

Written Communication Value Rubric	Capstone	Milestones	Benchmark		Total # students evaluated
	4	3	2	1	
Context of and Purpose for Writing	13	35	20	18	86
Content Development	12	19	10	7	48
Genre and Disciplinary Conventions	13	33	21	18	85
Sources and Evidence	12	35	21	18	86
Control of Syntax and Mechanics	15	32	22	17	86

Note: There is one instructor evaluating the students based on her grade criteria mapping to the rubric. She did not evaluate

Identify the source(s) of evidence used to determine the scores of your students noted above: Final course grades, slightly readjusted to no longer factor in attendance and late assignments and instead solely reflect skill and ability. 4=A level, 3=B level, 2=C level, 1=D/F level

Argumentative research paper (intended to demonstrate culmination of skills learned throughout the semester); holistic assessment of other writing completed throughout the semester (narrative essay, rhetorical analysis, persuasive essay, various 1-2 page writing assignments based on course material-- typically requiring both reflection and critical analysis of reading material)

used the final grades for my course, which comprise the grades of 4 projects (See Fahey Rubrics); the grades of 2 documentation quizzes; 1 punctuation quiz; and 1 research exercise. Final grades are reflective of my Course Outcomes (See Fahey Syllabus), which are based on the standard for outcomes in my field. (A standard source in the field of Rhetoric and Writing for developing program and course outcomes for first-year writing and beyond is the WPA Outcomes Statement for First-Year Composition <http://wpacouncil.org/positions/outcomes.html>). I have not assessed students based on Content Development, as it does not make sense to me in the context of the course; the development of writers and writing itself IS the content of the course. The glossary does not clear up these categories for me as the first two (Content Development and Audience and Purpose) seem redundant. I did not include students who did not pass ENGL.101 with the required C. Students earning a C in my sections meet Benchmark 1 in all categories. Students earning a B in my sections meet Milestone 2. Students earning an A meet Milestone 3; however, my students meeting Milestone 3 are showing proficiency in a particular writing task and genre, not in disciplinary writing. Disciplinary proficiency would only be attained in courses devoted to discipline specific writing. (Some, not all, WI courses would address this.). Of 43 final grades submitted, 5 students did not pass; 15 received a grade in the A range; 11 in the B range, and 12 in the C range.

Consider the following questions and provide feedback: How are these 6 constructs addressed in my course? Are all addressed? If not why? What (if anything) is missing from this rubric that is valued at SAU for Quantitative Literacy development? Other insight gained from using this rubric to baseline student progress towards general education Outcome 1? Each of the 5 constructs are addressed and assessed through the various paper assignments: Narrative, Reflection, Critical Reading Response, Ethnographic Research Essay & Portfolio, and Multi-Genre in-class Essay Exam. The only thing I question is the phrase "mastery of the subject" under the "Content Development" construct. In English 101, I don't necessarily think it's the case that the goal of writing is to illustrate "mastery" of a particular subject (perhaps this is how writing is used outside the discipline, in WAC courses for instance), but the goal instead would be mastery of a particular type of writing style with demonstration of critical thought and understanding.

Time spent in class on #1-4; do not typically use class time to cover grammar and sentence-level revision (offer help outside of class in order to address needs of individual students). In past semesters, have devoted time to substantial review of student work in workshops conducted as class; this semester, I chose to concentrate mainly on discussion and examination of reading material for modeling, but will return to the workshop approach-- it has been more effective in encouraging revision so students show more significant improvement in the above 5 constructs.

One staple of the introductory course in the field (and understood in the department) is the development of successful writing habits using what is known as the Process model of composing, of which peer feedback is integral. This construct is not addressed in the rubric. In my syllabus, I phrase this outcome in two statements: 1. Follow a process for writing an effective essay (and possibly multimedia compositions), apply invention strategies, revise drafts, and incorporate peer feedback and 2. Analyze and comment on work-in-progress, recognizing elements of strength and areas for improvement in drafts. Additionally, the field regards composing and editing work electronically, and distributing and possibly publishing work digitally, an integral part of composing in the 21st century. Such beliefs are stated in the WPA Outcomes Statement and in various position statements on the NCTE/CCC website: <http://www.ncte.org/cccc/resources/positions>. While many writing instructors here are underprepared for such developments, such measures become critical with our distance and hybrid writing course offerings. This construct is additionally not represented in the rubric.

QUANTITATIVE LITERACY VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a “habit of mind,” competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U’s recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today’s students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today’s students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It’s possible to find pages of mathematical problems, but what those problem sets don’t demonstrate is whether the student was able to think about and understand the meaning of her work. It’s possible to find research papers that include quantitative information, but those papers often don’t provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U’s rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else’s data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student’s QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

BENCHMARKING SAU GENERAL EDUCATION OUTCOMES

Outcome 1: Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world. (Fundamental skills and Knowledge)

Instructor: All instructors in Spring 2014
 Course Number: MATH 171, QUANT 131, STAT 213, STBE 137
 Section: (all)

QUANTITATIVE LITERACY VALUE RUBRIC

Complete this rubric by recording the number of students who completed the identified course with their corresponding levels (1-4) for each constructed noted.

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a “habit of mind,” competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

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

Capstone		Milestones			Benchmark		
4	# of students	3	# of students	2	# of students	1	# of students

<p>Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	49 (25%)	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	42 (22%)	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains the trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	64 (33%)	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>	38 (20%)
<p>Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	62 (32%)	Competently converts relevant information into an appropriate and desired mathematical portrayal.	41 (21%)	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	56 (29%)	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	35 (18%)
<p>Calculation</p>	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	61 (32%)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	57 (30%)	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	51 (27%)	Calculations are attempted but are both unsuccessful and are not comprehensive.	19 (10%)
<p>Application/Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i></p>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	33 (19%)	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	37 (22%)	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	45 (26%)	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	57 (33%)
<p>Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i></p>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	31 (18%)	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	37 (22%)	Explicitly describes assumptions.	30 (17%)	Attempts to describe assumptions.	74 (43%)
<p>Communication <i>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)</i></p>	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.	34 (22%)	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.	32 (21%)	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	40 (26%)	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.)	46 (30%)

Identify the source(s) of evidence used to determine the scores of your students noted above:

Four unit tests and a final exam, all of which examine the students' abilities of critical thinking and analysis using elementary functions. Observation of student responses during class discussion.

Note: I included all students who stayed in the course long enough for me to get a somewhat reliable measure of their achievement in each area. This includes 12 students who, ultimately, dropped or withdrew from the class. The evidence I used included 4 unit exams (primarily measuring interpretation, calculation, analysis); 8 key assignments (primarily measuring representation, application, assumptions, and communication); and in-class participation.

In class discussions, electronic discussions that include "Critical Thinking" topics, textbook homework assignments, projects, case project presentation, and case project report.

There were 21 students enrolled in the course. Throughout the semester five written projects were assigned involving various types of analysis: descriptive, parametric tests of significance; crosstabulation and Chi Square, correlation (including Pearson's r and Spearman's rho), and one multivariate regression assignment. Students used real data, conceptualized their project, used SPSS to obtain the findings, interpreted them and wrote them up in a more or less formal report.

Exams, In-class exercises, Practice Exams, Presentation, Assignments, and Participation

"1. Questioning during class on assigned problems and solutions

2. Paper and pencil exams

3. Individual computer projects

"

The data provided above is based on the grades of weekly quizzes (totally 10 throughout semester), two midterm tests, and the final test. I gave an exam, using questions from an externally-normed CAOS exam, covering basic statistical concepts and calculations. I also had students present a brief data analysis.

Consider the following questions and provide feedback: How are these 6 constructs addressed in my course? Are all addressed? If not, why? What (if anything) is missing from this rubric that is valued at SAU for Quantitative Literacy development? Other insight gained from using this rubric to baseline student progress towards general education Outcome 1?

The primary focus of this course is critical thinking and analysis using elementary functions. Students are expected to represent data using tables, graphs, and equations.

All 6 constructs are addressed but not equally. My course focuses primarily on representation, interpretation, application, and calculation. While communication and assumptions are addressed, they aren't assessed heavily (at least formally) in my course. Although it's not directly related to quantitative literacy, I'd like to see a measure of perseverance. Many of the students who scored poorly in each area did so because they didn't put any effort into solving problems – they gave up when the problem wasn't something they could solve instantly. The rubric clearly shows that my students weren't able to evaluate assumptions or make appropriate conclusions. The vast majority of students made overly strong conclusions from their calculations; they didn't recognize any limits of their analyses. The communication scores are low, in part, because I didn't give students much of an opportunity to demonstrate achievement equal to scores of 3 or 4. They are all a component in my course. The use of modern, and common technology seems to be missing from these rubrics, but this is fine.

This course does not have students performing any direct calculations -- rather all results are computed using statistical software. In this light the following numbers would apply: 4 = 9; 3 = 6; 2 = 3; 1 = 3. While this course is an excellent supplement for an actual mathematics class, I don't believe that it would replace it as a general education requirement.

"1. Addressed? Through lecture, lab and discussion

2. Capstone is a stretch in stbe137. These are freshmen, so capstone is "IFY"

3. Nothing is missing

4. All elements are, at least, touched upon.

"

Of course, it might not be appropriate to conclude the above numeric data is "true." We do not know the future progress for students. However, according to my data (expressed at the very above), it seems the most accurate data I can get for 2014 Spring semester.

N= 6 instructors

IDENTIFY THE DEGREE TO WHICH STUDENTS ACHIEVED THE FOLLOWING OBJECTIVES

Excellent	Good	Satisfactory	Poor	Unsatisfactory
17%	25%	37	20%	1%
12%	23%	39%	18%	8%
23%	24%	36%	14%	3%
21%	27%	40%	10%	2%
12%	25%	44%	19%	

Audience-focused delivery suggesting speaker confidence

Supporting materials enhancing clarity of the information

Organizational sequencing unifying contents of the information

Visual design reinforcing contents of the information

Language choices enriching the contents of the information

OPEN-ENDED COMMENTS: STRENGTHS & WEAKNESSES

As part of the survey, respondents were asked to identify students' strengths and weaknesses.

Based on recurring themes, the following points were identified:

Strengths: Crafting a well-designed introduction and conclusion

Sequencing information in a coherent pattern

Weaknesses: Lacking academic sources to support information

Utilizing language choices to enhance contents

Creative Thinking VALUE Rubric

The summary provided below is based off of Faculty evaluation of individual students in their respective General Education Courses. Students were individually placed within the correct category of the Creative Thinking AAC&U VLAUE Rubric. Below is a summary of the results.

	GENERAL ED - THEATRE					Total	% of column/total		
	4 - Capstone	3 - Milestone	2 - Milestone	1 - Benchmark	0 - Below Benchmark		2+1	2	1
Acquiring Competencies		6	18	32	1	57	0.877193	0.315789	0.5614
Taking Risks	3	11	10	33	0	57	0.754386	0.175439	0.57895
Solving Problems	3	5	16	31	2	57	0.824561	0.280702	0.54386
Embracing Contradictions		8	11	12	1	32	0.71875	0.34375	0.375
Innovative Thinking		11	10	36		57	0.807018	0.175439	0.63158
Connecting, Synthesizing, Transforming		11	12	30	2	55	0.763636	0.218182	0.54545

COURSES	# Students	Evidence Used
THTR 105 A	19	final acting presentations
THTR 202 A	25	playwright assignment, tests, play reviews (papers)
THTR 202 M	13	creative project, course discussions, play attendance & written activities, exams
Total Students	57	

A total of 57 students were evaluated using the VALUE rubric for Creative Thinking. Between 71-87 90% of all students evaluated fell within the Benchmark (1) and Milestone (2) categories for performance. Benchmark (37-63%) scores may be considered a minium standard for general education courses at the undergraduate level for 100 and 200 level courses. Milestone (17-34%) scores may be consdrd a desired standard for general education courses at the UG level for 100 and 200 level courses. Based off of the summary provided, it appears that the students (71-87%) who were in the theatre general education courses noted performed at a level that is expected for 100 and 200 level courses with regards to CREATIVE THINKING. The various constructs of creative thinking performance for levels Milestone (2) and Benchmark (1) are noted below.

Defining features of Reading performance at the BENCHMARK level includes the following:

Acquiring Competencies	Model: Successfully reproduces an appropriate exemplar.
Taking Risks	Stays strictly within the guidelines of the assignment.
Solving Problems	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking	Reformulates a collection of available ideas. "
Connecting, " Synthesizing, Transforming "	Recognizes existing connections among ideas or solutions.

Defining features of Reading performance at the level MILESTONE includes the following: "

Acquiring Competencies	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.
Taking Risks	Considers new directions or approaches without going beyond the guidelines of the assignment.
Solving Problems	Considers and rejects less acceptable approaches to solving problem.
Embracing Contradictions	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.
Innovative Thinking	Experiments with creating a novel or unique idea, question, format, or product.
Connecting, " Synthesizing, Transforming "	Connects ideas or solutions in novel ways.

Prepared 2/1/2016

Creative Thinking VALUE Rubric

The summary provided below is based off of Faculty evaluation of individual students in their respective General Education Courses. Students were individually placed within the correct category of the Creative Thinking AAC&U VLAUE Rubric. Below is a summary of the results.

	GENERAL ED - THEATRE					% of column/total			
	4 - Capstone	3 - Milestone	2 - Milestone	1 - Benchmark	0 - Below Benchmark	Total	2+1	3	4
Acquiring Competencies	47	29	0	39	0	115	0.33913	0.252174	0.4087
Taking Risks		52	63	0	0	115	0.547826	0.452174	
Solving Problems		47	52	16	0	115	0.591304	0.408696	
Embracing Contradictions		18	81	16	0	115	0.843478	0.156522	
Innovative Thinking	29		70	16	0	115	0.747826		0.25217
Connecting, Synthesizing, Transforming	29	34	52	0	0	115	0.452174	0.295652	0.25217

COURSES	# Students	Evidence Used
MUS 101	16	Individual project, group project, tests, presentations
MUS 102 M	18	
MUS 110 A	23	quizzes, in-class discussions, concert attendance papers
MUS 117 A	29	concerts, homework, playing instruments
MUS 130	29	song writing project, composition, projects, papers, exams
Total Students	115	

A total of 115 students were evaluated using the VALUE rubric for Creative Thinking. Between 33-84% of all students evaluated fell within the Benchmark (1) and Milestone (2) categories for performance. Benchmark scores may be considered a minimum standard for general education courses at the undergraduate level for 100 and 200 level courses. Milestone scores may be considered a desired standard for general education courses at the UG level for 100 and 200 level courses. Based off of the summary provided, it appears that the students who were in the theatre general education courses noted performed at a higher level than expected for 100 and 200 level courses with regards to CREATIVE THINKING. This can be seen by examining the % of students who performed at the Milestone (3) and Capstone (4) performance levels. The various constructs of creative thinking performance for levels Milestone (2) and Benchmark (1) are noted below.

Defining features of Reading performance at the BENCHMARK level includes the following:

Acquiring Competencies	Model: Successfully reproduces an appropriate exemplar.
Taking Risks	Stays strictly within the guidelines of the assignment. "
Solving Problems	Only a single approach is considered and is used to solve the problem. "
Embracing Contradictions	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking	Reformulates a collection of available ideas. "
Connecting, " Synthesizing, Transforming "	Recognizes existing connections among ideas or solutions. "

Defining features of Reading performance at the level MILESTONE includes the following: "

Acquiring Competencies	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications. "
Taking Risks	Considers new directions or approaches without going beyond the guidelines of the assignment. "
Solving Problems	Considers and rejects less acceptable approaches to solving problem. "
Embracing Contradictions	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.
Innovative Thinking	Experiments with creating a novel or unique idea, question, format, or product. "
Connecting, " Synthesizing, Transforming "	Connects ideas or solutions in novel ways. "

Prepared 2/1/2016

Critical Thinking VALUE Rubric

The summary provided below is based off of Faculty evaluation of individual students in their respective General Education Courses. Students were individually placed within the correct category of the Critical Thinking AAC&U VLAUE Rubric. Below is a summary of the results.

	GENERAL ED - HISTORY					% of column/total			
	4 - Capstone	3 - Milestone	2 - Milestone	1 - Benchmark	0 - Below Benchmark	Total	2+1	2	3
Explanation of Issues	0	36	12	3	7	58	0.258621	0.206897	0.62069
Evidence	0	36	12	3	7	58	0.258621	0.206897	0.62069
Influence of Context & Assumptions	0	36	12	3	7	58	0.258621	0.206897	0.62069
Students' Position	0	36	12	3	7	58	0.258621	0.206897	0.62069
Conclusions & Related Outcomes	0	36	12	3	7	58	0.258621	0.206897	0.62069

COURSES	# Students	Evidence Used
HIST 102 - D	7	
AH 251 - L	10	
AH 251 - B & C	14	
AH 250/HIST 215	21	
AH 120	6	
Total Students	58	

A total of 58 students were evaluated using the VALUE rubric for Critical Thinking. On average over 82% of all students evaluated fell within the Milestone (2 & 3) categories for performance. Benchmark scores may be considered a minimum standard for general education courses at the undergraduate level for 100 and 200 level courses. Milestone (82%) scores may be considered a desired standard for general education courses at the UG level for 100 and 200 level courses. Based off of the summary provided, it appears that the students (82%) who were in the art history general education courses noted performed at a level that is slightly higher than expected for 100 and 200 level courses with regards to READING. The various constructs of reading performance for levels Milestone (2 & 3) and Benchmark (1) are noted below.

Defining features of Reading performance at the BENCHMARK level includes the following:

Explanation of Issues	Issue/problem to be considered critically is stated without clarification or description.
Evidence	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of Context & Assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Students' Position	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions & Related Outcomes	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Defining features of Reading performance at the level MILESTONE includes the following (2):

Explanation of Issues	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
Evidence	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.
Influence of Context & Assumptions	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).
Students' Position	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.
Conclusions & Related Outcomes	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.

Defining features of Reading performance at the level MILESTONE includes the following (3):

Explanation of Issues	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.
Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.
Influence of Context & Assumptions	Identifies own and others' assumptions and several relevant contexts when presenting a position.
Students' Position	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).
Conclusions & Related Outcomes	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

Reading VALUE Rubric

The summary provided below is based off of Faculty evaluation of individual students in their respective General Education Courses. Students were individually placed within the correct category of the Reading AAC&U VLAUE Rubric. Below is a summary of the results.

	GENERAL ED - HISTORY					Total	% of column/total		
	4 - Capstone	3 - Milestone	2 - Milestone	1 - Benchmark	0 - Below Benchmark		2+1	2	1
Comprehension	1	4	33	36	0	74	0.932432	0.445946	0.48649
Genres	2	0	14	60	0	76	0.973684	0.184211	0.78947
Relationship to text	1	6	24	49	0	80	0.9125	0.3	0.6125
Analysis	1	5	18	56	0	80	0.925	0.225	0.7
Interpretation	2	0	29	51	0	82	0.97561	0.353659	0.62195
Reader's Voice	1	5	27	45	0	78	0.923077	0.346154	0.57692

COURSES	# Students	Evidence Used
HIST 102 - B	14	3 quizzes over reading material, 18 pages of writing using primary & secondary sources 2 examinations, discussion, research paper
HIST 213 - A	17	
HIST 217	20	weekly quiz over reading, 2 examinations, research paper
HIST 102 R	9	3 online quizzes based on readings, 48 pages of writing assignments using primary & secondary resources, discussion
HIST 102 - D	22	
Total Students	82	

A total of 82 students were evaluated using the VALUE rubric for Reading. On average over 90% of all students evaluated fell within the Benchmark (1) and Milestone (2) categories for performance. Benchmark (48-78%) scores may be considered a minimum standard for general education courses at the undergraduate level for 100 and 200 level courses. Milestone (18-44%) scores may be considered a desired standard for general education courses at the UG level for 100 and 200 level courses. Based off of the summary provided, it appears that the students (91-97%) who were in the history general education courses noted performed at a level that is expected for 100 and 200 level courses with regards to READING. The various constructs of reading performance for levels Milestone (2) and Benchmark (1) are noted below.

Defining features of Reading performance at the **BENCHMARK** level includes the following:

Comprehension	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Genres	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.
Relationship to Text	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
Analysis	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Reader's Voice	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

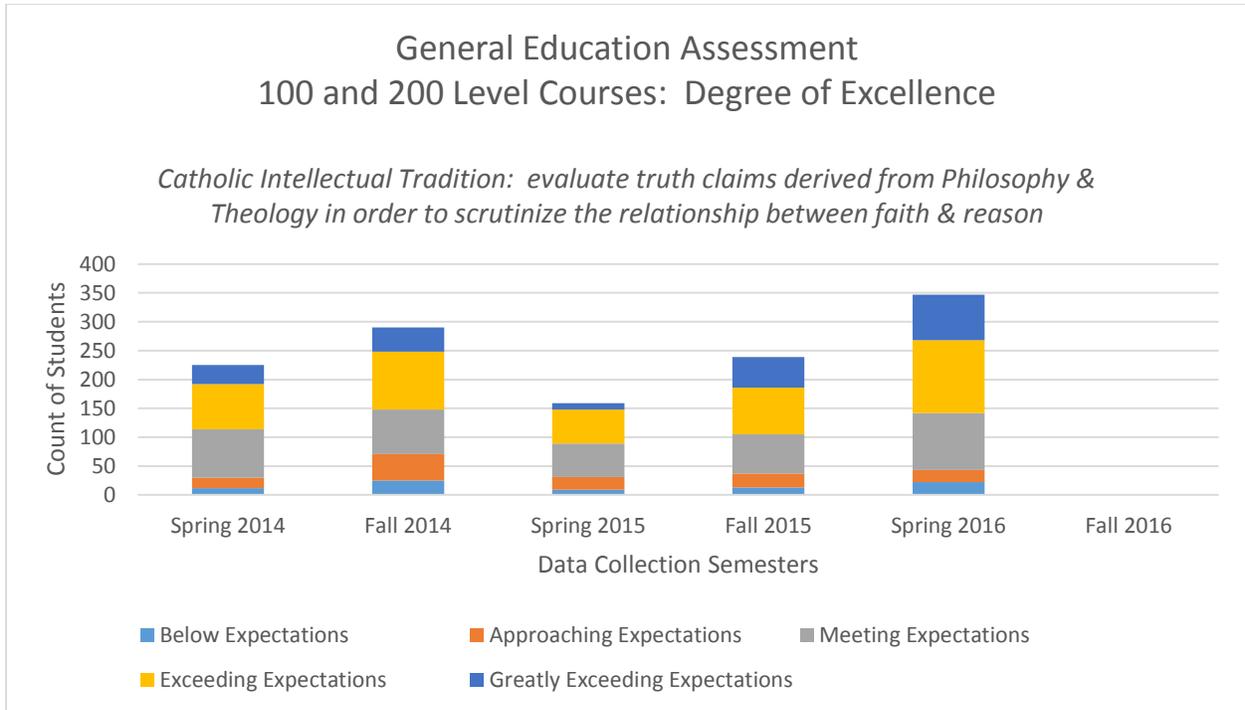
Defining features of Reading performance at the level **MILESTONE** includes the following:

Comprehension	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.
Genres	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.
Relationship to Text	Engages texts with the intention and expectation of building topical and world knowledge.
Analysis	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.
Interpretation	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.
Reader's Voice	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.

Prepared 1/22/2016

General Education Assessment: Theology Dept.

Outcome #3: Catholic Intellectual Tradition

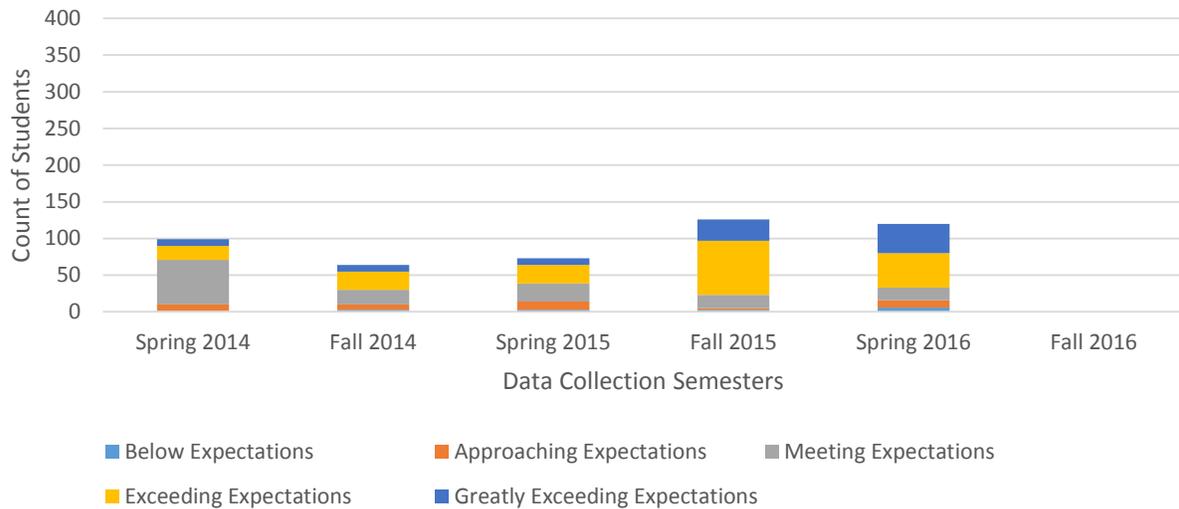


Degree of Excellence

100 & 200 Level THEO Courses	Below Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Greatly Exceeding Expectations
Spring 2014	12	18	84	78	33
Fall 2014	25	46	77	100	42
Spring 2015	9	22	58	59	11
Fall 2015	13	24	68	81	53
Spring 2016	22	21	99	126	79
Fall 2016					

General Education Assessment 300 and 400 Level Courses: Degree of Excellence

Catholic Intellectual Tradition: evaluate truth claims derived from Philosophy & Theology in order to scrutinize the relationship between faith & reason



Degree of Excellence

300 & 400 Level THEO Courses	Below Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Greatly Exceeding Expectations
Spring 2014	1	9	61	19	9
Fall 2014	3	7	20	25	9
Spring 2015	3	11	25	25	9
Fall 2015	3	2	18	74	29
Spring 2016	6	10	17	47	40
Fall 2016					

Integrative Learning VALUE Rubric

The summary provided below is based off of Faculty evaluation of individual students in their respective General Education Courses. Students were individually placed within the correct category of the Integrative Learning AAC&U VALUE Rubric. Below is a summary of the results.

	GENERAL ED - Philosophy					% of column/total			
	4 - Capstone	3 - Milestone	2 - Milestone	1 - Benchmark	0 - Below Benchmark	Total	2+1	2	3
Connections to Experience	56	48	22	4	0	130	0.2	0.169231	0.36923
Connections to Discipline	54	64	8	4	0	130	0.092308	0.061538	0.49231
Transfer of Knowledge	85	37	5	3	0	130	0.061538	0.038462	0.28462
Reflection and Self-Assessment	97	25	6	2	0	130	0.061538	0.046154	0.19231
Commitment of faith and reason	8	12	1	3	0	24	0.166667	0.041667	0.5
Cherishing of wisdom of the past	25	16	2	4	0	47	0.12766	0.042553	0.34043
Inclusive, non-elitist	25	16	2	4	0	47	0.12766	0.042553	0.34043
Communal dimension of all human actions	25	16	2	4	0	47	0.12766	0.042553	0.34043
Scholarship of knowledge	94	28	4	4	0	130	0.061538	0.030769	0.21538

COURSES	# Students	Evidence Used
PHIL 343A	24	
PHIL 310C	23	
PHIL 305A & B	53	
PHIL 340A	30	
Total Students	130	

A total of 58 students were evaluated using the VALUE rubric for Critical Thinking. On average over 82% of all students evaluated fell within the Milestone (2 & 3) categories for performance. Benchmark scores may be considered a minimum standard for general education courses at the undergraduate level for 100 and 200 level courses. Milestone (82%) scores may be considered a desired standard for general education courses at the UG level for 100 and 200 level courses. Based off of the summary provided, it appears that the students (82%) who were in the art history general education courses noted performed at a level that is slightly higher than expected for 100 and 200 level courses with regards to READING. The various constructs of reading performance for levels Milestone (2 & 3) and Benchmark (1) are noted below.

Defining features of Reading performance at the BENCHMARK level includes the following:

Connections to Experience	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer of Knowledge	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Reflection and Self-Assessment	Describes own performances with general descriptors of success and failure.

Defining features of Reading performance at the level MILESTONE includes the following (2):

Connections to Experience	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.
Connections to Discipline	When prompted, connects examples, facts, or theories from more than one field of study or perspective.
Transfer of Knowledge	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.
Reflection and Self-Assessment	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).

Defining features of Reading performance at the level MILESTONE includes the following (3):

Connections to Experience	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.
Connections to Discipline	Independently connects examples, facts, or theories from more than one field of study or perspective.
Transfer of Knowledge	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.
Reflection and Self-Assessment	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).

Defining features of Reading performance at the level CAPSTONE includes the following (4):

Connections to Experience	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
Connections to Discipline	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.
Transfer of Knowledge	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.
Reflection and Self-Assessment	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.