed in a given year. Instructors use a common scoring rubric specific to the student learning outcome associated with the course.

Year in Cycle

1

1

2

3

4

5

5

5

Ongoing

Areas to be Monitored

English composition and communication

Mathematical modeling

Natural, quantitative, and information science

Arts and humanities

Social and historical studies

World languages and cross-cultural inquiry

Researched writing

Ethical inquiry

Impact of general education curriculum at IUPUC

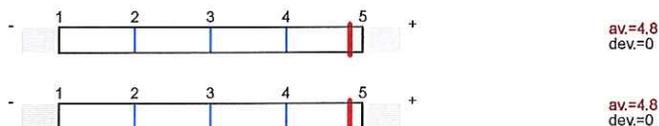
SLO_2 -- Oral Communication
 Academic Year: 2012-13
 No. of responses = 1

IUPUC

Overall indicators

Global Index

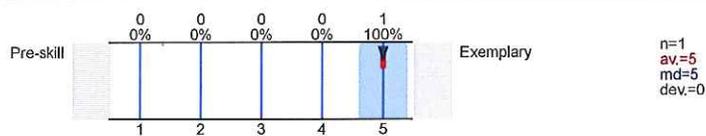
2. Demonstrates both a) proficiency in oral discourse in a variety of formats and b) the ability to critically evaluate oral presentations according to established criteria.



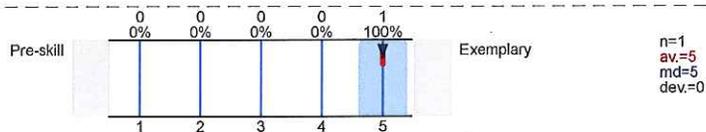
Survey Results

2. Demonstrates both a) proficiency in oral discourse in a variety of formats and b) the ability to critically evaluate oral presentations according to established criteria.

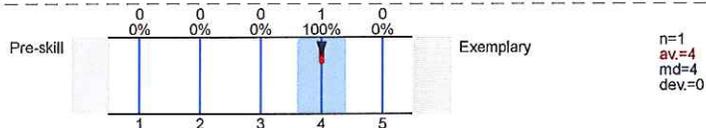
2.1 Central message (clear topic)



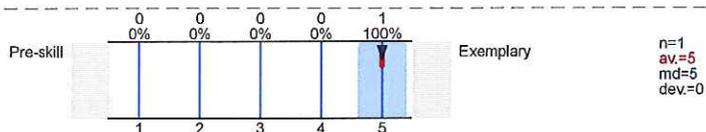
2.2 Organization



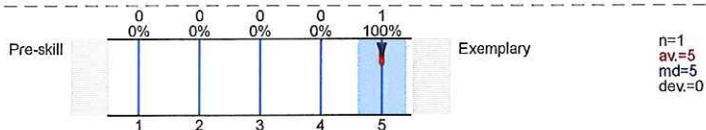
2.3 Supporting material



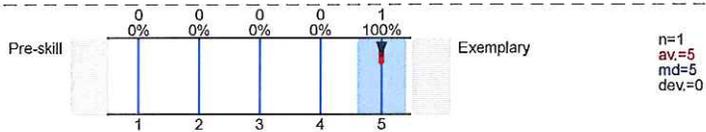
2.4 Language



2.5 Delivery



2.6 Ability to critically analyze public discourse



Student program

GENSTDS 100%

n=1

Profile

Subgroup: SLO 2 [SLO-02 (Oral Communication)] -- General Studies Degree Program

Values used in the profile line: Mean

2. Demonstrates both a) proficiency in oral discourse in a variety of formats and b) the ability to critically evaluate oral presentations according to established criteria.

2.1 Central message (clear topic)	Pre-skill					Exemplary	n=1	av.=5.0	md=5.0	dev.=0.0
2.2 Organization	Pre-skill					Exemplary	n=1	av.=5.0	md=5.0	dev.=0.0
2.3 Supporting material	Pre-skill					Exemplary	n=1	av.=4.0	md=4.0	dev.=0.0
2.4 Language	Pre-skill					Exemplary	n=1	av.=5.0	md=5.0	dev.=0.0
2.5 Delivery	Pre-skill					Exemplary	n=1	av.=5.0	md=5.0	dev.=0.0
2.6 Ability to critically analyze public discourse	Pre-skill					Exemplary	n=1	av.=5.0	md=5.0	dev.=0.0

Profile



Subgroup:

SLO 2 [SLO-02 (Oral Communication)] -- General Studies Degree Program

2. Demonstrates both a) proficiency in oral discourse in a variety of formats and b) the ability to critically evaluate oral presentations according to established



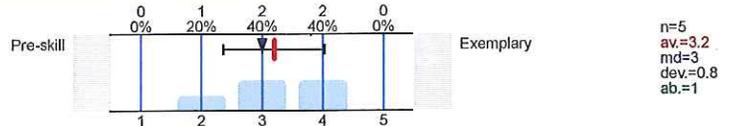
av.=4.8

dev.=0.0

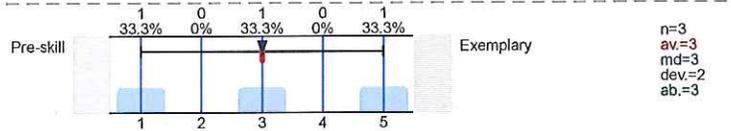
Survey Results

3. Solve problems and be able to make inferences by application of appropriate mathematical models.

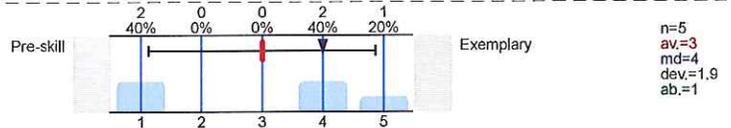
3.1 Interpretation: Explain information presented in mathematical forms.



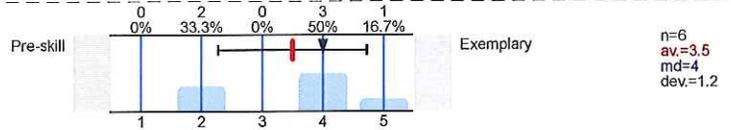
3.2 Calculation



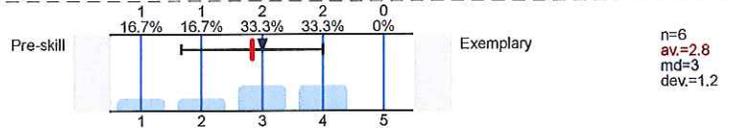
3.3 Application/Analysis: Make judgements and draw conclusions based on analysis of data, recognizing limits of the analysis.



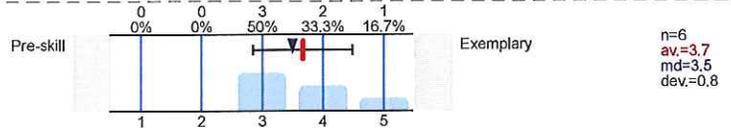
3.4 Assumptions: Make and evaluate important assumptions in estimation, modeling, and data analysis.



3.5 Representation: Convert relevant information into various mathematical forms (equations, graphs, diagrams, tables, words).



3.6 Communication: Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).



Student program



n=6

Profile

Subgroup: SLO 3 [SLO-03 (Mathematical Modeling A and B)] -- General Studies Degree Program

Values used in the profile line: Mean

3. Solve problems and be able to make inferences by application of appropriate mathematical models.

3.1 Interpretation: Explain information presented in mathematical forms.

Pre-skill | | | | Exemplary

n=5 av.=3.2 md=3.0 dev.=0.8

3.2 Calculation

Pre-skill | | | | Exemplary

n=3 av.=3.0 md=3.0 dev.=2.0

3.3 Application/Analysis: Make judgements and draw conclusions based on analysis of data, recognizing limits of the analysis.

Pre-skill | | | | Exemplary

n=5 av.=3.0 md=4.0 dev.=1.9

3.4 Assumptions: Make and evaluate important assumptions in estimation, modeling, and data analysis.

Pre-skill | | | | Exemplary

n=6 av.=3.5 md=4.0 dev.=1.2

3.5 Representation: Convert relevant information into various mathematical forms (equations, graphs, diagrams, tables, words).

Pre-skill | | | | Exemplary

n=6 av.=2.8 md=3.0 dev.=1.2

3.6 Communication: Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is

Pre-skill | | | | Exemplary

n=6 av.=3.7 md=3.5 dev.=0.8

