

## AWI Gen Ed Assessment Rubric

Rating →	(1)	(2)	(3)	(4)	NP
<b>AWI Outcomes</b> 	<b>This artifact does not meet the outcome.</b>	<b>This artifact is lacking but demonstrates some signs of competence &amp; an attempt at meeting the outcome.</b>	<b>This artifact demonstrates an acceptable meeting of the outcome.</b>	<b>This artifact demonstrates an excellent meeting of the outcome</b>	<b>Not Present. No attempt at Meeting the Outcome</b>
Read college-level texts critically and rhetorically—distinguishing central ideas from evidence; identifying the author’s purpose, assumptions, and attitudes; and locating issues or topics in need of further research.					
Summarize college-level texts objectively, accurately, and ethically—referring to all key ideas and excluding unnecessary details.					
Respond to college-level texts—evaluating their reasoning, currency, thoroughness of research, or reliability of findings.					
Synthesize responses to issues, various perspectives on a topic, or solutions to a problem and draw reasonable conclusions based on this synthesis.					
Express ideas in clear and coherent sentences and paragraphs, following the conventions of Academic English—citing sources and demonstrating control of grammar, usage, and punctuation rules.					
Cite and document sources precisely and effectively according to the guidelines of a specific style manual.					
<b>Reflections:</b>					
<b>Recommendations:</b>					

**Description for AWI:** Academic Writing 1 prepares students with the skills necessary for critical reading and academic writing, including summarizing, reading sources critically and responding to them, synthesizing multiple perspectives, and using academic writing conventions, including grammar and mechanics.

## **Learning Outcomes for AWI**

1. Read college-level texts critically and rhetorically—distinguishing central ideas from evidence; identifying the author’s purpose, assumptions, and attitudes; and locating issues or topics in need of further research.
2. Summarize college-level texts objectively, accurately, and ethically—referring to all key ideas and excluding unnecessary details.
3. Respond to college-level texts—evaluating their reasoning, currency, thoroughness of research, or reliability of findings.
4. Synthesize responses to issues, various perspectives on a topic, or solutions to a problem and draw reasonable conclusions based on this synthesis.
5. Express ideas in clear and coherent sentences and paragraphs, following the conventions of Academic English—citing sources and demonstrating control of grammar, usage, and punctuation rules.
6. Cite and document sources precisely and effectively according to the guidelines of a specific style manual.

## K4 Gen Ed Assessment Rubric

Rating →  K4 Outcomes ↓	(1)	(2)	(3)	(4)	NP
	This artifact does not meet the outcome.	This artifact is lacking but demonstrates some signs of competence & an attempt at meeting the outcome.	This artifact demonstrates an acceptable meeting of the outcome.	This artifact demonstrates an excellent meeting of the outcome	Not Present. No attempt to meet the outcome.
Develop ability to identify, analyze and evaluate underlying global, national, and local issues in the present or in a historical context.					
Demonstrate an understanding of how diversity, inequality or privilege interact with social, economic, and political power globally.					
Demonstrate an understanding of concepts and processes required for decision making, participation in civic or international affairs, economic productivity and global stewardship.					
Develop ability to effectively address significant issues and articulate impacts on global issues that may be social, cultural, economic, historic, or political					
Apply knowledge and skills to address complex global problems using interdisciplinary perspectives and conceptual models.					
Reflections					
Recommendations					

**Description of Knowledge Area 4:** Global Dynamics: The Global Dynamics (GD) perspective focuses on how individuals, groups, communities, and nations function in a global society. Students will gain a cultural awareness and sensitivity that prepares them for citizenship in a diverse, global society by developing an understanding of how culture shapes human experience, an appreciation for diverse worldviews, and an awareness of the complexity of the interactions among local, regional, national, and global systems. Courses are approved for the GD Knowledge Area based on their capacity to offer students opportunities to attain the learning outcomes below.

## **Learning Outcomes**

1. Develop ability to identify, analyze and evaluate underlying global, national, and local issues in the present or in a historical context.
2. Demonstrate an understanding of how diversity, inequality or privilege interact with social, economic, and political power globally.
3. Demonstrate an understanding of concepts and processes required for decision making, participation in civic or international affairs, economic productivity and global stewardship.
4. Develop ability to effectively address significant issues and articulate impacts on global issues that may be social, cultural, economic, historic, or political.
5. Apply knowledge and skills to address complex global problems using interdisciplinary perspectives and conceptual models.

## K5 Gen Ed Assessment Rubric

Rating →	(1)	(2)	(3)	(4)	NP
<b>K4 Outcomes</b> 	This artifact does not meet the outcome.	This artifact is lacking but demonstrates some signs of competence & an attempt at meeting the outcome.	This artifact demonstrates an acceptable meeting of the outcome.	This artifact demonstrates an excellent meeting of the outcome	Not Present. No attempt to meet the outcome.
Read and respond in oral and written forms to literary, philosophical, historical, or religious works from a variety of cultures.					
Synthesize understanding of past humanistic knowledge with current knowledge, making connections between past and present					
Analyze alternative ways of articulating and interpreting human experience.					
Identify their own linguistic, conceptual and normative presuppositions.					
Analyze the ways in which linguistic, religious, philosophical, and historical circumstances shape human experience.					
<b>Reflections:</b>					
<b>Recommendations:</b>					

**Knowledge Area 5 Description:** The Humanities (HUM) perspective focuses on helping students interpret their world, culture, and perspectives through the study of philosophical, literary, and historical forms. Courses are approved for the HUM Knowledge Area based on their capacity to offer students opportunities to attain the learning outcomes below.

### Learning Outcomes

1. Read and respond in oral and written forms to literary, philosophical, historical, or religious works from a variety of cultures.
2. Synthesize understanding of past humanistic knowledge with current knowledge, making connections between past and present.
3. Analyze alternative ways of articulating and interpreting human experience.
4. Identify their own linguistic, conceptual and normative presuppositions.
5. Analyze the ways in which linguistic, religious, philosophical, and historical circumstances shape human experience.

## K6 Gen Ed Assessment Rubric

Rating →	(1)	(2)	(3)	(4)	NP
<b>K6 Outcomes</b> 	This artifact does not meet the outcome.	This artifact is lacking but demonstrates some signs of competence & an attempt at meeting the outcome.	This artifact demonstrates an acceptable meeting of the outcome.	This artifact demonstrates an excellent meeting of the outcome	Not Present. No attempt to meet the outcome.
Identify basic principles and institutions that underlie the cultures and traditions of groups, organizations, societies, or nations.					
Describe theories about individuals, social processes, social networks, or the relationships between individuals and society.					
Explain and apply diverse empirical methods to investigate and analyze individuals, groups, or societies.					
Analyze human behavior, perspectives, or cultures using theory and research.					
Articulate ways that social diversity shapes attitudes and values affecting the respect and equality of others.					
<b>Reflections:</b>					
<b>Recommendations:</b>					

**Knowledge Area 6 Description:** The Individual and Society (IS) perspective focuses on the relationship between people and their socialization. Students will be exposed to connections between behaviors, perspectives, psychology, and influences affecting everyday life. Courses are approved for the IS Knowledge Area based on their capacity to offer students opportunities to attain the learning outcomes below.

### Learning Outcomes

1. Identify basic principles and institutions that underlie the cultures and traditions of groups, organizations, societies, or nations.
2. Describe theories about individuals, social processes, social networks, or the relationships between individuals and society.
3. Explain and apply diverse empirical methods to investigate and analyze individuals, groups, or societies.
4. Analyze human behavior, perspectives, or cultures using theory and research.

5. Articulate ways that social diversity shapes attitudes and values affecting the respect and equality of others.