APPENDIX B

COMMUNICATION
GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact value@aacu.org

Definition

Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
Control of Syntax and Mechanics	Uses graceful language skillfully, communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although the writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Comprehension	Recognizes possible implications of the source communication for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the speaker's or author's explicit message (e.g., might recognize broader issues at play or might pose challenges to the presenter's message and presentation.)	Uses the source, text, general background knowledge, and/or specific knowledge of the speaker's or author's context to draw more complex inferences about the presenter's message and attitude.	Evaluates how language features (e.g., sentence and paragraph structure or tone) contribute to the speaker's or author's message and draws basic inferences about context and purpose of oral or written language.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Supporting Material	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre. Uses a variety of types of supporting material and presents appropriate references and analysis that establish the presenter's credibility on the topic. Always correctly credits the source of ideas not the student's own.	Demonstrates consistent use of credible, relevant sources to support ideas within the discipline and genre in oral or written communication.	Demonstrates an attempt to use credible and/or relevant sources that partially support ideas appropriately.	Demonstrates an attempt to use sources to support ideas, but produces insufficient supporting materials such as explanations, examples, illustrations, statistics, analogies, and quotations. Makes reference to information or analysis that minimally support the presentation or establish the student's authority on the topic.
Analysis: *Interacting with texts in parts and as wholes*	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literacy features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.

COMPUTATION
GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact value@aacu.org

Definition

Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
Application / Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Communication *Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)*	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)
Connections to Discipline *Sees (makes) connections across disciplines. perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial	Demonstrates a limited ability in identifying a problem statement or related contextual factors.

Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.

Southwestern Oregon Community College General Student Learning Outcomes for **Computation** based on VALUE Rubrics in Quantitative Literacy, Integrative Learning, Problem Solving

CREATIVE, CRITICAL & ANALYTICAL THINKING
GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact value@aacu.org

Definition

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
Identifies and explains issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue or problem is not stated clearly even when explicitly required.
Recognizes contexts and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Appears unaware of varying contexts and assumptions for an issue.
Recognizes perspectives	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position is vague and/or does not recognize multiple perspectives even when there are signs that they are present.
Evaluates evidence to reach conclusions	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is not reached or has little bearing on the actual issue.

Southwestern Oregon Community College General Student Learning Outcomes for **Creating, Critical & Analytical Thinking** are based on VALUE Rubrics in Critical Thinking, Creative Thinking, Information Literacy, and Inquiry and Analysis

Southwestern Oregon Community College is an equal opportunity educator and employer.

COMMUNITY/GLOBAL CONSCIOUSNESS & RESPONSIBILITY
GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact value@aacu.org

AACU Association of American Colleges and Universities

Definition

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
Interpersonal skills, respect, integrity, empathy	Supports a constructive team climate by doing four (4) of the criteria:	Supports a constructive team climate by doing three (3) of the criteria:	Supports a constructive team climate by doing two (2) of the criteria:	Supports a constructive team climate by doing one (1) of the criteria:
	• Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.			
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student discusses in detail both core beliefs and the origins of the core beliefs.	Student states core beliefs and origins of the core beliefs	Student either states core beliefs or articulates the origins of the core beliefs, but not both.
Self-esteem	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact on one's own and others' specific local actions on the natural and human world	Analyzes ways that human actions influence the natural and human world	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Citizenship, community service	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Cultural awareness	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.

Lifelong learning	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Southwestern Oregon Community College General Student Learning Outcomes for **Community/Global Student learning Outcomes** are based on VALUE Rubrics in Civic Engagement, Intercultural Knowledge and Competence, Global Learning, Ethical Reasoning, and Foundations and Skills for Lifelong Learning