

DRAFT



**GENERAL EDUCATION
ASSESSMENT MANUAL**

DRAFT

General Education Assessment Manual

Index

Introduction.....	p. 1
General Education Core	p. 2
Student Learning Outcomes (SLOS)	p. 5
Process	p. 7
<u>Rubrics: Course Level Worksheets</u>	
Category 1 – Student Success	p. 10
Category 2 – Communication	p. 12
Category 3 – Mathematics	p. 28
Category 4 – Arts and Humanities.....	p. 36
Category 5 – Natural Science	p. 48
Category 6 – Social Science & Behavioral Wellness	p. 51
Category 7 – History	p. 65
Category 8 – Religion	p. 67
Category 9 – Civic Studies	p. 79

DRAFT

Tusculum University: General Education Assessment Manual

Introduction:

Assessment

Assessment is a data-driven process undertaken to improve student learning outcomes. Assessment occurs in two distinct phases. In the first phase, data is collected on student progress toward reaching defined learning outcomes. In the second phase, that data is analyzed to develop and implement specific strategies to improve student learning. The process is then repeated with the long-term goal of continual refinement and improvement.

Assessment is not grading. When assessing student work all efforts must be made to isolate factors that precisely contribute to student proficiency in the measured ***student learning outcome*** (SLO). The assessment process is not necessarily a measure of instructional ability, nor will it be used as a performance metric used in faculty evaluation. The sole purpose of assessment in the General Education Program is to improve student performance in the instructional areas and ideas that form the core of the Tusculum educational experience.

The General Education Program

The General Education Program, taken together, is the single educational experience shared by all Tusculum students. Comprised of distinct disciplinary categories, the General Education Program was designed to help students reach their full potential as capable and informed participants in civil society.

SLOs are an important component of the General Education Program and achieve two specific purposes. In the first purpose, SLOs provide a common relationship that allows students to select one of several courses within a general education category. Thus, shared SLOs answer the question of why various courses within a General Education category are grouped together. SLOs also tie the General Education core back to the broader mission of the institution. Ideally, SLOs should achieve a balance between being grounded in the common disciplinary outcomes of specific general education category and more broadly tied to the aspirational goals established in the University's mission.

DRAFT

Tusculum University General Education Core 42 hours	
General Education Category	Courses that meet requirements
1. College Success Skills – 2 credit	OREN 105 Tusculum Experience
2. Communication – 9 credits (6 credits composition & 3 credits Speech)	ENGL 110 Composition I: Close Reading and Analysis or validation by ACT/SAT ENGL 111 Composition II: Research and Rhetoric or ENGH 111 Composition and Rhetoric II (Honors) COMM 210 Interpersonal Communication COMM 212 Team and Small Group Communication COMM 220 Argumentation and Debate SPCH 101 Public Speaking
3. Mathematics – 3 hours (See individual associate and baccalaureate program listings for General Education Mathematics requirements)	MATH 122 Quantitative Applications MATH 140 Elementary Statistics MATH 145 College Algebra MATH 190 Calculus I
4. Humanities and Fine Arts – 6 credits (3 credits must be a literature class)	<u>Literature</u> ENGL 201 Literature of Sexuality ENGL 204 Introduction to Poetry ENGL 205 Introduction to Short Fiction ENGL 217 Science Fiction ENGL 219 Theatre of the World ENGL 223 British Literature ENGL 224 American Literature ENGL 225 World Literature ENGL 227 Appalachian Literature ENGL 228 Minority Voices in American Literature ENGL 231 Introduction to Film ENGL 250 Special Topics in Literature
	<u>Fine Arts and Humanities:</u> ARTS 110 Introduction to Art ARTS 204 Ancient through Renaissance Art History ARTS 208 Baroque through Modern Art History ENGL 120 Introduction to Creative Writing HUMA 222 Philosophy through the Humanities MUSC 101 Introduction to Music RELG 101 Introduction to the Old Testament RELG 102 Introduction to the New Testament RELG 201 World Religions RELG 230 Hebrew and Christian Traditions THEA 104 Introduction to the Theatre
5. Natural Science (with lab) – 4 hours	BIOL 105/BIOL 105L Introductory Biology and Laboratory BIOL 110/BIOL 110L General Biology I and Laboratory

DRAFT

	BIOL 120/BIOL 120L General Biology II and Laboratory BIOL 251/BIOL 251L Anatomy and Physiology I and Laboratory BIOL 252/BIOL 252L Anatomy and Physiology II and Laboratory CHEM 101/CHEM 101L General Chemistry I and Laboratory CHEM 102/CHEM 102L General Chemistry II and Laboratory EVSC 111/EVSC 111L Environmental Science and Laboratory GEOL 101/GEOL 101L Physical Geology and Laboratory NSCI 105/NSCI 105L Natural Science and Laboratory PHYS 201/PHYS 201L General Physics I and Laboratory PHYS 202/PHYS 202L General Physics II and Laboratory
6. Behavioral, Wellness and Social Sciences -6 credits (a maximum of three credits in wellness to satisfy this requirement)	<u>Social Sciences:</u> BUSN 201 Principles of Economics I BUSN 202 Principles of Economics II BUSN 208 Macroeconomics & Microeconomics (6 hours in BSBA major) CRJU 105 Introduction to Criminal Justice GEOG 200 Introduction to Geography POLS 110 American Government POLS 210 Comparative Government POLS 220 World Politics and International Relations POLS 230 State and Local Government PSYC 101 Essentials of Psychology PSYC 206 Life Span Development PSYC 207 Educational Psychology SOCI 101 Principles and Social Institutions SOCI 105 Contemporary Social Issues <u>Wellness:</u> PHED 201 Foundations of Physical Fitness and Wellness PSYC 102 Psychology of Adjustment
7. History – 6 hours	HIST 101 The West and the World I HIST 102 The West and the World II HIST 201 U.S. History Survey I HIST 202 U.S. History Survey II HIST/POLS 280 The History of Representative Government in the Western Tradition
8. Religion – 3 credits	RELG 101 Introduction to the Old Testament RELG 102 Introduction to the New Testament RELG 201 World Religions RELG 230 Hebrew and Christian Traditions
9. Civic Studies – 3 hours	CIVS 223 The Philosophy of Social Science Inquiry CIVS 251 Citizenship and Social Change

DRAFT

NOTE: majors will integrate civic engagement-intensive content into the majors	POLS 110 American Government POLS 210 Comparative Government POLS 220 World Politics and International Relations POLS 230 State and Local Government
--	---

NOTE 1: A course may only count in one general education category.

NOTE 2: Every major will integrate the general education global awareness outcome into at least one major course.

NOTE 3: Civic engagement content will be integrated into major courses.

NOTE 4: Articulation Agreements approved by school faculty will allow for substitution for transfer students of the Tusculum General Education Core.

NOTE 5: Orientation hours can be waived/substituted for transfer students, either by exception or online orientation.

DRAFT

Tusculum University General Education SLOs – Summary

Category 1: College Success Skills

- **Application of learning beyond the classroom:** Students will create pathways for success leading up to and post-graduation by fostering early connections to institutional personnel and resources.
- **Civic Engagement and competence:** Students will develop the ability to become an informed participant in civic processes.

Category 2: Communication

2A Writing

- **Writing:** Students will develop writing facility in a variety of modes for distinct audiences.
- **Information Literacy:** Students will evaluate the credibility of sources in using them to construct written arguments.

2B Public Speaking

- **Writing:** Students will structure evidence to convincingly support their arguments.
- **Public Speaking:** Students will create messages appropriate to the audience, purpose, and context.
- **Public Speaking:** Students will evaluate personal communication strengths and weaknesses

Category 3: Mathematics

- **Mathematical Reasoning:** Students will explain information presented in mathematical forms.
- **Problem Solving:** Students will solve equations at the appropriate course level.

Category 4: Arts and Humanities:

- **Self-Knowledge:** Students will identify their place within broader cultural and artistic traditions.
- **Contextualizing Cultural Transmission:** Students will describe how different mediums have been used to affect the transmission of culture over time.

Category 5: Natural Science

- **Scientific Inquiry:** Students will graph scientific data.
- **Written Scientific Communication:** Students will produce a scientific laboratory report using the IMRAD structure.

Category 6: Social Science & Behavioral Wellness

- **Content Knowledge of social sciences:** Students will explain the core concepts of their chosen field of study in the social sciences.
- **Critical Thinking and analytic reasoning skills:** Students will appraise relevant arguments from their chosen field of study in the social sciences.

Category 7: History

DRAFT

- **Knowledge of Historical Change**: Student will explain historical change using chronological arguments.
- **Critical Thinking Skills pertaining to Primary Source Materials**: Students will evaluate how the presentation of events in primary sources is shaped by the authors' perspective.

Category 8: Religion

- **Critical Thinking and analytic reasoning skills**: Students will evaluate arguments arising from various authoritative religious texts.
- **Self-Knowledge**: Students will recognize their own theological commitments on the basis of informed self-reflection.

Tusculum University

General Education Student Learning Outcomes (SLOs)

Application of learning beyond the classroom
Civic engagement and competence
Content knowledge of social sciences
Contextualizing cultural transmission
Critical thinking
Information literacy
Knowledge of diversity in America
Knowledge of historical change
Mathematical reasoning
Problem solving
Public speaking
Scientific inquiry
Self knowledge
Writing

DRAFT

Process

Interest in robust General Education outcomes extends to all programmatic corners of the University and, as such, the charge for administering assessment of General Education SLOs is housed within a faculty committee. The General Education Committee monitors the collection of data and works with department chairs and program faculty to ensure that assessment data is being used to continually improve outcomes within courses that fall within their departments.

The SLOs connected to each course within the General Education Program are available in an appendix of this manual and on the Committee's Moodle page within the Faculty Governance section. Information about the SLOs attached to individual courses and the processes by which those SLOs are assessed are documented in Rubrics: Course-Level Worksheets, which follow and are also on the Moodle page. Course- Level Worksheets should be made available to all course instructors and include four main components.

The first component of the Course-Level Worksheet is the instrument. The instrument is a simple four-point rubric that establishes very broad criteria for student performance. For all work assessed, course instructors will be responsible for reporting a single score on the instrument for each student. If a course has two SLOs, two scores will be reported for each student in the class that completes the assessed work.

There are three additional components that describe how the instrument is utilized to assess the SLO.

1) Description of student work:

This is a simple statement that establishes broad parameters on the type of student work that will be assessed. It should be precise enough that any informed outside reader will understand the type of work the student is expected to complete.

2) An enumeration of when the student work will be completed:

This is often listed as a specific point in the semester such as a final exam or midterm. It may also be expressed less precisely for student projects that don't correlate precisely to the semester schedule by the notation: "according to course syllabus."

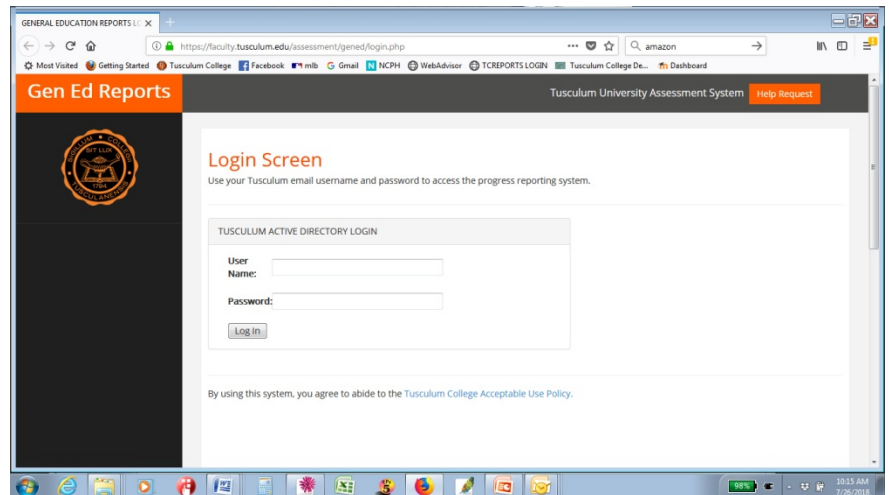
3) A brief description of the criteria used to reach the score on the instrument that is reported:

This is a critical component as it gives all users of assessment data a better understanding of what constitutes student achievement within specific categories, courses, and for specific SLOs. In addition, at the conclusion of inputting scores for individual students, course instructors will have an opportunity to include additional feedback. If there are specific evaluative criteria described in this section that are contributing to lower outcomes it can and should be noted in the "Additional Comments" section of the reporting system.

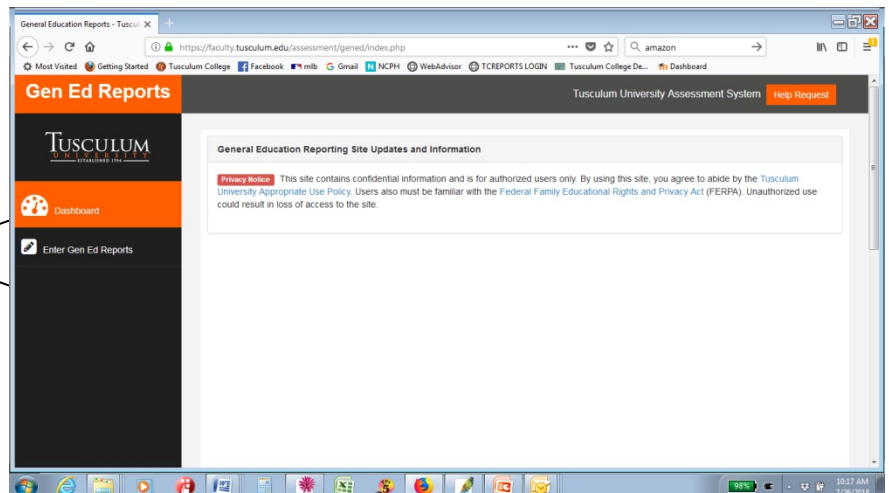
DRAFT

For Course Instructors: Inputting Data into the General Education Assessment Module

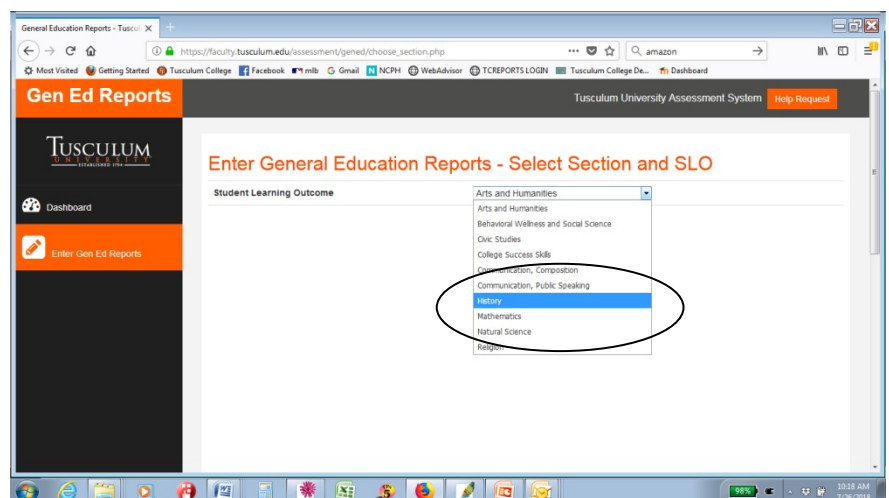
1. Log into the reporting software using the link you were emailed.



2. Select "Enter Gen Ed Reports."



3. Select the appropriate general education category from the pull down menu.



DRAFT

4. Select the course for which you want to enter assessment data.

General Education Reports - Tusculum

https://faculty.tusculum.edu/assessment/gened/choose_section.php

Gen Ed Reports

Tusculum University Assessment System

Enter General Education Reports - Select Section and SLO

Course	Section	SLO	Click to Enter General Education Assessment Report	Not entered.
2018FA	HIST-201	100		

5. Enter the appropriate score for each student and each SLO according to the criteria established in the appropriate COURSE-LEVEL WORKSHEET. See appendix.

General Education Reports - Tusculum

https://faculty.tusculum.edu/assessment/gened/enter_gened_assessments.php?course=HIST

Enter General Education Reports - Enter Reports

SLO	Topic	Outcome
1	Knowledge of Historical Change	Students will explain historical change using chronological arguments.
2	Critical Thinking Skills Pertaining to Primary Source Materials	Students will evaluate how the presentation of events in primary sources is shaped by the authors' perspective.

Student ID	Last Name	First Name	SLO 1 Score	SLO 2 Score
0131956	Beason	Jackson	Did Not Attempt	Did Not Attempt
0112772	Boney	William	Did Not Attempt	Did Not Attempt
0121720	Carroll	Mason	1	Did Not Attempt
0122963	Corrales	Victor	2	Did Not Attempt
0126999	Cressman	Karli	Did Not Attempt	Did Not Attempt
0112742	Davis	Deshawn	Did Not Attempt	Did Not Attempt
0112165	Duarte	Carlos	Did Not Attempt	Did Not Attempt
0133416	Ford	Bryson	Did Not Attempt	Did Not Attempt
0133130	Gibbs	Tyler	Did Not Attempt	Did Not Attempt
0126516	Gibson	Courtney	Did Not Attempt	Did Not Attempt

6. After considering class performance as a whole, enter feedback that will be useful for improving student learning outcomes in the future.

General Education Reports - Tusculum

https://faculty.tusculum.edu/assessment/gened/enter_gened_assessments.php?course=HIST

Enter General Education Reports - Enter Reports

SLO	Topic	Outcome
1	Knowledge of Historical Change	Students will explain historical change using chronological arguments.
2	Critical Thinking Skills Pertaining to Primary Source Materials	Students will evaluate how the presentation of events in primary sources is shaped by the authors' perspective.

Student ID	Last Name	First Name	SLO 1 Score	SLO 2 Score
0124258	Odum	Reid	Did Not Attempt	Did Not Attempt
0134309	Pinkard	Connor	Did Not Attempt	Did Not Attempt
0121752	Sullivan	Thomas	Did Not Attempt	Did Not Attempt
0119386	Swartzell	Rachel	Did Not Attempt	Did Not Attempt
0124529	Sweeney	Liam	Did Not Attempt	Did Not Attempt
0115601	Tatem	Elizabeth	Did Not Attempt	Did Not Attempt
0130547	Yaguar	Gabriel	Did Not Attempt	Did Not Attempt

Please briefly describe common deficiencies that prevented optimal outcomes and/or suggestions for improving student learning outcomes in the future.

SLO 1
Words Words Words.

SLO 2

OK

DRAFT

Category 1: College Success Skills

OREN 105

General Education Program Student Learning Outcome Instrument

Category: 1. College Success Skills

SLO 1: Application of Learning Beyond the Classroom: Students will create pathways for success leading up to and post-graduation by fostering early connections to institutional personnel and resources.

Course: OREN 105, The Tusculum Experience

Assessment Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Development of a detailed plan to get student from first year through graduation.	The student did not complete the Traitify career assessment, or develop any academic or professional plans.	The student has taken the Traitify career assessment, declared a major, and is making steps to graduation.	The student has taken the Traitify career assessment, created a Timeline in their student planning section of WebAdvisor, and has declared a major.	The student has taken the Traitify career assessment, declared a major, created a timeline, and has worked with Career Services to develop accompanying experiential components.	

1) Description of student work for which the instrument above will be used to assess competency:

Throughout the course students will take the Traitify career assessment, given by Career Services. They will then use that information to declare a major and develop a four year plan to graduate. This plan will be approved by the advisor.

2) When will the instrument be administered?

The Traitify career assessment will be given to each class by midterm of the semester.
Students will declare a major by the time they register for the following semester's courses.
Students will develop their academic four year plan by the conclusion of the semester.

3) What was the process used to determine the level of student outcome?

Exceptional: Student has completed all components (Traitify, declaring a major, creating a four year academic plan) as required by the course. However, in addition exceptional students will work with career services outside of the class. This includes, but is not limited to, attending a career fair, meeting with the Director of Career Services individually, and/or attending career preparation workshops.

Proficient: Students have completed all three required components within the confines of the course.

Basic: Student has taken the Traitify career assessment, declared a major and has registered for classes for the following semester. However, comprehensive plans have not been developed.

Not Acceptable: Student has completed none, or only one of the required elements listed above.

DRAFT

General Education Program Student Learning Outcome Instrument

Category: 1. College Success Skills
SLO 2: Civic Engagement and competence: Students will develop the ability to become an informed participant in civic processes.
Course: OREN 105, The Tusculum Experience

Assessment Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Knowledge of civic processes	The student demonstrated minimal ability act as a participant in civic processes.	The student demonstrated some ability to act as an informed participant in civic processes, but there is significant room for improvement.	The student demonstrated the ability to act as an informed participant in civic processes.	The student demonstrated the ability to act as an informed participant in civic processes far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Students will prepare for, participate in, and reflect upon Nettie Day.

2) When will the instrument be administered?

Students will prepare for Nettie Day the week prior to the event.

Students will participate in Nettie Day with their Tusculum Experience classes.

Students will write a reflection on their Nettie Day experience within a week following Nettie Day.

3) What was the process used to determine the level of student outcome?

Not Acceptable: This student made minimal effort to participate in Nettie Day. S/he may have showed up, but s/he was not engaged.

Basic: This student was engaged in Nettie Day but could not make a connection as to why that project was important or the impact of service on the community.

Proficient: The student was fully engaged in Nettie Day and could make connections as to what their project contributed to the community and why continual civic involvement is important.

Exceptional: The student was not only engaged in Nettie Day but could articulate why the project was important, why civic engagement is important, and finds other avenues to be civically involved outside of class.

DRAFT

Category 2: Communications

ENGL 110, ENGL 111, SPCH 101, COMM 210, COMM 212, COM 220

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2A. Communication, Composition
Course: **ENGL 110:** Composition and Rhetoric I
SLO 1: Writing: Students will develop writing facility in a variety of modes for distinct audiences.
Contributing Faculty: Kelsey Trom

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to write in a variety of modes for distinct audiences.	The student demonstrated minimal ability to write in a variety of modes for distinct audiences.	The student demonstrated some ability to write in a variety of modes for distinct audiences.	The student demonstrated an ability to write in a variety of modes for distinct audiences.	The student demonstrated an ability to write in a variety of modes for distinct audiences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Final Portfolio.

2) When will the instrument be administered?

End of the semester.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student's compilation of revised written assignments demonstrates minimal to no ability to write in a variety of modes for distinct audiences.

2. Basic: The student's compilation of revised written assignments demonstrates some ability to write in a variety of modes for distinct audiences.

3. Proficient: The student's compilation of revised written assignments demonstrates an ability to write in a variety of modes for distinct audiences.

4. Exemplary : The student's compilation of revised written assignments demonstrates an ability to write in a variety of modes for distinct audiences with an unusually holistic and meticulous level of editing for a general education course.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2A. Communication, Composition
Course: **ENGL 110:** Composition and Rhetoric I
SLO 2: **Information Literacy:** Students will evaluate the credibility of sources in using them to construct written arguments.

Contributing Faculty: Kelsey Trom

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to evaluate the credibility of sources in using them to construct written arguments	The student demonstrated minimal ability to evaluate the credibility of sources in using them to construct written arguments	The student demonstrated some ability to evaluate the credibility of sources in using them to construct written arguments	The student demonstrated an ability to evaluate the credibility of sources in using them to construct written arguments	The student demonstrated an ability to evaluate the credibility of sources in using them to construct written arguments far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Argumentative Essay Assignment with Citation Requirements.

2) When will the instrument be administered?

According to the Course Syllabus.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student demonstrates little to no ability to evaluate the credibility of primary, secondary, and tertiary sources used as evidence in an argumentative essay. Any sources used are of low credibility—shallow, biased, analytically-flawed.

2. Basic: The student uses some credible primary, secondary (mostly popular), and tertiary sources as evidence in an argumentative essay.

3. Proficient: The student uses credible primary, secondary (a mix of popular and scholarly), and tertiary sources as evidence in an argumentative essay.

4. Exemplary: The student uses credible primary, secondary (mostly scholarly), and tertiary sources as evidence in an argumentative essay. He/she incorporates them into his/her own writing with a level of ease and sophistication rarely seen in general education courses.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2A. Communication, Composition
Course: **ENGL 111**: Composition and Rhetoric II
SLO 1: **Writing**: Students will develop writing facility in a variety of modes for distinct audiences.
Contributing Faculty: Kelsey Trom

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to write in a variety of modes for distinct audiences.	The student demonstrated minimal ability to write in a variety of modes for distinct audiences.	The student demonstrated some ability to write in a variety of modes for distinct audiences.	The student demonstrated an ability to write in a variety of modes for distinct audiences.	The student demonstrated an ability to write in a variety of modes for distinct audiences far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Final Researched Argumentative Essay.
- 2) When will the instrument be administered?
Students will submit the paper at the end of the semester, but it will be the culmination of a semester-long research project.
- 3) What was the process used to determine the level of student outcome?
 1. Not Acceptable: The student demonstrates inadequate ability to write a researched argumentative essay for an academic audience.
 2. Basic: The student demonstrates some ability to write a researched argumentative essay for an academic audience.
 3. Proficient: The student demonstrates ability to write a researched argumentative essay for an academic audience.
 4. Exemplary : The student demonstrates ability to write a researched argumentative essay for an academic audience with a level of conceptual, structural, and editorial sophistication rarely seen in a general education course.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2A. Communication, Composition

Course: **ENGL 111**: Composition and Rhetoric II

SLO 2: Information Literacy: Students will evaluate the credibility of sources in using them to construct written arguments.

Contributing Faculty: Kelsey Trom

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to evaluate the credibility of sources in using them to construct written arguments	The student demonstrated minimal ability to evaluate the credibility of sources in using them to construct written arguments	The student demonstrated some ability to evaluate the credibility of sources in using them to construct written arguments	The student demonstrated an ability to evaluate the credibility of sources in using them to construct written arguments	The student demonstrated an ability to evaluate the credibility of sources in using them to construct written arguments far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Final Researched Argumentative Essay.

2) When will the instrument be administered?

Students will submit the paper at the end of the semester, but it will be the culmination of a semester-long research project.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student demonstrates little to no ability to evaluate the credibility of primary, secondary, and tertiary sources used as evidence in an argumentative essay. Any sources used are of low credibility—shallow, biased, analytically-flawed.
2. Basic: The student uses some credible primary, secondary (mostly popular), and tertiary sources as evidence in an argumentative essay.
3. Proficient: The student uses credible primary, secondary (a mix of popular and scholarly), and tertiary sources as evidence in an argumentative essay.
4. Exemplary: The student uses credible primary, secondary (mostly scholarly), and tertiary sources as evidence in an argumentative essay. He/she incorporates them into his/her own writing with a level of ease and sophistication rarely seen in general education courses.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
SLO 1: Writing: Students will structure evidence to convincingly support their arguments.
Course: **SPCH 101**: Public Speaking
Contributing Faculty: Kurtis Miller, Kelsey Trom
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Students structure evidence to convincingly support their arguments.	The student demonstrated minimal ability to structure evidence to convincingly support their arguments.	The student demonstrated some ability to structure evidence to convincingly support their arguments.	The student demonstrated ability to structure evidence to convincingly support their arguments.	The student demonstrated ability to structure evidence to convincingly support their arguments far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Preparatory Outline for Persuasive Presentation.
- 2) When will the instrument be administered?
According to Course Syllabus.
- 3) Description of specific criteria that contribute to each scoring level:
 1. Not Acceptable: The student's preparatory outline includes inadequate evidence.
 2. Basic: The student's preparatory outline includes some evidence.
 3. Proficient: The student's preparatory outline integrates adequate evidence in a well-structured way.
 4. Exemplary : The student's preparatory outline integrates a plethora of diverse sources of evidence in a well-structured way.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking

SLO 2: Public Speaking: Students will create messages appropriate to the audience, purpose, and context.

Course: **SPCH 101**: Public Speaking

Contributing Faculty: Kurtis Miller, Kelsey Trom

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Adapts messages to the diverse needs of individuals, groups and contexts.	The student demonstrates minimal ability to adapt messages to the diverse needs of individuals, groups and contexts.	The student demonstrates some ability to adapt messages to the diverse needs of individuals, groups and contexts, but there is significant room for improvement	The student demonstrates a clear ability adapt messages to the diverse needs of individuals, groups and contexts.	The student demonstrates an ability adapt messages to the diverse needs of individuals, groups and contexts far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A posttest used at the end of the semester. Students will also be asked the same questions in a pretest during weeks 1/2. Participation points will be given for completing both the pretest and the posttest, but they will not be graded.

2) When will the instrument be administered?

At the end of the semester, typically in weeks 14/15—ideally on the same day as the scheduled in-class time for student evaluations.

3) Description of specific criteria that contribute to each scoring level:

To measure this outcome we will present students with a situation, message, and audience relevant to the course content and ask them to describe potential issues that might arise and how they would adapt the message to address these issues. The student response will be scored against two criteria:

- How many legitimate potential issues were identified?
None (0) | One (1) | Two (2)
- How many of these issues do these adaptations address?
None (0) | One (1) | Two (2)

Proficiency	Total Score
Not Acceptable	0
Basic	1
Proficient	2
Exemplary	3

Generic Prompt:

"You are asked _____.

Name two potential issues that could arise from this context or from the needs of the individuals and groups involved. Describe what change(s) you would make to _____ to address these challenges."

Course-level Example:

"You are asked to give a presentation to a group of young children. Name two potential issues that could arise from this context or from the needs of the individuals and groups involved. Describe what change(s) you would make to your presentation to address these challenges."

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
 SLO 3: Public Speaking: Students will evaluate personal communication strengths and weaknesses.
 Course: **SPCH 101**: Public Speaking
 Contributing Faculty: Kurtis Miller, Kelsey Trom
 Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Articulates personal beliefs about abilities to accomplish communication goals.	The student demonstrates minimal ability to articulate personal beliefs about abilities to accomplish communication goals.	The student demonstrates some ability to articulate personal beliefs about abilities to accomplish communication goals, but there is significant room for improvement.	The student demonstrates a clear ability to articulate personal beliefs about abilities to accomplish communication goals.	The student demonstrates an ability to articulate personal beliefs about abilities to accomplish communication goals far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:
 A posttest used at the end of the semester. Students will also be asked the same questions in a pretest during weeks 1/2. Participation points will be given for completing both the pretest and the posttest, but they will not be graded.

2) When will the instrument be administered?
 At the end of the semester, typically in weeks 14/15—ideally on the same day as the scheduled in-class time for student evaluations.

3) Description of specific criteria that contribute to each scoring level:
 To measure this outcome we will ask students to describe their communication strengths and weaknesses in response to a prompt tailored to the course content. The student response will be scored against three criteria:

Does the student include at least one clearly described strength?
 No (0) | Yes (1)
 Does the student include at least one clearly described weakness?
 No (0) | Yes (1)
 Does the student discuss their ability to accomplish communicative goals?
 No (0) | Yes (1)

Proficiency Score	Total
Not Acceptable	0
Basic	1
Proficient	2
Exemplary	3

Generic Prompt:
 “What are your strengths and weaknesses when _____? How do these strengths and weaknesses impact your ability to accomplish your goals _____?”

Course-level Example:
 “What are your strengths and weaknesses when delivering a presentation in front of an audience? How do these strengths and weaknesses impact your ability to accomplish your goals as a public speaker?”

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
SLO 1: Writing: Students will structure evidence to convincingly support their arguments.
Course: **COMM 210**: Intrapersonal Communication
Contributing Faculty: Kurtis Miller, Kelsey Trom
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Students structure evidence to convincingly support their arguments.	The student demonstrated minimal ability to structure evidence to convincingly support their arguments.	The student demonstrated some ability to structure evidence to convincingly support their arguments.	The student demonstrated ability to structure evidence to convincingly support their arguments.	The student demonstrated ability to structure evidence to convincingly support their arguments far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Literature Review (Final Paper) in APA style.
- 2) When will the instrument be administered?
The completed paper will be submitted at the end of the semester, but students will work on the project all semester.
- 3) Description of specific criteria that contribute to each scoring level:
 1. Not Acceptable: The student's literature review includes inadequate evidence.
 2. Basic: The student's literature review includes some evidence.
 3. Proficient: The student's literature review integrates adequate evidence in a well-structured way.
 4. Exemplary: The student's literature review integrates a plethora of diverse sources of evidence in a well-structured way.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking

SLO 2: Public Speaking: Students will create messages appropriate to audience, purpose, and context.

Course: **COMM 210**: Interpersonal Communication

Contributing Faculty: Kurtis Miller, Kelsey Trom

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Adapts messages to the diverse needs of individuals, groups and contexts.	The student demonstrates minimal ability to adapt messages to the diverse needs of individuals, groups and contexts.	The student demonstrates some ability to adapt messages to the diverse needs of individuals, groups and contexts, but there is significant room for improvement	The student demonstrates a clear ability adapt messages to the diverse needs of individuals, groups and contexts.	The student demonstrates an ability adapt messages to the diverse needs of individuals, groups and contexts far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A posttest used at the end of the semester. Students will also be asked the same questions in a pretest during weeks 1/2. Participation points will be given for completing both the pretest and the posttest, but they will not be graded.

2) When will the instrument be administered?

At the end of the semester, typically in weeks 14/15—ideally on the same day as the scheduled in-class time for student evaluations.

3) Description of specific criteria that contribute to each scoring level:

To measure this outcome we will present students with a situation, message, and audience relevant to the course content and ask them to describe potential issues that might arise and how they would adapt the message to address these issues. The student response will be scored against two criteria:

- How many legitimate potential issues were identified?
None (0) | One (1) | Two (2)
- How many of these issues do these adaptations address?
None (0) | One (1) | Two (2)

Proficiency	Total Score
Not Acceptable	0
Basic	1
Proficient	2
Exemplary	3

Generic Prompt:

"You are asked to

_____. Name two potential issues that could arise from this context or from the needs of the individuals and groups involved. Describe what change(s) you would make to _____ to address these challenges."

Course-level Example:

"You are asked to train an international intern how to perform your job. Name two potential issues that could arise from this context or from the needs of the individuals and groups involved. Describe what change(s) you would make to your interpersonal communication to address these challenges."

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
 SLO 3: Public Speaking: Students will evaluate personal communication strengths and weaknesses
 Course: **COMM 210**: Interpersonal Communication
 Contributing Faculty: Kurtis Miller, Kelsey Trom
 Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Articulates personal beliefs about abilities to accomplish communication goals.	The student demonstrates minimal ability to articulate personal beliefs about abilities to accomplish communication goals.	The student demonstrates some ability to articulate personal beliefs about abilities to accomplish communication goals, but there is significant room for improvement.	The student demonstrates a clear ability to articulate personal beliefs about abilities to accomplish communication goals.	The student demonstrates an ability to articulate personal beliefs about abilities to accomplish communication goals far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A posttest used at the end of the semester. Students will also be asked the same questions in a pretest during weeks 1/2. Participation points will be given for completing both the pretest and the posttest, but they will not be graded.

2) When will the instrument be administered?

At the end of the semester, typically in weeks 14/15—ideally on the same day as the scheduled in-class time for student evaluations.

3) Description of specific criteria that contribute to each scoring level:

To measure this outcome we will ask students to describe their communication strengths and weaknesses in response to a prompt tailored to the course content. The student response will be scored against three criteria:

1. Does the student include at least one clearly described strength? No (0) | Yes (1)
2. Does the student include at least one clearly described weakness? No (0) | Yes (1)
3. Does the student discuss their ability to accomplish communicative goals? No (0) | Yes (1)

Generic Prompt:

“What are your strengths and weaknesses when _____? How do these strengths and weaknesses impact your ability to accomplish your goals _____?”

Course-level Example:

“What are your strengths and weaknesses when communicating interpersonally? How do these strengths and weaknesses impact your ability to accomplish your goals when communicating interpersonally?”

Proficiency	Total Score
Not Acceptable	0
Basic	1
Proficient	2
Exemplary	3

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
SLO 1: Writing: Students will structure evidence to convincingly support their arguments.
Course: **COMM 212**: Team and Small Group Communication
Contributing Faculty: Kurtis Miller, Kelsey Trom
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Students structure evidence to convincingly support their arguments.	The student demonstrated minimal ability to structure evidence to convincingly support their arguments.	The student demonstrated some ability to structure evidence to convincingly support their arguments.	The student demonstrated ability to structure evidence to convincingly support their arguments.	The student demonstrated ability to structure evidence to convincingly support their arguments far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Literature Review (Final Paper) in APA style.
- 2) When will the instrument be administered?
The completed paper will be submitted at the end of the semester, but students will work on the project all semester.
- 3) Description of specific criteria that contribute to each scoring level:
 1. Not Acceptable: The student's literature review includes inadequate evidence.
 2. Basic: The student's literature review includes some evidence.
 3. Proficient: The student's literature review integrates adequate evidence in a well-structured way.
 4. Exemplary : The student's literature review integrates a plethora of diverse sources of evidence in a well-structured way.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
 SLO 2: Public Speaking: Students will create messages appropriate to audience, purpose, and context.
 Course: **COMM 212**: Team and Small Group Communication
 Contributing Faculty: Kurtis Miller, Kelsey Trom
 Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Adapts messages to the diverse needs of individuals, groups and contexts.	The student demonstrates minimal ability to adapt messages to the diverse needs of individuals, groups and contexts.	The student demonstrates some ability to adapt messages to the diverse needs of individuals, groups and contexts, but there is significant room for improvement	The student demonstrates a clear ability adapt messages to the diverse needs of individuals, groups and contexts.	The student demonstrates an ability adapt messages to the diverse needs of individuals, groups and contexts far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
 A posttest used at the end of the semester. Students will also be asked the same questions in a pretest during weeks 1/2. Participation points will be given for completing both the pretest and the posttest, but they will not be graded.
- 2) When will the instrument be administered?
 At the end of the semester, typically in weeks 14/15—ideally on the same day as the scheduled in-class time for student evaluations.
- 3) Description of specific criteria that contribute to each scoring level:
 To measure this outcome we will present students with a situation, message, and audience relevant to the course content and ask them to describe potential issues that might arise and how they would adapt the message to address these issues. The student response will be scored against two criteria:

1. How many legitimate potential issues were identified?
 None (0) | One (1) | Two (2)
2. How many of these issues do these adaptations address?
 None (0) | One (1) | Two (2)

Proficiency	Total Score
Not Acceptable	0
Basic	1
Proficient	2
Exemplary	3

Generic Prompt:

"You are asked to _____. Name two potential issues that could arise from this context or from the needs of the individuals and groups involved. Describe what change(s) you would make to _____ to address these challenges."

Course-level Example:

"You are asked to join an established team at work to replace someone who has moved on to another job because you have the same area of expertise. Name two potential issues that could arise from this context or from the needs of the individuals and groups involved. Describe what change(s) you would make to your communication in the team to address these challenges."

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
 SLO 3: Public Speaking: Student will evaluate personal communication strengths and weaknesses
 Course: **COMM 212**: Team and Small Group Communication
 Contributing Faculty: Kurtis Miller, Kelsey Trom
 Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Articulates personal beliefs about abilities to accomplish communication goals.	The student demonstrates minimal ability to articulate personal beliefs about abilities to accomplish communication goals.	The student demonstrates some ability to articulate personal beliefs about abilities to accomplish communication goals, but there is significant room for improvement.	The student demonstrates a clear ability to articulate personal beliefs about abilities to accomplish communication goals.	The student demonstrates an ability to articulate personal beliefs about abilities to accomplish communication goals far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A posttest used at the end of the semester. Students will also be asked the same questions in a pretest during weeks 1/2. Participation points will be given for completing both the pretest and the posttest, but they will not be graded.

2) When will the instrument be administered?

At the end of the semester, typically in weeks 14/15—ideally on the same day as the scheduled in-class time for student evaluations.

3) Description of specific criteria that contribute to each scoring level:

To measure this outcome we will ask students to describe their communication strengths and weaknesses in response to a prompt tailored to the course content. The student response will be scored against three criteria:

- Does the student include at least one clearly described strength?
No (0) | Yes (1)
- Does the student include at least one clearly described weakness?
No (0) | Yes (1)
- Does the student discuss their ability to accomplish communicative goals?
No (0) | Yes (1)

Proficiency	Total Score
Not Acceptable	0
Basic	1
Proficient	2
Exemplary	3

Generic Prompt:

“What are your strengths and weaknesses when _____? How do these strengths and weaknesses impact your ability to accomplish your goals _____?”

Course-level Example:

“What are your strengths and weaknesses when collaborating on a project? How do these strengths and weaknesses impact your ability to accomplish your goals when working as part of a team?”

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
SLO 1: Writing: Students will structure evidence to convincingly support their arguments.
Course: **COMM 220**: Argumentation and Debate
Contributing Faculty: Kurtis Miller, Kelsey Trom
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Students structure evidence to convincingly support their arguments.	The student demonstrated minimal ability to structure evidence to convincingly support their arguments.	The student demonstrated some ability to structure evidence to convincingly support their arguments.	The student demonstrated ability to structure evidence to convincingly support their arguments.	The student demonstrated ability to structure evidence to convincingly support their arguments far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Constructive Speech delivered at a Parliamentary Debate Competition.
- 2) When will the instrument be administered?
Students will complete at least six debates at tournaments over the course of the semester, according to the competition schedule.
- 3) Description of specific criteria that contribute to each scoring level:
 1. Not Acceptable: The student's constructive speech includes inadequate evidence.
 2. Basic: The student's constructive speech includes some evidence.
 3. Proficient: The student's constructive speech integrates adequate evidence in a well-structured way.
 4. Exemplary : The student's constructive speech integrates a plethora of diverse sources of evidence in a well-structured way.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
 SLO 2: Public Speaking: Students will create messages appropriate to audience, purpose, and context.
 Course: **COMM 220**: Argumentation and Debate
 Contributing Faculty: Kurtis Miller, Kelsey Trom
 Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Adapts messages to the diverse needs of individuals, groups and contexts.	The student demonstrates minimal ability to adapt messages to the diverse needs of individuals, groups and contexts.	The student demonstrates some ability to adapt messages to the diverse needs of individuals, groups and contexts, but there is significant room for improvement	The student demonstrates a clear ability to adapt messages to the diverse needs of individuals, groups and contexts.	The student demonstrates an ability to adapt messages to the diverse needs of individuals, groups and contexts far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:
 A posttest used at the end of the semester. Students will also be asked the same questions in a pretest during weeks 1/2. Participation points will be given for completing both the pretest and the posttest, but they will not be graded.

2) When will the instrument be administered?
 At the end of the semester, typically in weeks 14/15—ideally on the same day as the scheduled in-class time for student evaluations.

3) Description of specific criteria that contribute to each scoring level:
 To measure this outcome we will present students with a situation, message, and audience relevant to the course content and ask them to describe potential issues that might arise and how they would adapt the message to address these issues. The student response will be scored against two criteria:

- How many legitimate potential issues were identified?
None (0) | One (1) | Two (2)
- How many of these issues do these adaptations address?
None (0) | One (1) | Two (2)

Proficiency	Total Score
Not Acceptable	0
Basic	1
Proficient	2
Exemplary	3

Generic Prompt:

"You are asked to _____ . Name two potential issues that could arise from this context or from the needs of the individuals and groups involved. Describe what change(s) you would make to _____ to address these challenges."

Course-level Example:

"You are asked to present in front of a judge who is new to judging debate. Name two potential issues that could arise from this context or from the needs of the individuals and groups involved. Describe what change(s) you would make to your presentation to address these challenges."

DRAFT

General Education Program Student Learning Outcome Course-Level Process Worksheet

Category: 2B. Communication, Public Speaking
 SLO 3: Public Speaking: Demonstrate the ability to accomplish communicative goals (self-efficacy).
 Course: **COMM 220**: Argumentation and Debate
 Contributing Faculty: Kurtis Miller, Kelsey Trom
 Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Articulates personal beliefs about abilities to accomplish communication goals.	The student demonstrates minimal ability to articulate personal beliefs about abilities to accomplish communication goals.	The student demonstrates some ability to articulate personal beliefs about abilities to accomplish communication goals, but there is significant room for improvement.	The student demonstrates a clear ability to articulate personal beliefs about abilities to accomplish communication goals.	The student demonstrates an ability to articulate personal beliefs about abilities to accomplish communication goals far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:
 A posttest used at the end of the semester. Students will also be asked the same questions in a pretest during weeks 1/2. Participation points will be given for completing both the pretest and the posttest, but they will not be graded.

2) When will the instrument be administered?
 At the end of the semester, typically in weeks 14/15—ideally on the same day as the scheduled in-class time for student evaluations.

3) Description of specific criteria that contribute to each scoring level:
 To measure this outcome we will ask students to describe their communication strengths and weaknesses in response to a prompt tailored to the course content. The student response will be scored against three criteria:

- Does the student include at least one clearly described strength?
No (0) | Yes (1)
- Does the student include at least one clearly described weakness?
No (0) | Yes (1)
- Does the student discuss their ability to accomplish communicative goals?
No (0) | Yes (1)

Proficiency	Total Score
Not Acceptable	0
Basic	1
Proficient	2
Exemplary	3

Generic Prompt:
 “What are your strengths and weaknesses when _____? How do these strengths and weaknesses impact your ability to accomplish your goals _____?”

Course-level Example:
 “What are your strengths and weaknesses when responding to an opponent’s position in debate? How do these strengths and weaknesses impact your ability to accomplish your goals when competing in debate?”

DRAFT

Category 3, Mathematics

MATH 122, MATH 140, MATH 145, MATH 190

Course required depends on Major requirements

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 3, Mathematics

SLO 1: Mathematical Reasoning: Students will explain information presented in mathematical forms.

Course: **MATH 122 Liberal Arts Mathematics**

Contributing Faculty: Kester

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain information in mathematical forms.	The student demonstrated minimal to explain information in mathematical forms.	The student demonstrated some ability to explain information in mathematical forms, but there is significant room for improvement.	The student demonstrated the ability to effectively explain information in mathematical forms.	The student demonstrated the ability to effectively explain information in mathematical forms far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

The final exam of this course will contain a question about evaluating two fixed rate mortgage options.

2) When will the instrument be administered?

The instrument will be administered at the conclusion of the course.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student is not able to calculate monthly payments for the given options.

2. Basic: The student is able to calculate the monthly payments for given options.

3. Proficient: The student is not only able to calculate monthly payments for given options but also be able to calculate closing costs for given options.

4. Exemplary: The student is not only able to perform the calculations in Steps 1-3 but also can choose the best option out of the given two options.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 3, Mathematics
SLO 2: Problem Solving: Students will solve equations at the appropriate course level.
Course: **MATH 122 Liberal Arts Mathematics**
Contributing Faculty: Kester
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to solve equations at the appropriate course level.	The student demonstrated minimal ability to solve equations at the appropriate course level.	The student demonstrated some ability to solve equations at the appropriate course level, but there is significant room for improvement.	The student demonstrated the ability to effectively solve equations at the appropriate course level.	The student demonstrated the ability to effectively solve equations at the appropriate course level far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:
The final exam of this course will have a question about making a probability distribution.

2) When will the instrument be administered?
The instrument will be administered at the conclusion of the course.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student is not able to list all possible outcomes of the given probability event.
2. Basic: The student is able to list all possible outcomes of the given probability event.
3. Proficient: The student is not only able to list all possible outcomes of the given probability event, but also can calculate the probability of each possible outcome.
4. Exemplary: Student is not only able to complete the steps 1-3 mentioned above, but is also able to make the probability distribution table for the given probability event.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 3, Mathematics

SLO 1: Mathematical Reasoning: Students will explain information presented in mathematical forms.

Course: **MATH 140 Elementary Statistics**

Contributing Faculty: Kester

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain information in mathematical forms.	The student demonstrated minimal to explain information in mathematical forms.	The student demonstrated some ability to explain information in mathematical forms, but there is significant room for improvement.	The student demonstrated the ability to effectively explain information in mathematical forms.	The student demonstrated the ability to effectively explain information in mathematical forms far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

The final exam of this course will contain a word problem about finding the probability of a normal random variable between two values.

2) When will the instrument be administered?

The instrument will be administered at the conclusion of the course.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student is only able to draw a normal curve and shade the desired area.

2. Basic: The student is not only able to draw a normal curve and shade the desired area, but also is able to convert the values of x to z-scores.

3. Proficient: The student is not only able to convert the values of x to z-scores, but also is able to find the area to the left of each z-score.

4. Exemplary: The student is not only able to find the area to the left of each z-score, but also is able to use this information to find the area between the z-scores.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 3, Mathematics

SLO 2: Problem Solving: Students will solve equations at the appropriate course level.

Course: **MATH 140 Elementary Statistics**

Contributing Faculty:

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to solve equations at the appropriate course level.	The student demonstrated minimal ability to solve equations at the appropriate course level.	The student demonstrated some ability to solve equations at the appropriate course level, but there is significant room for improvement.	The student demonstrated the ability to effectively solve equations at the appropriate course level.	The student demonstrated the ability to effectively solve equations at the appropriate course level far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

The final exam of this course will contain a question about construction boxplot representation of the given data.

2) When will the instrument be administered?

The instrument will be administered at the conclusion of the course.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student is only able to find the quartiles of the given data.

2. Basic: The student is not only able to find the quartiles of the given data, but is also able to find Upper Fence, Lower Fence, and IQR.

3. Proficient: The student is not only able to perform calculation in steps 1-2, but also is able to find the outliers of the given data.

4. Exemplary: Student is not only able to complete the steps 1-3 mentioned above, but is also able to draw the boxplot representation of the given data correctly.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 3, Mathematics

SLO 1: Mathematical Reasoning: Students will explain information presented in mathematical forms.

Course: **MATH 145 College Algebra**

Contributing Faculty: Kester

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain information in mathematical forms.	The student demonstrated minimal to explain information in mathematical forms.	The student demonstrated some ability to explain information in mathematical forms, but there is significant room for improvement.	The student demonstrated the ability to effectively explain information in mathematical forms.	The student demonstrated the ability to effectively explain information in mathematical forms far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
The final exam of this course will contain a question about finding the composition of two given functions and its domain.
- 2) When will the instrument be administered?
The instrument will be administered at the conclusion of the course.
- 3) What was the process used to determine the level of student outcome?
 1. Not Acceptable: The student cannot find the composition of the given two functions.
 2. Basic: The student can find the composition of the given two functions.
 3. Proficient: The student is not only able to find the composition of the given two functions, but also is able to find the domain of the each given function.
 4. Exemplary: The student is not only able to find the domain of the each given function, but also is able to find the domain of the composition function.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category3, Mathematics
SLO 2: Problem Solving: Students will solve equations at the appropriate course level.
Course: **MATH 145 College Algebra**
Contributing Faculty: Kester
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to solve equations at the appropriate course level.	The student demonstrated minimal ability to solve equations at the appropriate course level.	The student demonstrated some ability to solve equations at the appropriate course level, but there is significant room for improvement.	The student demonstrated the ability to effectively solve equations at the appropriate course level.	The student demonstrated the ability to effectively solve equations at the appropriate course level far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
The final exam of this course will contain a question about graphing a given polynomial function.
- 2) When will the instrument be administered?
The instrument will be administered at the conclusion of the course.
- 3) What was the process used to determine the level of student outcome?
 1. Not Acceptable: The student is only able to find the end behavior of the given polynomial function.
 2. Basic: The student is not only able to find the end behavior of the given polynomial function, but is also able to find the zeros of the given polynomial function with their multiplicities.
 3. Proficient: The student is not only able to find the zeros of the given polynomial function, but also is able to find the x and y intercept(s) of the given polynomial function.
 4. Exemplary: Student is not only able to complete the steps 1-3 mentioned above, but is also able to graph the given polynomial function correctly.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 3, Math
SLO 1: Mathematical Reasoning: Students will explain information presented in mathematical forms.
Course: **MATH 190 Calculus - I**
Contributing Faculty: Kester
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain information in mathematical forms.	The student demonstrated minimal to explain information in mathematical forms.	The student demonstrated some ability to explain information in mathematical forms, but there is significant room for improvement.	The student demonstrated the ability to effectively explain information in mathematical forms.	The student demonstrated the ability to effectively explain information in mathematical forms far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
The final exam of this course will contain a question that requires students to calculate one-sided limits, limit, and discuss continuity of a given function at a given point.
- 2) When will the instrument be administered?
The instrument will be administered at the conclusion of the course.
- 3) What was the process used to determine the level of student outcome?
 1. Not Acceptable: The student is unable to evaluate neither left nor right sided limit of the given function at a given point.
 2. Basic: The student is able to evaluate either left or right sided limit of the given function.
 3. Proficient: The student is able to evaluate both right and left sided limits of a given function and can conclude that the limit of the function at the given point exists or not.
 4. Exemplary: The student is not only able to evaluate the limit of the given function at the given point, but is also able to conclude if the function is continuous or not at that point.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 3, Mathematics
SLO 2: Problem Solving: Students will solve equations at the appropriate course level.
Course: **MATH 190 Calculus-I**
Contributing Faculty: Kester
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to solve equations at the appropriate course level.	The student demonstrated minimal ability to solve equations at the appropriate course level.	The student demonstrated some ability to solve equations at the appropriate course level, but there is significant room for improvement.	The student demonstrated the ability to effectively solve equations at the appropriate course level.	The student demonstrated the ability to effectively solve equations at the appropriate course level far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
The final exam of this course will contain a question that requires students to find local extreme values of a given function by First Derivative Test.
- 2) When will the instrument be administered?
The instrument will be administered at the conclusion of the course.
- 3) What was the process used to determine the level of student outcome?
 1. Not Acceptable: The student is only able to calculate the first derivative of the given function.
 2. Basic: The student is able to calculate the first derivative and find the critical points of the given function.
 3. Proficient: The student is not only able to calculate the first derivative and find the critical points of the given function, but is also able to identify the open intervals on which the given function is increasing and decreasing.
 4. Exemplary: The student is not only able to identify the open intervals on which the given function is increasing and decreasing, but also is able to label the points at which the given function has local maximum or minimum correctly and calculate the local maximum and minimum values of the given function.

DRAFT

Category 4, Arts and Humanities

ARTS 110, ARTS 204, ARTS 208, ENGL 120, ENGL 201, ENGL 204, ENGL 205, ENGL 217, ENGL 219, ENGL 223, ENGL 224, ENGL 225, ENGL 227, ENGL 228, ENGL 231, ENGL 250, HUMA 222, MUSC 101, RELG 101, RELG 102, RELG 201, RELG 230, THEA 104

General Education Program _____ Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Fine Arts and Humanities
SLO 1: Self Knowledge: Students will identify their place within broader cultural and artistic traditions.
Course: **ARTS 110, ART 204, ARTS 208**
Contributing Faculty: Bledsoe
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to identify how the student fits within broader cultural and artistic traditions.	The student demonstrated minimal ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated some ability to identify how they fit within broader cultural and artistic traditions, but there is significant room for improvement.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Students will write short paper comparing a significant work of art, artist, or art movement to an artistic element/work of contemporary popular culture that is meaningful to the student. Faculty may limit examples students can choose from to a subset of those studied within the course that are representative of a broader artistic tradition.
- 2) When will the instrument be administered?
The paper will be due during the last quarter of the semester, after midterm.
- 3) What was the process used to determine the level of student outcome?
Papers will be evaluated on the following criteria:
 1. Identification: ability of the student to identify the cultural and social factors that influenced a significant artist, artwork, or art movement that was studied during the course.
 2. Comparison: ability of the student to successfully and accurately compare or correlate the cultural and social influences that influenced a significant artist, artwork, or art movement (number 1 above) with the cultural trends and currents that have influenced a contemporary artistic element of popular culture.
 3. Conclusion: ability of the student to draw a conclusion about the connection between art and culture as it has existed in the past and present.

DRAFT

General Education Program Student Learning Outcome Instrument

Category: 4, Arts and Humanities: Fine Arts and Humanities
Course: **ARTS 110, ARTS 204, ARTS 208**
SLO 2: Contextualizing Cultural Transmission: Students will describe how different mediums have been used to affect the transmission of culture over time.
Contributing Faculty: Bill Bledsoe

Assessment Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated minimal ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated some ability to describe how different mediums have been used to affect the transmission of culture over time, but there is significant room for improvement.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

During the comprehensive exam, students will write a long essay to compare and contrast how various artistic mediums have been used to transmit culture over time.

2) When will the instrument be administered?

The instrument will be administered at the conclusion of the course.

3) Students responses will be evaluated based on the following criteria:

Evidence: ability of students to conceptualize artists, artwork, and art periods as evidence (schematic) of cultural change.

Accuracy: ability of student to correctly select and convincingly argue artists, artwork, and art periods as representative of different cultural traditions.

Chronology: ability of students to accurately organize evidence and analysis to connect and relate art movements within a historical chronology.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities

Course: **ENGL 120:** Introduction to Creative Writing

SLO 1: Self Knowledge: Students will identify their place within broader cultural and artistic traditions.

Contributing Faculty: Kelsey Trom

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to identify how the student fits within broader cultural and artistic traditions.	The student demonstrated minimal ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated some ability to identify how they fit within broader cultural and artistic traditions, but there is significant room for improvement.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Artist Statement submitted with Final Portfolio.

2) When will the instrument be administered?

End of the semester.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not connect their own work to other writers, literary works, or literary movements.

2. Basic: The student mentions one or more writers, literary works, or literary movements but does not map out their connection to these writers and historical periods.

3. Proficient: The student mentions one or more writers, literary works, or literary movements and attempts to explain their connection to these writers and historical periods.

4. Exemplary : The student mentions one or more writers, literary works, or literary movements and convincingly connects their written work to these other writers and historical periods.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Fine Arts and Humanities
Course: **ENGL 120: Introduction to Creative Writing**
SLO 2: Contextualizing Cultural Transmission: Students will describe how different mediums have been used to affect the transmission of culture over time.
Contributing Faculty: Kelsey Trom
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated minimal ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated some ability to describe how different mediums have been used to affect the transmission of culture over time, but there is significant room for improvement.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:
Final Exam.

2) When will the instrument be administered?
End of Semester.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student is unable to describe how any written mediums—poetry, stage plays, fiction, screenplays, and/or essays . . . —have been used to transmit cultural ideas in the past 300 years.
2. Basic: The student is able to describe how at least two written mediums—poetry, stage plays, fiction, screenplays, and/or essays . . . —have been used to transmit cultural ideas in the past 300 years.
3. Proficient: The student is able to describe how at least three written mediums—poetry, stage plays, fiction, screenplays, and/or essays . . . —have been used to transmit cultural ideas in the past 300 years.
4. Exemplary: The student is able to describe how various written mediums—poetry, stage plays, fiction, screenplays, and/or essays . . . —have been used to transmit cultural ideas in the past 300 years, and he/she can make specific assertions about literary movements, their influence and influences, and the writers associated with them.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Literature

SLO 1: Self Knowledge: Students will identify their place within broader cultural and artistic traditions.

Courses: ENGL 201, 204, 205, 217, 219, 223, 224, 225, 227, 228, 231, 250

Contributing Faculty: Matthews

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to identify how the student fits within broader cultural and artistic traditions.	The student demonstrated minimal ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated some ability to identify how they fit within broader cultural and artistic traditions, but there is significant room for improvement.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

This standard will be measured by the final paper which will explicitly ask students to interact with the following questions:

“How have the different literary mediums discussed in this course been used to affect the transmission of culture over time?

Where do you find yourself within these broader literary and cultural traditions?”

Because much of any literature course involves an appreciation for different genres and literary traditions, students will be prepared to consider these instruments in conjunction with the course material.

2) When will the instrument be administered?

According to course syllabus.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not discuss how different mediums have been used to affect the transmission of culture over time.

2. Basic: The student acknowledges that different mediums have been used to affect the transmission of culture over time, but does not explain with strong detail or evidence.

3. Proficient: The student uses evidence and relevant details when describing how different mediums have been used to affect the transmission of culture over time.

4. Exemplary: The student uses strong, detailed language to evidence how different mediums have been used to affect the transmission of culture over time and exhibits a complex aesthetic and cultural appreciation that transcends personal taste.

DRAFT

Category: 4, Arts and Humanities: Literature
Courses: ENGL 201, 204, 205, 217, 219, 223, 224, 225, 227, 228, 231, 250
SLO 2: Contextualizing Cultural Transmission: Students will describe how different mediums have been used to affect the transmission of culture over time.
Contributing Faculty: Matthews
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated minimal ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated some ability to describe how different mediums have been used to affect the transmission of culture over time, but there is significant room for improvement.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

This standard will be measured by the final paper which will explicitly ask students to interact with the following questions:

“How have the different literary mediums discussed in this course been used to affect the transmission of culture over time?

Where do you find yourself within these broader literary and cultural traditions?”

Because much of any literature course involves an appreciation for different genres and literary traditions, students will be prepared to consider these instruments in conjunction with the course material.

2) When will the instrument be administered?

According to course syllabus.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not discuss how different mediums have been used to affect the transmission of culture over time.
2. Basic: The student acknowledges that different mediums have been used to affect the transmission of culture over time, but does not explain with strong detail or evidence.
3. Proficient: The student uses evidence and relevant details when describing how different mediums have been used to affect the transmission of culture over time.
4. Exemplary: The student uses strong, detailed language to evidence how different mediums have been used to affect the transmission of culture over time and exhibits a complex aesthetic and cultural appreciation that transcends personal taste.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Fine Arts and Humanities
SLO 1: Self Knowledge: Students will identify their place within broader cultural and artistic traditions.
Course: **HUMA 222**
Contributing Faculty: Desirae Matherly
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to identify how the student fits within broader cultural and artistic traditions.	The student demonstrated minimal ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated some ability to identify how they fit within broader cultural and artistic traditions, but there is significant room for improvement.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

This standard will be measured by the third and final paper which will explicitly ask students to interact with the following questions: "How have different artistic mediums been used to affect the transmission of culture over time? Where do you find yourself within these broader cultural and artistic traditions?" Because much of the last third of the class is about aesthetics, art, and anthropology, students will be prepared to consider these instruments in conjunction with the course material.

2) When will the instrument be administered?

According to the course syllabus.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not discuss how he or she represents, belongs, or fits into a cultural or artistic tradition.
2. Basic: The student acknowledges that he or she belongs to a cultural or artistic tradition but does not explain with strong detail or evidence.
3. Proficient: The student uses evidence and relevant details when describing how he or she fits into a broader cultural or artistic tradition.
4. Exemplary: The student uses strong, detailed language to evidence how he or she fits into a broader cultural and artistic tradition and exhibits a self-conscious awareness of the cultural lens which informs his or her understanding.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Fine Arts and Humanities

Course: HUMA 222

SLO 2: Contextualizing Cultural Transmission: Students will describe how different mediums have been used to affect the transmission of culture over time.

Contributing Faculty: Desirae Matherly

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated minimal ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated some ability to describe how different mediums have been used to affect the transmission of culture over time, but there is significant room for improvement.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

This standard will be measured by the third and final paper which will explicitly ask students to interact with the following questions: "How have different artistic mediums been used to affect the transmission of culture over time? Where do you find yourself within these broader cultural and artistic traditions?" Because much of the last third of the class is about aesthetics, art, and anthropology, students will be prepared to consider these instruments in conjunction with the course material.

2) When will the instrument be administered?

According to the course syllabus.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not discuss how different mediums have been used to affect the transmission of culture over time.
2. Basic: The student acknowledges that different mediums have been used to affect the transmission of culture over time, but does not explain with strong detail or evidence.
3. Proficient: The student uses evidence and relevant details when describing how different mediums have been used to affect the transmission of culture over time.
4. Exemplary: The student uses strong, detailed language to evidence how different mediums have been used to affect the transmission of culture over time and exhibits a complex aesthetic and cultural appreciation that transcends personal taste.

DRAFT

General Education Program Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Fine Arts and Humanities
 SLO 1: Self Knowledge: Students will identify their place within broader cultural and artistic traditions.
 Course: **RELG 101, RELG 102, RELG 201, RELG 230**
 Contributing Faculty: Travis Williams
 Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to identify how the student fits within broader cultural and artistic traditions.	The student demonstrated minimal ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated some ability to identify how they fit within broader cultural and artistic traditions, but there is significant room for improvement.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

One-page, well-developed essay on the final exam

2) When will the instrument be administered?

Final exam

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student displays no awareness that culture and experience impact religious beliefs and practices. The student is unaware that he/she approaches religious questions through a set of personal biases and prejudices. The student cannot articulate his/her own personal views about religious questions. The student does not show awareness of alternative religious views.

2. Basic: The student displays an awareness that culture and experience impact religious beliefs and practices, but does not understand how his/her own views have been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers religious questions, but makes no effort to critically evaluate the validity of these influences. The student understands his/her own religious views, but is not able to fully articulate why he/she holds to those views. The student recognizes that there are alternative religious views to his/her own, but is not able to fully articulate those views, or to describe those views without creating negative stereotypes and caricatures.

3. Proficient: The student displays an awareness that culture and experience impact has impacted his/her religious beliefs and practices, and is able to provide some evidence to this fact. The student recognizes that personal biases and prejudices shape the way he/she answers religious questions, and makes an effort to judge the validity of these influences. The student understands his/her own religious views, but is able to articulate why he/she holds to some of those views. The student recognizes that there are alternative religious views to his/her own, but is able to articulate some of those views (without creating negative stereotypes and caricatures).

4. Exemplary: The student displays a keen awareness of the various ways that culture and experience have impacted their own religious beliefs and practices and is able to fully articulate how he/she has been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers religious questions, and displays the ability to critically evaluate the validity these influences. The student understands his/her own religious views, but is able to fully articulate why he/she holds to those views. The student recognizes that there are alternative religious views to his/her own, and is able to fully articulate those views (without creating negative stereotypes and caricatures).

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Fine Arts and Humanities

Course: **RELG 101, RELG 102, RELG 201, RELG 230**

SLO 2: Contextualizing Cultural Transmission: Students will describe how different mediums have been used to affect the transmission of culture over time.

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated minimal ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated some ability to describe how different mediums have been used to affect the transmission of culture over time, but there is significant room for improvement.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

One-page, well-developed essay on the final exam

2) When will the instrument be administered?

Final exam

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student is not able to describe the various mediums through which sacred tradition was communicated during the time of the Old Testament.

2. Basic: The student is able to describe the various mediums through which sacred tradition was communicated during the time of the Old Testament.

3. Proficient: The student is able to describe the various mediums through which sacred tradition was communicated during the time of the Old Testament, and he/she is able to explain in general terms how the various mediums shaped the message which was transmitted.

4. Exemplary: The student is able to describe the various mediums through which sacred tradition was communicated during the time of the Old Testament, and he/she is able to explain in specific detail how the various mediums shaped the message which was transmitted.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Fine Arts and Humanities

SLO 1: Self Knowledge: Students will identify their place within broader cultural and artistic traditions.

Course: **THEA 104**

Contributing Faculty: Frank Mengel

Instrument:

Standard	1 - Not Acceptable	2 – Basic	3 – Proficient	4 – Exemplary	Score
Ability to identify how the student fits within broader cultural and artistic traditions.	The student demonstrated minimal ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated some ability to identify how they fit within broader cultural and artistic traditions, but there is significant room for improvement.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions.	The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:
Criticism Paper – following the format, points of topic listed in the lecture Criticism Review (attached)

2) When will the instrument be administered?
According to syllabus

3) What was the process used to determine the level of student outcome?

- 1) Not Acceptable: The student demonstrated minimal ability to identify how they fit within broader cultural and artistic traditions AS a Critical Reviewer. The student fails to demonstrate an acceptable criticism as defined by the Criticism Review.
- 2) Basic: The student demonstrated some ability to identify how they fit within broader cultural and artistic traditions, but there is significant room for improvement as a Critical Reviewer. The student demonstrates some criticism as defined by the Criticism Review.
- 3) Proficient: The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions as a Critical Reviewer. The student demonstrates an ability to use criticism as defined by the Criticism Review.
- 4) Exemplary: The student demonstrated an ability to identify how they fit within broader cultural and artistic traditions as a Critical Reviewer far above what is generally demonstrated in a general education course. The student demonstrates the use of criticism as defined by the Criticism Review.

Criticism Review

- 1) Text of the Play
 - a. Was the Playwright any good?
 - b. Plot
 - c. Goals/Themes/Lessons/Issues of note.
- 2) Production
 - a. Acting
 - b. Setting
 - c. Directing
- 3) Advertising
- 4) Opinion / Recommendation

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 4, Arts and Humanities: Fine Arts and Humanities

Course: **THEA 104**

SLO 2: Contextualizing Cultural Transmission: Students will describe how different mediums have been used to affect the transmission of culture over time.

Contributing Faculty: Frank Mengel

Instrument:

Standard	1 - Not Acceptable	2 – Basic	3 - Proficient	4 – Exemplary	Score
Ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated minimal ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated some ability to describe how different mediums have been used to affect the transmission of culture over time, but there is significant room for improvement.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time.	The student demonstrated an ability to describe how different mediums have been used to affect the transmission of culture over time far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Read attached play. Answer following question:

Identify the Genre of this play from the ones discussed in class. List that Genre's Tenets and give examples from this play as to how it conforms to those tenets.

2) When will the instrument be administered?

End of semester, on the final exam.

3) What was the process used to determine the level of student outcome?

Students will be able to identify different genres of theatre. (Number of genres taught will be defined by the syllabus.)

- 1) Not Acceptable: Student fails to identify Genre and define Tenets of Genres
- 2) Basic: (Student will identify Correct Genre) OR (defines Correct Tenets of Genre) OR... (Student identifies Similar Genre and defines these Tenets)
- 3) Proficient: (Student will identify Genre and defines Tenets of Genre) OR.... (Student identifies Similar Genre and Defines these Tenets with supporting statements as to how the Play conforms to these Tenets.)
- 4) Exemplary: (Student will identify Correct Genre and defines Correct Tenets of Genres with supporting statements as to how the Play conforms to these Tenets.)

DRAFT

Category 5: Natural Science

**BIOL 105, BIOL 110, BIOL 120, BIOL 251, BIOL 252, CHEM 101
CHEM 102, EVSC 111, GEOL 101, NSCI 105, PHYS 201, PHYS 202**

General Education Program Student Learning Outcome Course-Level Process Worksheet

Category: 5, Natural Sciences

SLO 1: Scientific Inquiry: Students will graph scientific data.

Course: **BIOL 105, BIOL 110, BIOL 120, BIOL 251, BIOL 252, CHEM 101, CHEM 102, EVSC 111, NSCI 105, PHYS 201, PHYS 202**

Contributing Faculty: McGinn, Keitzer, Monteleone, Pearson, Ashford

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Scientific Inquiry	The student demonstrated minimal ability to graph scientific data.	The student demonstrated the ability to graph scientific data but there is significant room for improvement.	The student demonstrated the ability to graph scientific data.	The student demonstrated the ability to graph scientific data far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

The student will graph scientific data from a laboratory experiment.

2) When will the instrument be administered?

According to the course syllabus.

3) What was the process used to determine the level of student outcome?

Graphing Rubric: 21-24 Exemplary, 17-20 Proficient; 13-16 Basic, 0-12 Not acceptable

Graphing Rubric	Graph Structure	Scale	Labels	Plotting Data	Title	Presentation
4 Exceeds Standard	Dependent variable on the y axis; independent on the x axis. Correct graph type chosen.	All intervals spaced by the same number of units and a reasonable spacing interval is used. Upper range exceeds data.	Clear labels AND units for both axes.	Data plotted accurately. Line of best fit employed if appropriate.	Includes both independent and dependent variables with informative detail.	Neat graph constructed manually and/or with graphing software.
3 Meets Standard	Dependent variable on y axis; Correct graph type chosen.	All intervals spaced by the same number of units. Upper range same as data.	Clear labels AND units for both axes.	Data plotted accurately. Line of best fit employed if appropriate.	Includes both independent and dependent variables.	Neat graph constructed manually.
2 Approaches Standard	Variables are not on the correct axes. Incorrect graph type.	Intervals are not spaced by the same number of units. Insufficient range on the axes.	Axes are labeled but units are missing.	Some data plotted inaccurately. Data does not start on the y axis or first interval. Line of best fit not employed.	Title does not accurately state independent and dependent variables.	Graph not neatly presented but can be interpreted.

DRAFT

Graphing Rubric	Graph Structure	Scale	Labels	Plotting Data	Title	Presentation
1 Below Standard	Variables are not on the correct axes. Non standard graph structure.	Intervals are not spaced by the same number of units. Unclear as to what the numbers represent.	Labels and units on axes are completely missing.	Data plotted inaccurately. The line does not correspond to the data.	No title.	Messy presentation. Difficult to interpret.

DRAFT

General Education Program Student Learning Outcome Course-Level Process Worksheet

Category: 5, Natural Sciences

SLO 2: Written Scientific Communication: Students will produce a scientific laboratory report using the IMRAD Structure

Course: **BIOL 105, BIOL 110, BIOL 120, BIOL 251, BIOL 252, CHEM 101, CHEM 102, EVSC 111, NSCI 105, PHYS 201, PHYS 202**

Contributing Faculty: McGinn, Keitzer, Monteleone, Pearson, Ashford

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Written Scientific Communication	The student demonstrated minimal ability to write a laboratory report using the IMRAD (Introduction, Materials and Methods, Results, and Discussion) structure.	The student demonstrated the ability to write a laboratory report using the IMRAD structure but there is significant room for improvement.	The student demonstrated the ability to write a laboratory report using the IMRAD structure.	The student demonstrated the ability to write a laboratory report using the IMRAD structure far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

The student will write a laboratory report for a laboratory experiment.

2) When will the instrument be administered?

According to the course syllabus.

3) What was the process used to determine the level of student outcome?

Lab Report Rubric Scores: 16-20 Exemplary, 12-15 Proficient, 8-11 Basic, 0-7 Not acceptable

Lab Report	Excellent (4)	Good (3)	Adequate (2)	Needs Work (1)	No Attempt
Introduction	1. Includes pertinent background info and the question to be answered. 2. States hypothesis based on research or sound reasoning. 3. Title relevant and specific to experiment.	Two "excellent" conditions are met and one condition is not met.	One "excellent" condition is met and two are not met.	Introduction is present, but no "excellent" conditions are met.	
Methods	1. Concise and easy to follow procedure is included. 2. Experiment could be repeated by another scientist. 3. Independent and dependent variables are identified correctly.	Two excellent conditions met.	One excellent condition met.	Would be difficult to repeat and reader must guess at how the data was recovered or how the experiment was conducted.	
Results	1. Results and data are clearly recorded and organized in charts, tables, and/or graphs correctly. 2. Chart/table/graph titles are specific to the experiment. 3. Correct units present in charts/tables/graphs.	Two excellent conditions met.	One excellent condition met.	Results are disorganized and poorly recorded, do not make sense, or not enough data was taken to justify results.	
Discussion	1. Summarizes data used to draw conclusions and addresses acceptance or rejection of hypothesis. 2. Conclusions follow the data and sources of error are discussed. 3. Discusses applications, real world connections, or next experiment to be designed.	Two excellent conditions met.	One excellent condition met.	Conclusions are not based on any qualitative or quantitative data with discussion not pertaining to the experiment performed.	
Professional Format and Protocol	1. Lab report submitted as directed. 2. Professional scientific writing style with references/citations. 3. Correct spelling and grammar.	Two excellent conditions met.	One excellent condition met.	Poorly written scientific report.	

DRAFT

Category 6: Behavioral Wellness and Social Science

**BUSN 201, BUSN 202, BUSN 208, CRJU 105, GEOG 200, POLS 110
POLS 210, POLS 220, POLS 230, PSYC 101, PSYC 206, SOCI 101
SOCI 105, PHED 201, PSYC 102**

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6 Behavioral Wellness and Social Science
SLO 1: Content Knowledge of social sciences: Students will explain the core concepts of their chosen field of study in the social sciences.
Course: **BUSN 201, BUSN 202**
Contributing Faculty: Dr. Antônio Bós

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated some ability to effectively explain the core concepts of their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated an ability to effectively explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated the ability to explain the core concepts of their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Ten multiple-choice questions in the mid-term and in the final exams will assess their ability to explain the core concepts of Economics.
- 2) When will the instrument be administered?
In the mid-term and in the final exams. If there is a change in the number of exams, the 10 questions will appear in each exam.
- 3) What was the process used to determine the level of student outcome?
 1. Not Acceptable: average of correct answers for the 20 questions less than 60%
 2. Basic: average of correct answers for the 20 questions between 60 and 79%
 3. Proficient: average of correct answers for the 20 questions between 80 and 89%.
 4. Exemplary: average of correct answers for the 20 questions 90% or above.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 2: Critical Thinking and analytic reasoning skills: Students will appraise relevant arguments from their chosen field of study in the social sciences.

Course: **BUSN 201, BUSN 202**

Contributing Faculty: Dr. Antônio Bós

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise relevant arguments from a chosen field of study in the social sciences.	The student demonstrated minimal ability to appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated some ability to appraise relevant arguments from their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Homework: students will be assigned two readings with contrasting view-points concerning an economic issue. Students will be asked to answer the following questions based on both readings,

1. Briefly – no more than two sentences per article – state the main idea of each article.
2. Which evidence and reasoning each reading provides to support its main idea? Which evidence/reading you believe is most credible? Explain your reasoning.
3. What is your position on the issue/problem/disagreement? Explain.

2) When will the instrument be administered?

As per the course syllabus.

3) What was the process used to determine the level of student outcome?

The following Critical Thinking rubric will be used. The overall result will be an average of the scores for each item (knowledge base, analysis, and evaluation).

	Knowledge base	Analysis	Evaluation
Not acceptable (0-59)	Fails to demonstrate even the most basic knowledge base appropriate to the analysis in question.	Incoherent analysis, failing to use deductive reasoning, comparison, cause and effect and/or judgment referenced to established criteria	Fails to recognize that valid assertions or arguments are built on evidence
Basic (60- 79)	Demonstrates elementary understanding of the basic knowledge base appropriate to the analysis in question	Prepares a basic interpretation incorporating deductive reasoning, comparison, cause and effect and/or judgment referenced to established criteria	Recognizes that valid assertions or arguments are built on evidence
Proficient (80-89)	Demonstrates solid understanding of the knowledge base appropriate to the analysis in question	Makes a sound, logical argument, incorporating deductive reasoning, comparison, cause and effect and/or judgment referenced to established criteria	Demonstrates ability to judge the quality, credibility, worth, or practicality of ideas presented, based on command of the knowledge base and / or analytical process, as listed above
Exemplary (90-100)	Demonstrates comprehensive understanding of both detail and context in the knowledge base appropriate to the analysis in question	Employs with ease and sophistication at least one of the following methods of analysis: deductive reasoning, comparison, cause and effect and/or judgment referenced to established criteria	Demonstrates superior ability to judge the quality, credibility, worth, or practicality of ideas presented

DRAFT

Category: 6, Behavioral Wellness and Social Science
 SLO 1: Content Knowledge of social sciences: Students will explain the core concepts of their chosen field of study in the social sciences.
 Course: **CRJU 105**
 Contributing Faculty: Mikaela Cooney
 Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated some ability to effectively explain the core concepts of their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated an ability to effectively explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated the ability to explain the core concepts of their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
 Students will complete an essay question on an exam in order to explain the core components of the criminal justice system.
- 2) When will the instrument be administered?
 The instrument will be administered during the middle of the semester per the course syllabus.
- 3) What was the process used to determine the level of student outcome?
 General prompt: Identify the three main components of the criminal justice system (police, courts and corrections.) Describe their respective functions, goals and discuss how each component works within the two major views of the criminal justice system (consensus and conflict models.)
 1. Not acceptable: The student is neither able to identify and explain the functions of the main components of the criminal justice system (police, courts and corrections) nor discuss the interplay of each component within the two main theoretical views of the criminal justice system as a whole (conflict and consensus)
 2. Basic: The student is able to identify the core components of the criminal justice system but unable to discuss their functions and/or discuss their interplay within the theoretical paradigms listed above.
 3. Proficient: The student is able to identify the core components of the criminal justice system, discuss their function and discuss their interplay within the theoretical paradigms listed above using some relevant examples.
 4. Exemplary: The student is able to identify the core components of the criminal justice system, discuss their function and interplay within the theoretical paradigms using relevant examples and incorporate additional factors that impact each component (i.e. the U.S. Constitution, social norms, political and economic changes, etc.)

DRAFT

General Education Program Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 2: Critical Thinking and analytic reasoning skills: Students will appraise relevant arguments from their chosen field of study in the social sciences.

Course: **CRJU 105**

Contributing Faculty: Mikaela Cooney

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise relevant arguments from a chosen field of study in the social sciences.	The student demonstrated minimal ability to appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated some ability to appraise relevant arguments from their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Students will prepare an informative and persuasive oral presentation on a controversial issue in criminal justice.

2) When will the instrument be administered?

The presentations will be completed during the last two weeks of the semester.

3) What was the process used to determine the level of student outcome?

Students will be evaluated based on content, organization, vocabulary, voice and poise.

1. Not acceptable: The student does not demonstrate an adequate understanding of the controversial issue and the perspectives associated with their topic. The student's vocal delivery detracts from the presentation and the vocabulary is vague or inaccurate. The presentation is unorganized, off-topic and lacks strong concluding remarks that reinforce why the information is of value.

2. Basic: The student demonstrates a modest understanding of the topic. Introduction and conclusion are present but not fully developed and the student relies on vocal fillers. Vocabulary is mostly appropriate and the student presents the main points of their argument. Voice, tone and rate of speech may be slightly distracting.

3. Proficient: The body of the presentation and the student's word choice conveys a significant understanding of the topic. The student prepares audience for the topic and provides a conclusive review of the high points of the presentation. Student appears comfortable, is able to hold the audience's attention and varies rate, volume and tone of voice. Relevant evidence is used to support their perspective.

4. Exemplary: The student demonstrates an insightful perspective on their topic from introduction to conclusion. The student varies volume, tone and rate of speech in order to engage their audience while demonstration confidence in their delivery. Presentation is highly organized, in-depth and based on significant factual analysis of the topic.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6 Behavioral Wellness and Social Science

SLO1: Content Knowledge of social sciences: Students will explain the core concepts of their chosen field of study in the social sciences.

Course: **PHED 201**

Contributing Faculty: Angelo Botta, David Bow, Suzanne Byrd

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated some ability to effectively explain the core concepts of their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated an ability to effectively explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated the ability to explain the core concepts of their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Students will answer one essay question on a mid-term assignment.

2) When will the instrument be administered?

The assignment will be submitted during the middle of the course according to the course syllabus.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: Student demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. None of the five components of wellness are included in response. Examples are not provided
2. Basic: Student demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Five components of wellness are not included in response. Examples are not provided or are irrelevant to the assignment.
3. Proficient: Student demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. All five components of wellness are included in response. Viewpoints and interpretations are supported. Appropriate examples are provided.
4. Exemplary: Student demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Specifically, the five components of wellness are included in response. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 2: Critical Thinking and analytic reasoning skills: Students will appraise relevant arguments from their chosen field of study in the social sciences.

Course: **PHED 201**

Contributing Faculty: Angelo Botta, David Bow, Suzanne Byrd

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise relevant arguments from a chosen field of study in the social sciences.	The student demonstrated minimal ability to appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated some ability to appraise relevant arguments from their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Students will write a research paper examining one of the health care issues or the benefits of community service in America. Students must defend their position with logical arguments. The paper should demonstrate the relationship between personal health and wellness and the welfare of the larger community.

2) When will the instrument be administered?

The assignment will be submitted at the end of the course according to the course syllabus.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: Student selected research that is not relevant to the argument or is vague and incomplete – components are missing or inaccurate or unclear. Theory is not relevant or only relevant for some aspects; theory is not clearly articulated and/or has incorrect or incomplete components. Relationship between theory and research is unclear or inaccurate, major errors in the logic are present

2. Basic: Student selected research that is relevant to the argument related to the individual and/or community wellness and is mostly accurate and complete – there are some unclear components and some minor errors in the method, results or implications. Theory is relevant and accurately described, some components may not be present or are unclear. Connection to theory is mostly clear and complete, but has some minor errors.

3. Proficient: Student selected research that is relevant to the argument related to the individual and/or community wellness and is mostly accurate and complete – there are some unclear components or some minor errors in the method, results or implications. Theory is relevant and accurately described. Connection to theory is mostly clear and complete.

4. Exemplary: Student selected research that is highly relevant to the argument related to the individual and/or community wellness. Research is presented accurately and completely – the method, results, and implications are all presented accurately; Theory is relevant, accurately described and all relevant components are included; relationship between research and theory is clearly articulated and accurate.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science
SLO 1: Content Knowledge of social sciences: Students will explain the core concepts of their chosen field of study in the social sciences.
Course: **POLS 110, 210, 220, 230**
Contributing Faculty: Troy Goodale
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated some ability to effectively explain the core concepts of their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated an ability to effectively explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated the ability to explain the core concepts of their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Options are limited to: (1) Pertinent sections of an Exam or the course Final Exam, (2) a Research or Essay writing assignment designed to gauge students' understanding of the core concepts for the specified Political Science Course.
- 2) When will the instrument be administered?
The chosen instrument will be administered at the midpoint of the term (Midterm Exam) or during final two weeks of the term (Research Paper, Essay Paper, Final Exam).
- 3) What was the process used to determine the level of student outcome?
Based on the description of specific criteria that contribute to each scoring level:
POLS 110 – Key Constitutional Concepts from the U.S. Constitution Articles or Amendments.
POLS 210 – Forms of Government and the forces of Globalization.
POLS 220 – Structure of the International system, Sovereignty, Nationalism, and Ideology.
POLS 230 – Structure and Operation of the various units of Local Government, with a focus on Tennessee.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 2: Critical Thinking and analytic reasoning skills: Students will appraise relevant arguments from their chosen field of study in the social sciences.

Course: **POLS 110, 210, 220, 230**

Contributing Faculty: Troy Goodale

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise relevant arguments from a chosen field of study in the social sciences.	The student demonstrated minimal ability to appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated some ability to appraise relevant arguments from their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Options are limited to: (1) Pertinent sections of an Exam or the course Final Exam, (2) a Research or Essay writing assignment designed to gauge students' ability to utilize and apply reasoned, critical thought for problem solving or information literacy.

2) When will the instrument be administered?

The chosen instrument will be administered at the midpoint of the term (Midterm Exam) or during final two weeks of the term (Research Paper, Essay Paper, Final Exam).

3) What was the process used to determine the level of student outcome?

On their exams or writing assignments, students will display the ability to remember, understand, apply, analyze, and evaluate the pertinent theoretical approaches, models, paradigms, or political problems germane to their political science course.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 1: Content Knowledge of social sciences: Students will explain the core concepts of their chosen field of study in the social sciences.

Course: **PSYC 101, PSYC 102, PSYC 206, PSYC 207**

Contributing Faculty: Robert Gall, Kenneth "Big Papi" Brewer

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated some ability to effectively explain the core concepts of their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated an ability to effectively explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated the ability to explain the core concepts of their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Students will complete an online written discussion post with references that requires them to demonstrate content knowledge in psychology appropriate to the class.

2) When will the instrument be administered?

Mid-semester to the end of the semester.

3) What was the process used to determine the level of student outcome?

A) Description of specific criteria that contribute to each scoring level:

Student posts should address the history of thought, the current science in psychology, the development of research and its applications, and/or the theoretical underpinnings in an accurate and concise manner.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 2: Critical Thinking and analytic reasoning skills: Students will appraise relevant arguments from their chosen field of study in the social sciences.

Course: **PSYC 101, PSYC 102, PSYC 206, PSYC 207**

Contributing Faculty: Robert Gall, Kenneth Brewer

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise relevant arguments from a chosen field of study in the social sciences.	The student demonstrated minimal ability to appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated some ability to appraise relevant arguments from their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Students will complete an online written discussion post with references that requires them to demonstrate content knowledge in psychology appropriate to the class.

2) When will the instrument be administered?

As per syllabus during the latter half of the semester.

3) What was the process used to determine the level of student outcome?

Student posts will demonstrate the ability to identify the core issues, identify biases and inferences in the question, and be able to draw accurate inferences based on the information presented.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 1: Content Knowledge of social sciences: Students will explain the core concepts of their chosen field of study in the social sciences.

Course: **SOCI 101**

Contributing Faculty: Katherine Everhart

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated some ability to effectively explain the core concepts of their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated an ability to effectively explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated the ability to explain the core concepts of their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A final writing assignment in the course that consists of three short answer questions that ask students to explain and provide examples for: 1) the sociological perspective/imagination; 2) the three major theoretical perspectives of sociology—functionalism, conflict, and symbolic interactionism; and 3) the major research methods used in sociological research—participant observation, interviews, focus groups, survey, and content analysis.

2) When will the instrument be administered?

A final writing assignment administered during the final two weeks of the course.

3) Description of specific criteria that contribute to each scoring level:

1. Not Acceptable: The student is not able to explain the core concepts of the field of sociology—such as the sociological imagination, the three major theoretical perspectives of the field of sociology (functionalism, conflict, and symbolic interactionism), and strengths and weaknesses of the major sociological methods (participant observation, interviews, focus groups, survey, or content analysis), nor are they able to provide examples of these concepts.
2. Basic: The student is able to explain the core concepts of the field of sociology (as listed above); however, they are not able to provide examples of these core concepts.
3. Proficient: The student is able to explain the core concepts of the field of sociology (as listed above) and able to provide some examples of these core concepts.
4. Exemplary: The student is able to explain the core concepts of the field of sociology (as listed above) and provide thorough examples that illuminate additional concepts in the course (such as, norms and deviance, socialization, social interaction, structures of social class, race, gender, and sexuality).

Writing Prompts:

1. What is the sociological imagination/sociological perspective? Explain this concept and provide an example of how we might employ this concept to understand a social issue/problem.
2. What is the major focus of each of the three theoretical approaches—functionalism, conflict, and symbolic interactionism—utilized in sociology? For each theory, provide an example of a sociological concept/issue that these theorists might explore.
3. Name one strength and one weakness of TWO of the following sociological methods—participant observation, interviews, focus groups, survey, or content analysis.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 2: Critical Thinking and analytic reasoning skills: Students will appraise relevant arguments from their chosen field of study in the social sciences.

Course: **SOCI 101**

Contributing Faculty: Katherine Everhart

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise relevant arguments from a chosen field of study in the social sciences.	The student demonstrated minimal ability to appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated some ability to appraise relevant arguments from their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A final writing assignment in the course that consists of one question that requires students to analyze one major social institution in the field (e.g., the family) from the three major theoretical perspectives (functionalism, conflict, and symbolic interactionism).

2) When will the instrument be administered?

A final writing assignment administered during the final two weeks of the course.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student is unable to analyze the social institution with the major theoretical perspectives in the field of sociology (functionalism, conflict, and symbolic interactionism).
2. Basic: The student is able to analyze the social institution with the major theoretical perspectives in the field of sociology (listed above), but may only be able to apply one or two of the theories. The answer also lacks specificity to the chosen social institution.
3. Proficient: The student is able to analyze the social institution with all three of the major theoretical perspectives in the field of sociology (listed above).
4. Exemplary : The student is not only able to analyze the social institution with all three of the major theoretical perspectives in the field of sociology (listed above), but is also able to provide substantive application to the chosen social institution

Writing Prompt:

Pick one of the major social institutions from class (e.g., the family, education, workplace). Analyze this social institution from each of the three major theoretical perspectives—functionalism, conflict, and symbolic interaction. For instance, you would ask: “What would functionalists say about the social institution of the family?” and so forth.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 1: Content Knowledge of social sciences: Students will explain the core concepts of their chosen field of study in the social sciences.

Course: **SOCI 105**

Contributing Faculty: Katherine Everhart

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated some ability to effectively explain the core concepts of their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated an ability to effectively explain the core concepts of their chosen field of study in the social sciences.	The student demonstrated the ability to explain the core concepts of their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A final writing assignment in the course that consists of one question that ask students to select one of the major social problem discussed in the course—such as poverty, homelessness, alcohol and drug use, crime, workplace inequalities, physical and mental illness, or, educational inequalities—and explain how race-ethnicity, social class, and gender influences one’s likelihood and experience of these social problems.

2) When will the instrument be administered?

A final writing assignment administered during the final two weeks of the course.

3) Description of specific criteria that contribute to each scoring level:

1. Not Acceptable: The student is not able to explain the selected social problem through the lens of various social locations (such as, race-ethnicity, social class, and gender).
2. Basic: The student is able to explain some of the influences of race-ethnicity, social class, and gender on the selected social problem.
3. Proficient: The student is able to discuss how all three social structures (race-ethnicity, social class, and gender) influence what we know about the selected social problem.
4. Exemplary: The student is not only able to discuss all three social structures (race-ethnicity, social class, and gender) influence on the selected social problem, but is also able to provide statistics and/or specific examples from the course material.

This writing assignment aims to address your comprehensive knowledge of the field of sociology in the realm of social issues and problems. You will be assessed in terms of your understanding and explanation of the concepts. Your answers should be in essay-format; do not write lists.

Writing Prompt:

Select one of the major social problem discussed in the class (e.g., poverty, homelessness, alcohol and drug use, crime, violence, workplace inequalities, health, mental illness, or educational inequalities). Explain how various social structures (e.g., race-ethnicity, social class, gender) impact one’s likelihood of and experience of this particular social problem. Or in other words, what do we know about race-ethnicity and poverty? Gender and poverty?

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 6, Behavioral Wellness and Social Science

SLO 2: Critical Thinking and analytic reasoning skills: Students will appraise relevant arguments from their chosen field of study in the social sciences.

Course: **SOCI 105**

Contributing Faculty: Katherine Everhart

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise relevant arguments from a chosen field of study in the social sciences.	The student demonstrated minimal ability to appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated some ability to appraise relevant arguments from their chosen field of study in the social sciences, but there is significant room for improvement.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences.	The student demonstrated the ability to effectively appraise relevant arguments from their chosen field of study in the social sciences far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A final writing assignment in the course that consists of one question that ask students to select one of the major social problem discussed in the course—such as poverty, homelessness, alcohol and drug use, crime, workplace inequalities, physical and mental illness, or, educational inequalities—and debate the potential solutions that exist within society.

2) When will the instrument be administered?

A final writing assignment administered during the final two weeks of the course.

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student is unable to articulate any potential solutions that have been suggested to solve the selected social problem.
2. Basic: The student is able to provide one to two solutions that have been suggested to solve the selected social problem, but does not engage in a critically assessment of the solutions.
3. Proficient: The student is able to provide multiple solutions that have been suggested to solve the selected social problem, as well as critically analyzes the solution by provided data or evidence to back up the various claims.
4. Exemplary: The student is able to provide multiple solutions, critically analyze the solutions through data or evidence, as well as demonstrates an ability to examine why one solution might work better than others

Writing Prompt:

Select one of the major social problem discussed in the class (e.g., poverty, homelessness, alcohol and drug use, crime, violence, workplace inequalities, health, mental illness, or educational inequalities). Describe the major solutions that exist to solve this social problem, and critically analyze the pros and cons of the major solutions.

DRAFT

Category 7: History

HIST 101, HIST 102, HIST 201, HIST 202, HIST/POLS 280

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 7, History

SLO 1: Knowledge of Historical Change: Student will explain historical change using chronological arguments.

Course: **HIST 101, HIST 102, HIST 201, HIST 202, HIST/POLS 280**

Contributing Faculty: Noll, Van Amberg, Keaton, Perry

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to utilize chronology to explain historical change.	The student demonstrated minimal ability to effectively use chronology in an explanation of historical change.	The student demonstrated some ability to effectively use chronology in an explanation of historical change, but there is significant room for improvement.	The student demonstrated the ability to effectively use chronology in an explanation of historical change.	The student demonstrated the ability to effectively use chronology in an explanation of historical change far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

Students will complete a long essay on the final exam. The essay will be a minimum of five paragraphs in length.

2) When will the instrument be administered?

The instrument will be administered at the conclusion of the course.

3) Essays will be evaluated based upon the following criteria:

1. Evidence: ability of student to use appropriate historical, processes, systems, actions, or actors as evidence of historical change.
2. Accuracy: ability of student to correctly apply evidence (number 1 above) to explain a historical process or development.
3. Chronology: ability of students to organize evidence and analysis to connect related historical events across time.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: Category 7, History
SLO 2: Critical Thinking Skills pertaining to Primary Source Materials: Students will evaluate how the presentation of events in primary sources is shaped by the authors' perspective.
Course: **HIST 101, HIST 102, HIST 201, HIST 202, HIST/POLS 280**
Contributing Faculty: Noll, Van Amberg, Keaton, Perry
Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to evaluate how an author's perspective shaped their presentation of events in a primary source document.	The student demonstrated minimal ability to evaluate how an author's perspective shaped their presentation of events in a primary source document.	The student demonstrated some ability to evaluate how an author's perspective shaped their presentation of events in a primary source document, but there is significant room for improvement.	The student demonstrated the ability to evaluate how an author's perspective shaped their presentation of events in a primary source document.	The student demonstrated the ability to evaluate how an author's perspective shaped their presentation of events in a primary source document far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
Students will write a 2-3 page paper that evaluates a primary source selected by the instructor.
- 2) When will the instrument be administered?
The essay will be completed according to the schedule developed in the course syllabus.
- 3) Student essays will be evaluated on the following criteria.
 1. 1 Discernment: ability of student to identify components of a primary source that:
 - are objective records of the past, and/or,
 - are a product of an author or creator's perspective.
 2. Identification: ability to identify circumstances unique to the author that could have affected how they interpreted past events.
 3. Correlation: ability of student to correctly correlate the life circumstances of the author to their specific interpretation of past events.
 4. Credibility: ability of student to assess the veracity of a primary source based on (2) and (3) above.

DRAFT

Category 8: Religious Studies

RELG 101, RELG 102, RELG 201, RELG 230

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 8: Religion

SLO 1: Critical Thinking and analytic reasoning skills: Students will evaluate arguments arising from various authoritative religious texts.

.Course: RELG 101

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to evaluate arguments arising from various authoritative religious texts.	The student demonstrated some ability to effectively evaluate arguments arising from various authoritative religious texts, but there is significant room for improvement.	The student demonstrated an ability to effectively evaluate arguments arising from various authoritative religious texts.	The student demonstrated the ability to evaluate arguments arising from various authoritative religious texts far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A brief (1-2 pages) written essay in which the student discusses his/her view on a particular topic of controversy within the interpretation of the Old Testament and then explains why he/she holds to that particular view .

2) When will the instrument be administered?

According to the course syllabus

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not display the ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the failure to differentiate between arguments which contribute to a conclusion and personal opinions, by the failure to identify alternative positions from their own, and by the failure to understand the process by which a particular conclusion has been reached. The student does not display the ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by a lack of understanding of how to weigh a particular argument and assess the evidence for and against it, by a failure to identify assumptions and influences which underlie various positions, and by the inability to articulate a response to a critique of his/her own position.

2. Basic: The student displays a basic ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the ability to identify arguments which contribute to the discussion (although not being able to distinguish primary from secondary/unrelated arguments), by the identifying positions which differ from their own (although without understanding them), and by understanding that a particular conclusion has been reached through a process of reasoning (but not understanding that process). The student displays a basic ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by the recognition that particular arguments are judged on the basis of evidence for and against it (but being unable to make any kind of assessment of those arguments), by the recognizing that assumptions and influences that underlie various positions (although without being able to identify them), and by offering a response to a critique of his/her own position (although one which does not reflect a complete understanding of the issues and evidence).

DRAFT

3. **Proficient:** The student displays a proficient ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the identification of primary and secondary arguments which contribute to a conclusion, by identifying alternative positions from their own, and by understanding the process by which a particular conclusion has been reached. The student displays a proficient ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by an understanding of how to weigh a particular argument and assess the evidence for and against it, by identifying assumptions and influences which underlie various positions, and by articulating a response to a critique of his/her own position which adequately draws from the available evidence.

4. **Exemplary:** The student displays an exemplary ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the their distinction between primary and secondary arguments and their use of the former in reaching a conclusion, by identifying alternative positions from their own and describing why they (personally) do not hold those positions, and by understanding and being able to articulate the process by which a particular conclusion has been reached. The student displays an exemplary ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by a demonstration of the ability to assess evidence for and against various positions and then choosing the strongest available option, by identifying assumptions and influences which underlie their own positions and changing them to align with the evidence, and by articulating a well-reasoned response to a critique of his/her own position.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 8: Religion

SLO 2: Self-Knowledge: Students will recognize their own theological commitments on the basis of informed self-reflection.

Course: **RELG 101**

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to recognize their own theological commitments on the basis of informed self-reflection.	The student demonstrated some ability to effectively recognize their own theological commitments on the basis of informed self-reflection, but there is significant room for improvement.	The student demonstrated an ability to effectively recognize their own theological commitments on the basis of informed self-reflection.	The student demonstrated the ability to recognize their own theological commitments on the basis of informed self-reflection far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A brief (1-2 pages) written essay in which the student discusses his/her view on a particular topic of controversy within the interpretation of the Old Testament and then explains why he/she holds to that particular view

2) When will the instrument be administered?

According to the course syllabus

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student displays no awareness of their own theological commitments and is unable to articulate his/her own theological views. The student is unaware that he/she approaches theological questions through a set of personal biases and prejudices. The student does not show awareness of alternative theological views beyond those held by him/her.

2. Basic: The student displays an awareness that culture and experience impact theological beliefs and practices, but does not understand how his/her own views have been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, but makes no effort to critically evaluate the validity of these influences. The student understands his/her own views about the theological questions, but is not able to fully articulate why he/she holds to those views. The student recognizes that there are alternative theological views to his/her own, but is not able to fully articulate those views, or to describe those views without creating negative stereotypes and caricatures.

3. Proficient: The student displays an awareness that culture and experience impact has impacted his/her theological beliefs and practices, and is able to provide some evidence to this fact. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, and makes an effort to judge the validity of these influences. The student understands his/her own theological views, but is able to articulate why he/she holds to some of those views. The student recognizes that there are alternative theological views to his/her own, but is able to articulate some of those views (without creating negative stereotypes and caricatures).

4. Exemplary: The student displays a keen awareness of the various ways that culture and experience have impacted their own theological beliefs and practices and is able to fully articulate how he/she has been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, and displays the ability to critically evaluate the validity these influences. The student understands his/her own theological views, but is able to fully articulate why he/she holds to those views. The student recognizes that there are alternative theological views to his/her own, and is able to fully articulate those views (without creating negative stereotypes and caricatures).

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 8: Religion

SLO 1: Critical Thinking and analytic reasoning skills: Students will evaluate arguments arising from various authoritative religious texts.

.Course: **RELG 102**

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to evaluate arguments arising from various authoritative religious texts.	The student demonstrated some ability to effectively evaluate arguments arising from various authoritative religious texts, but there is significant room for improvement.	The student demonstrated an ability to effectively evaluate arguments arising from various authoritative religious texts.	The student demonstrated the ability to evaluate arguments arising from various authoritative religious texts far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A brief (1-2 pages) written essay in which the student discusses his/her view on a particular topic of controversy within the interpretation of the New Testament and then explains why he/she holds to that particular view

2) When will the instrument be administered?

According to the course syllabus

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not display the ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the failure to differentiate between arguments which contribute to a conclusion and personal opinions, by the failure to identify alternative positions from their own, and by the failure to understand the process by which a particular conclusion has been reached. The student does not display the ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by a lack of understanding of how to weigh a particular argument and assess the evidence for and against it, by a failure to identify assumptions and influences which underlie various positions, and by the inability to articulate a response to a critique of his/her own position.

2. Basic: The student displays a basic ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the ability to identify arguments which contribute to the discussion (although not being able to distinguish primary from secondary/unrelated arguments), by the identifying positions which differ from their own (although without understanding them), and by understanding that a particular conclusion has been reached through a process of reasoning (but not understanding that process). The student displays a basic ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by the recognition that particular arguments are judged on the basis of evidence for and against it (but being unable to make any kind of assessment of those arguments), by the recognizing that assumptions and influences that underlie various positions (although without being able to identify them), and by offering a response to a critique of his/her own position (although one which does not reflect a complete understanding of the issues and evidence).

3. Proficient: The student displays a proficient ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the identification of

DRAFT

primary and secondary arguments which contribute to a conclusion, by identifying alternative positions from their own, and by understanding the process by which a particular conclusion has been reached. The student displays a proficient ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by an understanding of how to weigh a particular argument and assess the evidence for and against it, by identifying assumptions and influences which underlie various positions, and by articulating a response to a critique of his/her own position which adequately draws from the available evidence.

4. Exemplary: The student displays an exemplary ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the their distinction between primary and secondary arguments and their use of the former in reaching a conclusion, by identifying alternative positions from their own and describing why they (personally) do not hold those positions, and by understanding and being able to articulate the process by which a particular conclusion has been reached. The student displays an exemplary ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by a demonstration of the ability to assess evidence for and against various positions and then choosing the strongest available option, by identifying assumptions and influences which underlie their own positions and changing them to align with the evidence, and by articulating a well-reasoned response to a critique of his/her own position.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 8: Religion

SLO 2: Self-Knowledge: Students will recognize their own theological commitments on the basis of informed self-reflection.

Course: **RELG 102**

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to recognize their own theological commitments on the basis of informed self-reflection.	The student demonstrated some ability to effectively recognize their own theological commitments on the basis of informed self-reflection, but there is significant room for improvement.	The student demonstrated an ability to effectively recognize their own theological commitments on the basis of informed self-reflection.	The student demonstrated the ability to recognize their own theological commitments on the basis of informed self-reflection far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A brief (1-2 pages) written essay in which the student discusses his/her view on a particular topic of controversy within the interpretation of the New Testament and then explains why he/she holds to that particular view

2) When will the instrument be administered?

According to the course syllabus

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student displays no awareness of their own theological commitments and is unable to articulate his/her own theological views. The student is unaware that he/she approaches theological questions through a set of personal biases and prejudices. The student does not show awareness of alternative theological views beyond those held by him/her.

2. Basic: The student displays an awareness that culture and experience impact theological beliefs and practices, but does not understand how his/her own views have been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, but makes no effort to critically evaluate the validity of these influences. The student understands his/her own views about the theological questions, but is not able to fully articulate why he/she holds to those views. The student recognizes that there are alternative theological views to his/her own, but is not able to fully articulate those views, or to describe those views without creating negative stereotypes and caricatures.

3. Proficient: The student displays an awareness that culture and experience impact has impacted his/her theological beliefs and practices, and is able to provide some evidence to this fact. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, and makes an effort to judge the validity of these influences. The student understands his/her own theological views, but is able to articulate why he/she holds to some of those views. The student recognizes that there are alternative theological views to his/her own, but is able to articulate some of those views (without creating negative stereotypes and caricatures).

4. Exemplary: The student displays a keen awareness of the various ways that culture and experience have impacted their own theological beliefs and practices and is able to fully articulate how he/she has been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, and displays the ability to critically evaluate the validity these influences. The student understands his/her own theological views, but is able to fully articulate why he/she holds to those views. The student recognizes that there are alternative theological views to his/her own, and is able to fully articulate those views (without creating negative stereotypes and caricatures).

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 8: Religion

SLO 1: Critical Thinking and analytic reasoning skills: Students will evaluate arguments arising from various authoritative religious texts.

.Course: **RELG 201**

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to evaluate arguments arising from various authoritative religious texts.	The student demonstrated some ability to effectively evaluate arguments arising from various authoritative religious texts, but there is significant room for improvement.	The student demonstrated an ability to effectively evaluate arguments arising from various authoritative religious texts.	The student demonstrated the ability to evaluate arguments arising from various authoritative religious texts far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A brief (1-2 pages) written essay in which the student discusses his/her view on a particular topic of controversy within the study of World Religions and then explains why he/she holds to that particular view

2) When will the instrument be administered?

According to the course syllabus

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not display the ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the failure to differentiate between arguments which contribute to a conclusion and personal opinions, by the failure to identify alternative positions from their own, and by the failure to understand the process by which a particular conclusion has been reached. The student does not display the ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by a lack of understanding of how to weigh a particular argument and assess the evidence for and against it, by a failure to identify assumptions and influences which underlie various positions, and by the inability to articulate a response to a critique of his/her own position.

2. Basic: The student displays a basic ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the ability to identify arguments which contribute to the discussion (although not being able to distinguish primary from secondary/unrelated arguments), by the identifying positions which differ from their own (although without understanding them), and by understanding that a particular conclusion has been reached through a process of reasoning (but not understanding that process). The student displays a basic ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by the recognition that particular arguments are judged on the basis of evidence for and against it (but being unable to make any kind of assessment of those arguments), by the recognizing that assumptions and influences that underlie various positions (although without being able to identify them), and by offering a response to a critique of his/her own position (although one which does not reflect a complete understanding of the issues and evidence).

3. Proficient: The student displays a proficient ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the identification of primary and secondary arguments which contribute to a conclusion, by identifying alternative positions from their own, and by understanding the process by which a particular conclusion has been reached. The

DRAFT

student displays a proficient ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by an understanding of how to weigh a particular argument and assess the evidence for and against it, by identifying assumptions and influences which underlie various positions, and by articulating a response to a critique of his/her own position which adequately draws from the available evidence.

4. Exemplary: The student displays an exemplary ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the their distinction between primary and secondary arguments and their use of the former in reaching a conclusion, by identifying alternative positions from their own and describing why they (personally) do not hold those positions, and by understanding and being able to articulate the process by which a particular conclusion has been reached. The student displays an exemplary ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by a demonstration of the ability to assess evidence for and against various positions and then choosing the strongest available option, by identifying assumptions and influences which underlie their own positions and changing them to align with the evidence, and by articulating a well-reasoned response to a critique of his/her own position.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 8: Religion

SLO 2: Self-Knowledge: Students will recognize their own theological commitments on the basis of informed self-reflection.

Course: **RELG 201**

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to recognize their own theological commitments on the basis of informed self-reflection.	The student demonstrated some ability to effectively recognize their own theological commitments on the basis of informed self-reflection, but there is significant room for improvement.	The student demonstrated an ability to effectively recognize their own theological commitments on the basis of informed self-reflection.	The student demonstrated the ability to recognize their own theological commitments on the basis of informed self-reflection far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A brief (1-2 pages) written essay in which the student discusses his/her view on a particular topic of controversy within the study of World Religions and then explains why he/she holds to that particular view

2) When will the instrument be administered?

According to the course syllabus

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student displays no awareness of their own theological commitments and is unable to articulate his/her own theological views. The student is unaware that he/she approaches theological questions through a set of personal biases and prejudices. The student does not show awareness of alternative theological views beyond those held by him/her.

2. Basic: The student displays an awareness that culture and experience impact theological beliefs and practices, but does not understand how his/her own views have been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, but makes no effort to critically evaluate the validity of these influences. The student understands his/her own views about the theological questions, but is not able to fully articulate why he/she holds to those views. The student recognizes that there are alternative theological views to his/her own, but is not able to fully articulate those views, or to describe those views without creating negative stereotypes and caricatures.

3. Proficient: The student displays an awareness that culture and experience impact has impacted his/her theological beliefs and practices, and is able to provide some evidence to this fact. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, and makes an effort to judge the validity of these influences. The student understands his/her own theological views, but is able to articulate why he/she holds to some of those views. The student recognizes that there are alternative theological views to his/her own, but is able to articulate some of those views (without creating negative stereotypes and caricatures).

4. Exemplary: The student displays a keen awareness of the various ways that culture and experience have impacted their own theological beliefs and practices and is able to fully articulate how he/she has been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, and displays the ability to critically evaluate the validity these influences. The student understands his/her own theological views, but is able to fully articulate why he/she holds to those views. The student recognizes that there are alternative theological views to his/her own, and is able to fully articulate those views (without creating negative stereotypes and caricatures).

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 8: Religion

SLO 1: Critical Thinking and analytic reasoning skills: Students will evaluate arguments arising from various authoritative religious texts.

.Course: **RELG 230**

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to evaluate arguments arising from various authoritative religious texts.	The student demonstrated some ability to effectively evaluate arguments arising from various authoritative religious texts, but there is significant room for improvement.	The student demonstrated an ability to effectively evaluate arguments arising from various authoritative religious texts.	The student demonstrated the ability to evaluate arguments arising from various authoritative religious texts far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A brief (1-2 pages) written essay in which the student discusses his/her view on a particular topic of controversy within the interpretation of the Bible and then explains why he/she holds to that particular view

2) When will the instrument be administered?

According to the course syllabus

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student does not display the ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the failure to differentiate between arguments which contribute to a conclusion and personal opinions, by the failure to identify alternative positions from their own, and by the failure to understand the process by which a particular conclusion has been reached. The student does not display the ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by a lack of understanding of how to weigh a particular argument and assess the evidence for and against it, by a failure to identify assumptions and influences which underlie various positions, and by the inability to articulate a response to a critique of his/her own position.

2. Basic: The student displays a basic ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the ability to identify arguments which contribute to the discussion (although not being able to distinguish primary from secondary/unrelated arguments), by the identifying positions which differ from their own (although without understanding them), and by understanding that a particular conclusion has been reached through a process of reasoning (but not understanding that process). The student displays a basic ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by the recognition that particular arguments are judged on the basis of evidence for and against it (but being unable to make any kind of assessment of those arguments), by the recognizing that assumptions and influences that underlie various positions (although without being able to identify them), and by offering a response to a critique of his/her own position (although one which does not reflect a complete understanding of the issues and evidence).

3. Proficient: The student displays a proficient ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the identification of

DRAFT

primary and secondary arguments which contribute to a conclusion, by identifying alternative positions from their own, and by understanding the process by which a particular conclusion has been reached. The student displays a proficient ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by an understanding of how to weigh a particular argument and assess the evidence for and against it, by identifying assumptions and influences which underlie various positions, and by articulating a response to a critique of his/her own position which adequately draws from the available evidence.

4. Exemplary: The student displays an exemplary ability to break down complex information or comprehensive data into its fundamental parts or basic principles, as indicated by the their distinction between primary and secondary arguments and their use of the former in reaching a conclusion, by identifying alternative positions from their own and describing why they (personally) do not hold those positions, and by understanding and being able to articulate the process by which a particular conclusion has been reached. The student displays an exemplary ability to carefully evaluate information and determining how to interpret it in order to reach a reasoned conclusion, as indicated by a demonstration of the ability to assess evidence for and against various positions and then choosing the strongest available option, by identifying assumptions and influences which underlie their own positions and changing them to align with the evidence, and by articulating a well-reasoned response to a critique of his/her own position.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 8: Religion

SLO 2: Self-Knowledge: Students will recognize their own theological commitments on the basis of informed self-reflection.

Course: **RELG 230**

Contributing Faculty: Travis Williams

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to explain the core concepts of a chosen field of study in the social sciences.	The student demonstrated minimal ability to recognize their own theological commitments on the basis of informed self-reflection.	The student demonstrated some ability to effectively recognize their own theological commitments on the basis of informed self-reflection, but there is significant room for improvement.	The student demonstrated an ability to effectively recognize their own theological commitments on the basis of informed self-reflection.	The student demonstrated the ability to recognize their own theological commitments on the basis of informed self-reflection far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A brief (ca. 1-2 pages) written essay in which the student discusses his/her view on a particular topic of controversy within the study of World Religions and then explains why he/she holds to that particular view

2) When will the instrument be administered?

According to the course syllabus

3) What was the process used to determine the level of student outcome?

1. Not Acceptable: The student displays no awareness of their own theological commitments and is unable to articulate his/her own theological views. The student is unaware that he/she approaches theological questions through a set of personal biases and prejudices. The student does not show awareness of alternative theological views beyond those held by him/her.

2. Basic: The student displays an awareness that culture and experience impact theological beliefs and practices, but does not understand how his/her own views have been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, but makes no effort to critically evaluate the validity of these influences. The student understands his/her own views about the theological questions, but is not able to fully articulate why he/she holds to those views. The student recognizes that there are alternative theological views to his/her own, but is not able to fully articulate those views, or to describe those views without creating negative stereotypes and caricatures.

3. Proficient: The student displays an awareness that culture and experience impact has impacted his/her theological beliefs and practices, and is able to provide some evidence to this fact. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, and makes an effort to judge the validity of these influences. The student understands his/her own theological views, but is able to articulate why he/she holds to some of those views. The student recognizes that there are alternative theological views to his/her own, but is able to articulate some of those views (without creating negative stereotypes and caricatures).

4. Exemplary: The student displays a keen awareness of the various ways that culture and experience have impacted their own theological beliefs and practices and is able to fully articulate how he/she has been impacted. The student recognizes that personal biases and prejudices shape the way he/she answers theological questions, and displays the ability to critically evaluate the validity these influences. The student understands his/her own theological views, but is able to fully articulate why he/she holds to those views. The student recognizes that there are alternative theological views to his/her own, and is able to fully articulate those views (without creating negative stereotypes and caricatures).

DRAFT

Category 9: Civic Studies

CIVS 223, CIVS 251, POLS 110, POLS 210, POLS 220, POLS 230

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 9, Civic Studies

SLO 1: Civic Engagement and Competence: Students will appraise citizen participation in civic processes.

Course: **CIVS 223 and 251**

Contributing Faculty: Troy Goodale

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise citizen participation in civic processes.	The student demonstrated minimal ability to appraise citizen participation in civic processes.	The student demonstrated some ability to effectively appraise citizen participation in civic processes, but there is significant room for improvement.	The student demonstrated the ability to effectively to appraise citizen participation in civic processes.	The student demonstrated the ability to appraise citizen participation in civic processes far above what is generally demonstrated in a general education course.	

1) Description of student work for which the instrument above will be used to assess competency:

A narrowly designed Writing Assignment or Exam Section on the topic of "Citizen Participation in Civic Processes".

2) When will the instrument be administered?

It will be administered in the time range between the Midpoint and the End of the Semester.

3) What was the process used to determine the level of student outcome?

They will be based on the description of specific criteria that contribute to each scoring level. On their exams or writing assignments, students will display the ability to appraise citizen participation in civic processes from two broad theoretical approaches: Normative and Empirical. For the Normative theoretical perspective, it will be based upon the ideas of prominent social and political philosophers. For the Empirical perspective, it will be based on research in the social sciences pertaining to participation levels and efficacy.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 9, Civic Studies

SLO 2: Knowledge of Diversity in America: Students will summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.

Course: **CIVS 223 and 251**

Contributing Faculty: Troy Goodale

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.	The student demonstrated minimal ability to summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.	The student demonstrated some ability to effectively appraise citizen participation in civic processes, but there is significant room for improvement.	The student demonstrated the ability to summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.	The student demonstrated the ability to summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.	

1) Description of student work for which the instrument above will be used to assess competency:

A narrowly designed Writing Assignment or Exam Section on the topic of "Citizen Participation in Civic Processes".

2) When will the instrument be administered?

It will be administered in the time range between the Midpoint and the End of the Semester.

3) What was the process used to determine the level of student outcome?

Outcomes will be based on the description of specific criteria that contribute to each scoring level. On their exams or writing assignments, students will display the ability to remember and summarize the philosophical thought and empirical research concerning disparate viewpoints prevalent in contemporary American Society pertaining to community relations, from Colonial America until the present day.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 9, Civic Studies

SLO 1: Civic Engagement and Competence: Students will appraise citizen participation in civic processes.

Course: **POLS 110, 210, 220, 230**

Contributing Faculty: Troy Goodale

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to appraise citizen participation in civic processes.	The student demonstrated minimal ability to appraise citizen participation in civic processes.	The student demonstrated some ability to effectively appraise citizen participation in civic processes, but there is significant room for improvement.	The student demonstrated the ability to effectively to appraise citizen participation in civic processes.	The student demonstrated the ability to appraise citizen participation in civic processes far above what is generally demonstrated in a general education course.	

- 1) Description of student work for which the instrument above will be used to assess competency:
A narrowly designed Writing Assignment or Exam Section on the topic of "Citizen Participation in Civic Processes".
- 2) When will the instrument be administered?
It will be administered in the time range between the Midpoint and the End of the Semester.
- 3) What was the process used to determine the level of student outcome?
Based on the description of specific criteria that contribute to each scoring level:
POLS 110 – Voter Turnout in U.S. National Elections, both Presidential and Congressional.
POLS 210 – Voter Turnout in the National Elections of nation-states other than the United States.
POLS 220 – Rates of Citizen Membership in non-Government Organizations, such as Advocacy Groups, from nation-state to nation-state.
POLS 230 – Voter Turnout in U.S. State and Local Elections, of all three branches of government as applicable, with a focus on Tennessee.

DRAFT

General Education Program

Student Learning Outcome Course-Level Process Worksheet

Category: 9, Civic Studies

SLO 2: Knowledge of Diversity in America: Students will summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.

Course: **POLS 110, 210, 220, 230**

Contributing Faculty: Troy Goodale

Instrument:

Standard	1 - Not Acceptable	2 - Basic	3 - Proficient	4 - Exemplary	Score
Ability to summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.	The student demonstrated minimal ability to summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.	The student demonstrated some ability to effectively appraise citizen participation in civic processes, but there is significant room for improvement.	The student demonstrated the ability to summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.	The student demonstrated the ability to summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.	

1) Description of student work for which the instrument above will be used to assess competency:

A narrowly designed Writing Assignment or Exam Section on the topic of "Disparate Viewpoints in contemporary American Society on Community Relations".

2) When will the instrument be administered?

It will be administered in the time range between the Midpoint and the End of the Semester.

3) What was the process used to determine the level of student outcome?

On their exams or writing assignments, students will display the ability to remember and summarize the political thought and research germane to their political science course concerning disparate viewpoints prevalent in contemporary American Society pertaining to community relations.

They will be based on the description of specific criteria that contribute to each scoring level:

POLS 110 – The Federal System of the United States and the inter-relations between the three levels of Government.

POLS 210 – Comparative Analysis of the Federal System in the United States.

POLS 220 – How the Political Party platforms and behavior in the U.S. address and view relations within the International Community.

POLS 230 – The Federal System of the United States from the perspective of the State and Local Governments and Communities, with an emphasis on Tennessee.