

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

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

Approved Spring 2012

CONTENT KNOWLEDGE RUBRIC

	OUTSTANDING	SATISFACTORY	UNSATISFACTORY
Concepts/Principles	Skillfully and insightfully interprets and applies concepts and principles in the discipline.	<u>Appropriately</u> interprets and applies concepts and principles in the discipline.	Fails to interpret and apply course concepts and principles in the discipline.
Terminology	Demonstrates <u>broad</u> knowledge and appropriate use of terminology within the discipline.	Demonstrates <u>sufficient</u> knowledge of terminology within the discipline.	Fails to demonstrate <u>basic</u> sufficient knowledge of terminology used within the discipline.
Methodologies	Demonstrates <u>thorough</u> knowledge of and appropriate application of methods used within the discipline.	Demonstrates <u>sufficient</u> knowledge of methods used within the discipline.	Fails to demonstrate <u>basic</u> sufficient knowledge of methods used within the discipline.

COMMUNICATION RUBRIC

	OUTSTANDING	SATISFACTORY	UNSATISFACTORY
Content	Skillfully demonstrates knowledge of content, audience, and purpose (responsive to the assigned tasks and demonstrates esing thorough understanding of practices particular to the specific discipline.)	Demonstrates <u>appropriate</u> knowledge of content, audience, and purpose, (with a clear focus on the assigned tasks, and demonstrates esing consistent use of practices particular to the specific discipline.)	Fails to demonstrate <u>basic</u> sufficient knowledge of content, audience, and purpose, (lacks a clear focus on the assigned tasks and does not use practices particular to the specific discipline.)
Syntax and Mechanics <i>Specific to written communication</i>	Proper Organizational structure is <u>evident</u> clearly and consistently <u>recognizable</u> observable , 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.	<u>Correct</u> o Organizational structure is understood, aided by writer's <u>sufficient</u> attention to coherence and use of transitions. Uses language that communicates meaning with fluency, and is nearly error free.	Organizational structure is not <u>recognizable</u> observable . 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	Expertly <u>Clearly</u> identifies and summarizes main issues and clearly <u>successfully</u> explains why they constitute <u>are</u> problems or how they create questions; successfully identifies embedded or implicit issues, addressing their relationship to each other.	Correctly Identifies and summarizes the main issues, but does not appropriately explain why they constitute <u>are</u> problems or how they create questions.	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.
Evidence/Analysis	Skillfully uses high quality, credible, relevant sources to thoroughly and rigorously (systematically and methodically) investigate subject; and logically analyzes multiple alternate points of view, revealing important differences or similarities within the topic.	Adequately u 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 inconsistencies-conclusions comprehensively, considering all relevant data and evidence. A clear and precise point of view and appropriate conclusion are formulated and presented.	Adequately D discusses implications and inconsistencies-conclusions , considering most but not all the relevant data and evidence. A clear point of view or appropriate conclusion is presented.	Fails to formulate and clearly express a tangible <u>clear</u> point of view and does not consider the evidence and data when forming judgments.