

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

| AREA | Institutional Definition | Institutional SLO |
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| CONTENT | Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline. | Students identify, describe, and explain the terminology, concepts, methodologies and theories used within the general education category. |
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| COMMUNICATION | Communication is the development and expression of ideas in written and oral forms. | Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the general education category. |
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| CRITICAL THINKING | Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. | Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems using methods appropriate to the general education category. |

Revised March 1, 2013

CONTENT KNOWLEDGE RUBRIC

| | OUTSTANDING | SATISFACTORY | UNSATISFACTORY |
|----------------------------|---|--|---|
| Concepts/Principles | Skillfully and insightfully interprets and applies concepts and principles in the general education category. | Interprets and applies concepts and principles in the general education category. | Fails to interpret and apply course concepts and principles in the general education category. |
| Terminology | Demonstrates thorough knowledge and appropriate use of terminology within the general education category. | Demonstrates knowledge and use of terminology within the general education category. | Fails to demonstrate knowledge and use of terminology used within the general education category. |
| Methodologies | Demonstrates thorough knowledge of and appropriate application of methods used within the general education category. | Demonstrates knowledge of methods used within the general education category. | Fails to demonstrate knowledge of methods used within the general education category. |

COMMUNICATION RUBRIC

| | OUTSTANDING | SATISFACTORY | UNSATISFACTORY |
|---|---|---|---|
| Content | Skillfully demonstrates knowledge of content, audience, and purpose (responsive to the assigned tasks and demonstrates thorough understanding of practices particular to the specific general education category.) | Demonstrates knowledge of content, audience, and purpose, (with a clear focus on the assigned tasks, and demonstrates consistent use of practices particular to the specific general education category.) | Fails to demonstrate knowledge of content, audience, and purpose, (lacks a clear focus on the assigned tasks and does not use practices particular to the specific general education category.) |
| Syntax and Mechanics <i>Specific to written communication</i> | Organizational structure is clearly and consistently recognizable, aided by writer's careful attention to coherence and sophisticated use of transitions. Uses language that skillfully communicates meaning with clarity and fluency, and is virtually error free. | Organizational structure is understood, aided by writer's attention to coherence and use of transitions. Uses language that communicates meaning with fluency, and is nearly error free. | Organizational structure is not recognizable. Uses language that impedes meaning because of errors in usage. |
| Delivery <i>Specific to oral communication</i> | The speaker (presenter) demonstrates compelling and polished performance through posture, gestures, eye contact and vocal expression. | The speaker (presenter) demonstrates appropriate performance through posture, gestures, eye contact, and vocal expression. | The speaker (presenter) fails to demonstrate appropriate performance through posture, gestures, eye contact, and vocal expression. |

CRITICAL THINKING RUBRIC

| | OUTSTANDING | SATISFACTORY | UNSATISFACTORY |
|------------------------------|--|---|--|
| Explanation of Issues | Clearly identifies and summarizes main issues, and clearly explains why they constitute problems or how they create questions; identifies embedded or implicit issues, addressing their relationship to each other. | Identifies and summarizes the main issues, but does not adequately explain why they constitute problems or create questions. | Fails to identify, summarize, and explain the main problem or question. Represents the issues inaccurately or inadequately. |
| Evidence/Analysis | Skillfully uses high quality, credible, relevant sources to thoroughly and rigorously investigate subject; logically analyzes multiple alternate points of view, revealing important differences or similarities within the topic. | Uses credible, relevant sources to question and analyze alternate points of view, revealing some differences or similarities within the topic. | Fails to demonstrate proper use of sources to support ideas. Shows little to no awareness of evidence and bases analysis on a single source or unclear evidence. |
| Conclusion | Discusses implications and conclusions comprehensively, considering all relevant data and evidence. A clear and precise point of view and appropriate conclusion are formulated and presented. | Discusses implications and conclusions, considering most but not all the relevant data and evidence. A credible point of view or conclusion is presented. | Fails to formulate and clearly express a credible point of view and does not consider the evidence and data when forming judgments. |