

## Preface for Rubrics for General Education Outcomes

"The rubrics for the General Education Outcomes are guidelines. They are neither all-inclusive, rigid rules, nor a scorecard. The Committee does not expect evidence for each possible aspect of an outcome listed in each rubric; however, evidence for some of the criteria will be needed. The Committee designed these rubrics to promote consistency in its evaluation of courses and to assist faculty who are submitting courses for review. They will be used by the Committee in its evaluation, and should be submitted by faculty as part of course packets."

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## Outcome 1

### General Education Outcome 1: Communicate effectively in a variety of contexts and modes, using a variety of communication skills.

In order for a course to meet General Education Outcome 1, student products should be substantial and should constitute at least 50% of the course grade. The course must require that students produce at least three pieces in two of the following three categories: writing, oral presentations, or visual communication. Students should receive structured feedback and at least one revision should be required.

#### Communicate effectively in a variety of contexts

The student has demonstrated the ability to communicate effectively

1. For a variety of purposes (to inform/ persuade/ evaluate, etc.)	N/A Evidence:	No	Somewhat	Yes
2. With different kinds of audiences (peers, public, individuals, groups, etc.)	N/A Evidence:	No	Somewhat	Yes
3. In different kinds of communication forums (dialogues, committees, public speeches, various publications, electronic communication [email, web pages], etc.)	N/A Evidence:	No	Somewhat	Yes
4. Using different kinds of formats (formal presentation, progress report, final report, news story, etc.)	N/A Evidence:	No	Somewhat	Yes
5. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

Evidence= evidence from student activities in course;

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## Communicate effectively in a variety of modes

The student has demonstrated the ability to communicate effectively

1. Using oral communication	N/A Evidence:	No	Somewhat	Yes
2. Using written communication	N/A Evidence:	No	Somewhat	Yes
3. Using visual communication (charts, graphs, illustrations, etc.)	N/A Evidence	No	Somewhat	Yes
4. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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## Communicate effectively using a variety of skills

The student has demonstrated the ability to communicate effectively

1. Finding topics, arguments, and evidence appropriate for speech/written document/situation	N/A Evidence:	No	Somewhat	Yes
2. Organizing ideas in a coherent structure	N/A Evidence:	No	Somewhat	Yes
3. Composing language effectively to convey meaning	N/A Evidence	No	Somewhat	Yes
4. Employing an appropriate university-level vocabulary	N/A Evidence	No	Somewhat	Yes
5. Demonstrating the grammar, spelling, usage, mechanics, and structure of standard English	N/A Evidence	No	Somewhat	Yes
6. Presenting the text or speech effectively as finished product or performance	N/A Evidence	No	Somewhat	Yes
7. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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## Outcome 2

### Locate and use information for personal decisions:

The student has demonstrated the ability to:

1. Identify the value and differences of potential information sources and retrieval systems in a variety of formats.	N/A Evidence:	No	Somewhat	Yes
2. Select appropriate general resources and retrieval systems to meet an identified information need.	N/A Evidence:	No	Somewhat	Yes
3. Develop and implement a search strategy for identified information retrieval sources. Identify key concepts and terms that describe the information need. Effectively use the selected information retrieval source or system by incorporating Boolean Operators, proximity searching, and truncation for electronic resources and index use for print sources.	N/A Evidence:	No	Somewhat	Yes
4. Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.	N/A Evidence:	No	Somewhat	Yes
5. Draw conclusions based upon the information gathered.	N/A Evidence:	No	Somewhat	Yes
6. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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Notes/Examples will be added where appropriate, i.e. use of library instruction. Revised 10/07/04; Expires 09/09/09

## Outcome 2

### Locate and use information for professional decisions:

The student has demonstrated the ability to:

1. Differentiate between primary and secondary sources and their uses within a discipline.	N/A Evidence:	No	Somewhat	Yes
2. Identify the value and differences of discipline-specific information sources and retrieval systems in a variety of formats.	N/A Evidence:	No	Somewhat	Yes
3. Select appropriate discipline-specific resources and retrieval systems to meet an identified information need.	N/A Evidence:	No	Somewhat	Yes
4. Develop and implement a search strategy for identified information retrieval sources. Identify key concepts and terms that describe the information need. Effectively use the selected information retrieval source or system by incorporating Boolean Operators, proximity searching, and truncation for electronic resources and index use for print sources.	N/A Evidence:	No	Somewhat	Yes
5. Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.	N/A Evidence:	No	Somewhat	Yes
6. Draw conclusions based upon the information gathered.	N/A Evidence:	No	Somewhat	Yes
7. Recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.	N/A Evidence:	No	Somewhat	Yes
8. Understand that information may need to be constructed with raw data from primary sources.	N/A Evidence:	No	Somewhat	Yes
9. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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## Outcome 3

### Outcome 3: Comprehend the concepts and perspectives needed to function in national and international societies.

The student has demonstrated the ability to

1. Identify and explain multiple concepts and perspectives (such as individualism, social stratification, monotheism, or racism) used to analyze aspects of national societies and international societies.	N/A Evidence:	No	Somewhat	Yes
2. Analyze aspects of national societies and international societies with multiple concepts and perspectives (such as social privilege, modernization, civic culture, or division of labor).	N/A Evidence:	No	Somewhat	Yes
3. Apply multiple concepts and perspectives (such as globalization, cost-benefit analysis, fundamentalism, or xenophobia) to understand a contemporary issue in national societies and international societies.	N/A Evidence:	No	Somewhat	Yes
4. Evaluate the strengths and weaknesses of multiple concepts and perspectives (such as nationalism, cognitive dissonance, gender roles, or acculturation) employed to understand national societies and international societies.	N/A Evidence:	No	Somewhat	Yes
5. Describe the basic assumptions (such as economic individualism or social roles) and evidence (such as quantitative versus qualitative, or primary versus secondary) used by the discipline studied to understand national societies and international societies.	N/A Evidence:	No	Somewhat	Yes
6. Understand how new knowledge is created (such as by surveys or archival research) and evaluated (such as multiple causation) by the discipline studied to understand national societies and international societies.	N/A Evidence:	No	Somewhat	Yes
7. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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## Outcome 4

### Outcome 4: Comprehend intrapersonal and interpersonal dynamics

The student has demonstrated the ability to:

#### Intrapersonal Dynamics

1. Identify and accept who and what they are.	N/A Evidence:	No	Somewhat	Yes
2. Explain why they are who they are.	N/A Evidence:	No	Somewhat	Yes
3. Describe their strengths and build on them.	N/A Evidence:	No	Somewhat	Yes
4. Summarize the importance of supportive relationships.	N/A Evidence:	No	Somewhat	Yes
5. Discuss the interdependence of themselves and others in their lives.	N/A Evidence:	No	Somewhat	Yes
6. Explain personality and the forces that help to shape it: heredity, environment, and experience or learning.	N/A Evidence:	No	Somewhat	Yes
7. Accept and deal with personal feelings appropriately.	N/A Evidence:	No	Somewhat	Yes
8. Relate meaningfully to a diverse group of others.	N/A Evidence:	No	Somewhat	Yes
9. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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## Outcome 4

### Outcome 4: Comprehend intrapersonal and interpersonal dynamics

The student has demonstrated the ability to:

#### Interpersonal Dynamics

9. List the different aspects of interpersonal communication and their effects on the message.	N/A Evidence:	No	Somewhat	Yes
10. Explain that people communicate on many different levels.	N/A Evidence:	No	Somewhat	Yes
11. Demonstrate the importance of being an active listener.	N/A Evidence:	No	Somewhat	Yes
12. Use appropriate methods of dealing with stress and conflict.	N/A Evidence:	No	Somewhat	Yes
13. Describe and deal with the effects of rapid change.	N/A Evidence:	No	Somewhat	Yes
14. Function effectively as a member of a work group or team.	N/A Evidence:	No	Somewhat	Yes
15. Be sensitive to the feelings of others.	N/A Evidence:	No	Somewhat	Yes
16. Analyze the many roles possible in any interaction (talking, listening, leading, following, persuading, teaching, organizing, supporting, representing, performing, feeling, etc.) and demonstrate how to play the various roles.	N/A Evidence:	No	Somewhat	Yes
17. Discuss motivators and how to influence people.	N/A Evidence:	No	Somewhat	Yes
18. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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## Outcome 5

### Outcome 5. Comprehend concepts and methods of inquiry in science and technology, and their applications for society.

#### Methods of Inquiry

The student has demonstrated the ability to

1. Setup a study experiment to answer a question.	N/A Evidence:	No	Somewhat	Yes
2. Analyze data/evidence to answer a question or support/or not the hypothesis.	N/A Evidence:	No	Somewhat	Yes
3. Use methods of inquiry to solve a problem.	N/A Evidence:	No	Somewhat	Yes
4. Recognize how new knowledge is generated.	N/A Evidence:	No	Somewhat	Yes
5. Understand strengths and weaknesses of various methods of inquiry.	N/A Evidence:	No	Somewhat	Yes
6. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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#### Applications for Society

The student has demonstrated the ability to

1. Address the philosophical, social, political <b>OR</b> environmental implications of a technical change on society.	N/A Evidence:	No	Somewhat	Yes
2. Apply science/technology to a problem.	N/A Evidence:	No	Somewhat	Yes
3. Recognize future implications.	N/A Evidence:	No	Somewhat	Yes
4. Use methods of inquiry to address a problem.	N/A Evidence:	No	Somewhat	Yes
5. Other. Please specify.	N/A Evidence	No	Somewhat	Yes

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## Outcome 6

### Outcome 6: Integrate knowledge and ideas in a coherent and meaningful manner.

#### Integrate knowledge and ideas in a coherent manner.

The student has demonstrated the ability to

1. Identify and organize information relevant to a question or issue.	N/A Evidence:	No	Somewhat	Yes
2. Synthesize information to address a question or issue from a variety of sources (such as personal observation, scholarly journals, monographs, electronic media).	N/A Evidence:	No	Somewhat	Yes
3. Integrate a variety of perspectives and points of view to address a question or issue.	N/A Evidence:	No	Somewhat	Yes
4. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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#### Integrate knowledge and ideas in a meaningful manner.

The student has demonstrated the ability to

1. Identify significant patterns from information relevant to a question or issue.	N/A Evidence:	No	Somewhat	Yes
2. Identify significant patterns from the variety of points of view and perspectives relevant to a question or issue.	N/A Evidence:	No	Somewhat	Yes
3. Evaluate the significance of various points of view and perspectives relevant to a question or issue.	N/A Evidence:	No	Somewhat	Yes
4. Integrate information to gain new insights relevant to a question or issue.	N/A Evidence:	No	Somewhat	Yes
5. Integrate perspectives and points of view to gain new insights relevant to a question or issue.	N/A Evidence:	No	Somewhat	Yes
6. Other. Please specify.	N/A Evidence	No	Somewhat	Yes

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## Outcome 7

### Outcome 7. Comprehend the need for lifelong learning.

The student has demonstrated the ability to

1. Identify and explain the need for lifelong learning.	N/A Evidence:	No	Somewhat	Yes
2. Analyze the need for lifelong learning from the perspective of rapidly changing knowledge.	N/A Evidence:	No	Somewhat	Yes
3. Examine the need for lifelong learning in order to understand how contemporary knowledge can be translated into new contexts or how it may not be valid in the future.	N/A Evidence:	No	Somewhat	Yes
4. Evaluate the perspective of rapidly changing knowledge to understand the need for lifelong learning.	N/A Evidence:	No	Somewhat	Yes
5. Describe the evidence used by the discipline studied to understand the need for lifelong learning to be able to adapt to rapidly changing knowledge.	N/A Evidence:	No	Somewhat	Yes
6. Understand how new knowledge is created and evaluated by the discipline studied in order to understand the value of a commitment to lifelong learning.	N/A Evidence:	No	Somewhat	Yes
7. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

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