

## SLO Rubric

<b><i>SLO 1: Students will be information literate.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/No Ability</i></b>
<i>Determine the nature and extent of information needed Outcome assessed: Students will find appropriate scholarly sources</i>	All citations within the bibliography are scholarly	The majority of citations within the bibliography are scholarly	The majority of citations within the bibliography are popular	All citations within the bibliography are popular
<i>Access information effectively and efficiently Outcome assessed: (Databases) Students will find appropriate scholarly sources using library subject databases</i>	The majority of citations within the bibliography have been located through subject/discipline specific databases	The bibliography contains citations located through both subject/discipline specific databases AND general databases	The majority of citations within the bibliography have been located through Opposing Viewpoints, CQ Researcher, newspaper databases or a single general database	The majority of citations within the bibliography have been located through web pages or internet search engines
<i>Evaluate information critically Outcome assessed: (Relevancy) Students will find appropriate scholarly sources using library subject databases</i>	All citations within the bibliography evidence relevant and timely sources	The majority of citations within the bibliography evidence relevant and timely sources	A minority of citations within the bibliography evidence relevant or timely sources	None of the citations within the bibliography evidence relevant or timely resources
<i>Use information to accomplish a specific purpose. Outcome assessed: Students will integrate appropriate scholarly sources</i>	The essay includes direct quotes, paraphrases, summaries and citations from scholarly sources, all of which support the main thesis	The essay includes direct quotes, paraphrases, summaries and/or citations from scholarly sources, most of which support the main thesis	The essay includes direct quotes, paraphrases, summaries and citations from scholarly or popular sources, some of which support the main thesis	The essay includes direct quotes, paraphrases, summaries or citations from popular sources, few of which support the main thesis
<i>Understand the economic, legal, and social issues associated with using information. Outcome assessed: Students will document citations via a works cited or bibliography so that sources may be easily found</i>	Multiple sources are cited without error	Multiple sources are cited with three or fewer errors	Multiple sources are cited with four or more errors	No sources are cited

## SLO Rubric

<b><i>SLO 2: Students will be able to read analytically and critically</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/No Ability</i></b>
<i>Identify the situation behind the text, including the subject, the intended audience(s), and the writer's relationship to the subject and audience(s).</i>	Show superior ability to identify the situation behind the text, including the subject, the intended audience(s), and the writer's relationship to the subject and audiences.	Show some ability to identify the situation behind the text, including demonstrating ability to recognize one or more of the following: the subject, the intended audience(s), and the writer's relationship to the subject and audiences.	Show some ability to identify the situation behind the text.	Show little ability to identify the situation behind the text.
<i>Identify the writer's purpose(s) and the main point or thesis that the author's purpose or set of purposes entails.</i>	Show superior ability to identify the writer's purpose(s) and the main point or thesis that the author's purpose or set of purposes entails	Show some ability to identify the writer's purpose(s) and the main point or thesis that the author's purpose or set of purposes entails.	Show some ability to identify the writer's purpose(s).	Show little ability to identify the writer's purpose(s).
<i>Analyze the major points made in developing and /or supporting the main point or thesis and the kinds of material used for the development and/or support.</i>	Show superior ability to analyze the major points made in developing and /or supporting the main point or thesis and the kinds of material used for the development and /or support.	Show some ability to analyze the major points made in developing and /or supporting the main point or thesis as well as show some ability to analyze the kinds of material used for the development and /or support.	Show some ability to analyze the major points made in developing and /or supporting the main point or thesis but little ability in being able to analyze the kinds of material used for the development and/or support.	Show little ability to analyze the major points made in developing and /or supporting the main point or thesis.
<i>Analyze the overall organization of the text as well as the organization of the body paragraphs.</i>	Show superior ability to analyze the overall organization of the text as well as the organization of the body paragraph.	Show some ability to analyze both the overall organization of the text as well as the organization of the body paragraph.	Show some ability to analyze either the overall organization of the text or the organization of the body paragraphs.	Show little ability to analyze either the overall organization of the text or the organization of the body paragraphs.

### SLO Rubric

<b><i>SLO 2: Students will be able to read analytically and critically</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/No Ability</i></b>
<i>Analyze the writer's voice, tone, and style.</i>	Show superior ability to analyze the writer's voice, tone, and style.	Show some ability to analyze the writer's voice, tone, and style.	Show some ability to analyze either the writer's voice, tone, or style.	Show little ability to analyze either the writer's voice, tone, or style.
<i>Analyze the writer's basic assumptions and the implications of what the writer is saying.</i>	Show superior ability to analyze the writer's basic assumptions and the implications of what the writer is saying.	Show some ability to analyze the writer's basic assumptions and some of the implications of what the writer is saying.	Show some ability to analyze either the writer's basic assumptions or the implications of what the writer is saying.	Show little ability to analyze either the writer's basic assumptions or any implication of what the writer is saying.
<i>Evaluate how well the author evaluates his or her purpose(s), and identify the elements that contribute to or detract from the effectiveness of the text.</i>	Show superior ability both to evaluate how well the author evaluates his or her purpose(s), and to identify the elements that contribute to or detract from the effectiveness of the text.	Show some ability both to evaluate how well the author evaluates his or her purpose(s), and to identify some of the elements that contribute to or detract from the effectiveness of the text.	Show some ability either to evaluate how well the author evaluates his or her purpose(s), or to identify the elements that contribute to or detract from the effectiveness of the text.	Show little ability either to evaluate how well the author evaluates his or her purpose(s), or to identify the elements that contribute to or detract from the effectiveness of the text.

### SLO Rubric

<b><i>SLO 3: Students will be able to <u>critique</u> an argument effectively.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/No Ability</i></b>
<i>Identify and state the central argument.</i>	Conclusion of argument is clearly stated, premises are clearly stated, and the relationship between the premises and the conclusion are made explicit.	Conclusion of argument is clearly stated and the main premises are made fairly explicit, but steps of the argument are left out or not made explicit.	Conclusion of argument is not explicitly stated or partly misunderstood; critical steps are left out or misunderstood.	Conclusion of argument is not identified; argument is wholly misunderstood.
<i>Identify and evaluate the key assumptions.</i>	The premises are clearly identified and objectively evaluated. Criticism is reasonable and relevant. The author's likely response to criticism is recognized and appropriately evaluated.	The premises are identified reasonably evaluated, but obvious criticisms are ignored or obvious responses are not recognized and appropriately evaluated.	The premises are not fully identified. Identified premises are not reasonably evaluated.	No acceptable attempt is made to identify or evaluate the premises.
<i>Identify and evaluate the supporting evidence.</i>	The proper standards of evaluation are explicitly applied and applied correctly.	The proper standards of evaluation are applied, but not always carefully.	The proper standards of evaluation are not applied or are applied incorrectly.	No acceptable attempt is made to evaluate the argument.
<i>Identify implications and/or consequences of the argument.</i>	Implications and consequences of argument are clearly identified.	Implications and consequences of argument are identified but not always clearly.	Implications and consequences of argument are partially and unclearly identified.	Implications and consequences of argument are not identified.

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<b><i>SLO 3: Students will be able to <u>critique</u> an argument effectively.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/No Ability</i></b>
<i>Identify and consider the influence of relevant contexts of the argument.</i>	Influence of relevant contexts is clearly identified and thoroughly considered.	Influence of relevant contexts is identified and but not thoroughly considered.	Influence of relevant contexts is inadequately identified and inadequately considered.	Influence of relevant contexts is not identified.
<i>Analyze and evaluate the presentation of the argument relative to the intended audience, to other audiences, and to its awareness of other perspectives.</i>	Presentation of argument is reasonably analyzed and evaluated relative to its target audience, to other relevant audiences, and to its awareness of other perspectives.	Presentation of argument is analyzed and evaluated relative to its target audience, to other audiences, and to its awareness of other perspectives, but not always reasonably.	Presentation of argument is analyzed and evaluated relative to its target audience, but not always reasonably, and not to other audiences, or to its awareness of other perspectives.	No acceptable attempt is made to analyze or evaluate the presentation of the argument.

## SLO Rubric

<b>SLO3</b> : Students will be able <u>to construct</u> an effective argument	Advanced	Intermediate	Basic	Little/No Ability
<i>Establish a suitable thesis, one that is arguable, appropriate, clear, and focused.</i>	Suitable (i.e., arguable, appropriate, and focused) thesis is clearly stated.	Suitable thesis is present, but not clearly stated.	Thesis is unsuitable (i.e., inarguable, inappropriate, unclear, or unfocused.)	Thesis is absent.
<i>Construct an argument based on reasonable assumptions.</i>	Clear, valid reasoning is present.	Explicit argument is invalid, that is has gaps in reasoning.	Only sketch of argumentative support is present.	No acceptable attempt is made to support the thesis.
<i>Provide suitable supporting evidence for the thesis, evidence that is relevant, effective, and adequate for the purpose, audience, and writing situation.</i>	Suitable (i.e., relevant, effective, and adequate) premises are explicitly and individually stated. Further defense is offered where appropriate.	Suitable premises are made explicit, but little or no further discussion or support.	Explicit premises are unsuitable. Suitable premises are not sufficiently explicit.	No acceptable attempt is made to support the thesis.
<i>Anticipate and deal effectively with objections or opposing arguments.</i>	Good objections are stated and reasonable responses supplied.	Obvious objections are shouldered, but responses are limited.	Only superficial consideration of objections; no responses are present.	No opposing positions are considered.
<i>Be able to structure an argument effectively.</i>	Argument is effectively structured.	Argument is effectively structured in most respects.	Argument is ineffectively structured.	Argument is unstructured.
<i>Be able to present an argument using appropriate language, voice, tone, and genre-conventions.</i>	Argument is presented using appropriate language, voice, tone, and genre-conventions.	Argument is presented using largely appropriate language, voice, tone, and genre-conventions.	Only superficial attention given to appropriate use language, voice, tone, <b>or</b> genre-conventions.	No attempt is made to use appropriate language, voice, tone, <b>or</b> genre-conventions.

## SLO Rubric

<b><i>SLO 4: Students will be able to apply simple mathematical methods to the solution of real-world problems.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/ No Ability</i></b>
<i>Demonstrate mathematical skills sufficient to interpret and critically evaluate quantitative information presented in news and other reports published for general audiences.</i>	Consistently shows exemplary mathematical skills sufficient to evaluate quantitative information presented in news and other publications for general audiences.	Shows mathematical skills sufficient to evaluate most quantitative information presented in news and other publications for general audiences.	Shows some mathematical skills sufficient to evaluate basic quantitative information presented in news and other publications for general audiences.	Shows minimal or no mathematical skills sufficient to evaluate quantitative information presented in news and other publications for general audiences.
<i>Perform calculations with integers, fractions (rational numbers), decimals, ratios, and percents.</i>	Consistently shows exemplary ability to perform calculations with integers, fractions, decimals, ratios, and percents.	Shows some ability sufficient to perform calculations with integers, fractions, decimals, ratios, and percents.	Shows ability to perform calculations with integers, fractions, decimals, ratios, or percents.	Shows minimal or no ability to perform calculations with integers, fractions, decimals, ratios, or percents.
<i>Use arithmetic, algebraic, geometric, and statistical methods to solve problems.</i>	Shows ability to use arithmetic, algebraic, geometric, and statistical methods to solve problems and provides the reasons for each application.	Shows ability to use arithmetic, algebraic, geometric, and statistical methods to solve problems, but does not provide the reasons for each application.	Shows some ability to use arithmetic, algebraic, geometric, or statistical methods to solve problems.	Shows minimal or no ability to use arithmetic, algebraic, geometric, or statistical methods to solve problems.
<i>Interpret quantitative or symbolic models such as formulas, graphs, tables, and charts, and draw inferences from them.</i>	Shows ability to understand, discuss, and draw inferences from data in quantitative or symbolic models such as tables and charts.	Shows ability to understand and discuss, but not draw inferences from data in quantitative or symbolic models such as tables and charts.	Shows ability to understand but not discuss or draw inferences from data in quantitative or symbolic models such as tables and charts.	Shows little or no ability to understand, discuss, or draw inferences from data in quantitative or symbolic models such as tables and charts.

## SLO Rubric

<b><i>SLO 4: Students will be able to apply simple mathematical methods to the solution of real-world problems.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/ No Ability</i></b>
<i>Represent mathematical information symbolically, numerically, visually, and verbally.</i>	Shows ability to understand, produce, and discuss mathematical information visually and symbolically through tables and charts.	Shows ability to understand and produce but not discuss mathematical information communicated visually or symbolically through tables and charts.	Shows ability to understand but not produce or discuss mathematical information communicated visually or symbolically through tables and charts.	Shows little or no ability to understand, produce, or discuss mathematical information visually and symbolically through tables and charts.
<i>Generate and apply conclusions based on patterns.</i>	Consistently shows ability to understand and draw conclusions based on patterns observed in data.	Consistently shows ability to understand but not draw conclusions from patterns observed in data.	Shows some ability to understand but not draw conclusions from patterns observed in data.	Shows little or no ability to understand or draw conclusions from patterns observed in data.
<i>Recognize that mathematical and statistical methods have limitations.</i>	Shows understanding of the limitations of mathematical/statistical methods, the ability to identify limitations when they arise, and can circumvent limitations using other methods when possible	Shows understanding of the limitations of mathematical/statistical methods and the ability to identify limitations when they arise but cannot circumvent limitations using other methods, even when possible.	Shows understanding of the limitations of mathematical/statistical methods but not the ability to identify limitations when they arise.	Shows little or no understanding of the limitations of mathematical/statistical methods.

## SLO Rubric

<b><i>SLO 6: Students will be able to write effectively.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/None</i></b>
<p><i>Demonstrate effective rhetorical strategies appropriate to the purpose, audience, context, and genre, including strategies related to content, structure, voice, tone, and style.</i></p>	<p>The argument is extensive, identifiable, reasonable, and sound. The essay demonstrates mastery of rhetorical appeals and ample consideration of counterargument(s) that could be raised against thesis.</p>	<p>The argument of the paper is clear, adequately developed, and is usually logical. Essay demonstrates some attention to and understanding of appeals, and evidences some consideration of counterargument(s) that could be raised against thesis.</p>	<p>The argument of the paper is often unclear, inadequately developed. Essay demonstrates unpredictable attention to and minimal understanding of rhetorical appeals, and evidences insufficient consideration of counterargument(s) that could be raised against thesis.</p>	<p>No discernible argument; no attention to rhetorical appeals; no addressing of counterargument(s).</p>
<p><i>Use writing for inquiry, learning, and thinking; understand a writing assignment as a series of tasks (including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources); be able to integrate their own ideas with those of others, differentiating and crediting ideas of others but using them effectively for their own persuasive and explanatory purposes; and understand the relationships among language, knowledge, and power.</i></p>	<p>The essay displays effective use of a variety of appropriate support/sources. The essay includes excellent integration and effective use of direct quotes, paraphrases, summaries, and citations of outside material according to assignment parameters.</p>	<p>Some evidence does not support main point, or may appear where inappropriate. Good integration and reasonable use of direct quotes, paraphrases, summaries, and/or citations of outside material into sentences according to assignment parameters.</p>	<p>The support offered is weak, vague, unconvincing, inaccurate, irrelevant or too narrow in focus; there is a general failure to support statements or evidence seems to support no statement. Scant or no insightful connections to outside material made. Quotes, paraphrases, summaries, and reference are not integrated appropriately.</p>	<p>No support or evidence is displayed.</p>

## SLO Rubric

<b><i>SLO 6: Students will be able to write effectively.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/None</i></b>
<p><i>Be aware that it usually takes multiple drafts to create and complete a successful text; develop flexible strategies for generating, revising, editing, and proofreading; be able to critique their own and others' work; and understand the collaborative and social aspects of writing processes and be able to balance the advantages of relying on others with the responsibility of doing their own part.</i></p>	<p>Show effective drafting strategies as well as flexible strategies for generating, revising, editing, and proofreading; be able to critique effectively their own and others' work; demonstrate a superior ability to work collaboratively.</p>	<p>Show competent use of drafting and one or more flexible strategies for generating, revising, editing, and proofreading; able to critique their own and others' work; demonstrate the ability to work collaboratively.</p>	<p>Show some awareness of drafting; show evidence of some revising and collaboration.</p>	<p>Show little awareness of drafting; no appreciable revising skills; little understanding of the social aspects of writing</p>
<p><i>Demonstrate knowledge of genre conventions, including conventions related to content, format, structure, paragraphing, tone, style, and documentation, as well as knowledge of the conventions of Standard Written English.</i></p>	<p>Overall writing style is striking and the purpose is distinguished by extraordinary depth and breadth of insight. The writer shows consistent awareness of audience/reader expectations as evidenced by voice, tone, and level of formality appropriate to assignment.</p>	<p>Content and overall writing style reflects admirable concern for the reader and the purpose. The writer largely shows awareness of audience/reader expectations as evidenced by voice, tone, and level of formality appropriate to assignment.</p>	<p>Content and overall writing style are somewhat appropriate for the audience but are not exceptionally engaging; the essay demonstrates meager awareness of audience/reader expectations as evidenced by voice, tone, and level of formality somewhat inappropriate to assignment.</p>	<p>Content and overall writing style is inconsistent, simplistic, and inappropriate for the audience. Little to no awareness of audience/reader expectations.</p>

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<b><i>SLO 6: Students will be able to write effectively.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/None</i></b>
<p><i>5. Conduct web-based research; employ research strategies using electronic data bases; use the computer for the various stages in writing (including drafting, revising, responding and editing); and understand how rhetorical strategies used in writing traditional texts differ from those used in composing online genres such as hyper-text, electronic communication, and graphics</i></p>	<p>Indication of strong proficiency with technology element as defined by assignment (ie. effective incorporation of commonly used research databases and web sources or masterful incorporation of technological creativity according to assignment).</p>	<p>Some attempt made at using the technology element as defined by assignment (ie. incorporation of commonly used research databases and web sources or incorporation of technological creativity according to assignment).</p>	<p>Inadequate attempt made at using the technology element as defined by assignment (ie. incorporation of commonly used research databases and web sources or incorporation of technological creativity according to assignment).</p>	<p>Research and technology inappropriately incorporated (if at all) and is incorrectly documented.</p>

## SLO Rubric

<b><i>SLO 7: Students will demonstrate effective oral communication skills</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/None</i></b>
<i>Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker.</i>	Organizational pattern (including specific introduction and conclusion), is sequenced and consistently observable and makes the content of the presentation cohesive. Language choices are appropriately balanced and ethical.	Organizational pattern (including specific introduction and conclusion), is generally clear and consistent. Language choices are generally appropriate and ethical.	Organizational pattern (including specific introduction and conclusion) is only intermittently observable. Language choices occasionally are inappropriately biased.	Organizational pattern (including specific introduction and conclusion) is not visible. Language choices reflect inappropriate bias.
<i>Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination</i>	Genre and style of oral communication is consistently appropriate for its intended audience. Student is able to identify different oral communication strategies as appropriate for different groups of listeners.	Genre and style of oral communication is generally appropriate for its intended audience. Student is generally able to identify different oral communication strategies as appropriate for different groups of listeners.	Genre and style of oral communication is only intermittently appropriate for its intended audience. Student shows frequent uncertainty about the appropriateness of different oral communication strategies for different groups of listeners.	Genre and style of oral communication is not appropriate for its intended audience. Student shows wide-scale uncertainty about the appropriateness of different oral communication strategies for different groups of listeners.
<i>Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups.</i>	In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation generally compelling, and speaker appears generally polished and confident.	In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are inconsistently used, weakening the presentation's impact. The speaker frequently seems to lack confidence and seem unpolished.	In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are poorly used, making the presentation weak, and making the speaker seem to lack confidence.

### SLO Rubric

<b><i>SLO 7: Students will demonstrate effective oral communication skills</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/None</i></b>
<i>Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary.</i>	In a wide range of contexts, the student is able to listen consistently to and reflect upon the oral arguments of recipients, adapting presentation style and content as needed to ensure recipient understanding.	In a wide range of contexts, the student is generally able to listen consistently to and reflect upon the oral arguments of recipients, frequently adapting presentation style and content as needed to ensure recipient understanding.	In a wide range of contexts, the student is not consistently able to understand and respond to the oral arguments of recipients, only occasionally adapting presentation style and content as needed to ensure recipient understanding.	The student is not able to understand and respond to the oral arguments of recipients, and is unable to adapt presentation style and content as needed to ensure recipient understanding.

## SLO Rubric

<p><b><i>SLO 8: Students will be informed and engaged citizens of the United States and the world</i></b></p>	<p><b><i>Advanced</i></b></p>	<p><b><i>Intermediate</i></b></p>	<p><b><i>Basic</i></b></p>	<p><b><i>Little/None</i></b></p>
<p><i>Demonstrate knowledge of the world they live in and its history; be able to describe social, political, economic or cultural systems within and outside of the United States and to describe how historical, economic, political, social, or geographic relationships develop, persist, and change.</i></p>	<p>Actively demonstrates evidence of understanding of and adjustment to surroundings based on understanding of how personal decisions impact history. Enhanced understanding of how relationships impact history (e.g. seeking complexity; aware of how her/his actions can shape history, resulting in a shift in self-awareness and civic identity.)</p>	<p>Demonstrates general understanding of historical and political context. Is able to understand historical/political relationships (e.g. analyzes social science facts and begins to make relevant connections to civic responsibility)</p>	<p>Begins to demonstrate knowledge of basic historical and political events, but has minimal understanding of impact of events on society (e.g. seeks to gain more knowledge, but only understands information from within a limited framework).</p>	<p>Shows minimal understanding of historical and political events. Incapable of describing cultural or economic systems and how historical and influential relationships have developed and progressed over time (e.g. unable to discuss important historical events and how .)</p>
<p><i>Demonstrate the ability to analyze these systems and relationships: be able to critically analyze both contemporary and historical perspectives on contemporary issues and to critically analyze one's own culture, history, and society.</i></p>	<p>Demonstrates extensive knowledge and is able to progress beyond one's own area of study to describe how information learned has created a clarified sense of personal civic responsibility.</p>	<p>Demonstrates broad understanding of the complexity of historical and political occurrences and the impact that such occurrences have on one's own culture and society.</p>	<p>Demonstrates some ability to connect knowledge of historical/political relationships to current political/social circumstances.</p>	<p>Demonstrates surface understanding of the complexity of historical and political systems and how relationships result.</p>
<p><i>Demonstrate awareness of avenues of engagement with these systems: be able to relate local, national, and global social policy; to recognize the social responsibility of the individual within a larger community; and to distinguish the possibilities, values, and limitations of social change.</i></p>	<p>Demonstrates sophisticated understanding of the complexity of social issues and willingness to work collaboratively across and within the community to achieve a civic goal. Expresses interest in assuming leadership role and an understanding of the reflective analysis of one's engagement in the community.</p>	<p>Is capable of discussing individual experience in a detailed manner with a reflective analysis of one's accomplishments. Demonstrates knowledge of potential community partnerships and how projects can potentially encourage social change.</p>	<p>Has participated in civic engagement opportunities and expresses understanding of the need need for reflection after said activities. Begins to explain how activities impact individuals and the community</p>	<p>Demonstrates initial participation in civic engagement, but lacks understanding of effects on others</p>

### SLO Rubric

<p><b><i>SLO 9: Students will understand and appreciate the diversity of and within societies of the United States and the world.</i></b></p>	<p style="text-align: center;"><b><i>Advanced</i></b></p>	<p style="text-align: center;"><b><i>Intermediate</i></b></p>	<p style="text-align: center;"><b><i>Basic</i></b></p>	<p style="text-align: center;"><b><i>Little/None</i></b></p>
<p><i>Recognize the roles various people play in their culture: be able to relate the contributions of groups and individuals to cultures, societies, or history; to critically analyze one's own culture, history, or society; and to critically analyze other cultures within and outside the United States.</i></p>	<p>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</p>	<p>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</p>	<p>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</p>	<p>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</p>
<p><i>Appreciate socio-cultural and international diversity among people: be able to demonstrate knowledge of issues in the United States and the world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions,</i></p>	<p>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices</p>

### SLO Rubric

<p><b><i>SLO 9: Students will understand and appreciate the diversity of and within societies of the United States and the world.</i></b></p>	<p style="text-align: center;"><b><i>Advanced</i></b></p>	<p style="text-align: center;"><b><i>Intermediate</i></b></p>	<p style="text-align: center;"><b><i>Basic</i></b></p>	<p style="text-align: center;"><b><i>Little/None</i></b></p>
<p><i>Demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.</i></p>	<p>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Suspends judgment in valuing her/his interactions with culturally different others.</p>	<p>Asks deeper questions about other cultures and seeks out answers to these questions. Is inconsistent in suspending any judgment in his/her interactions with culturally different others but is aware of own judgment and expresses a willingness to change.</p>	<p>Asks simple or surface questions about other cultures. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p>States minimal interest in learning more about other cultures.</p>

## SLO Rubric

<b><i>SLO 10: Students will understand and appreciate methods and issues of science and technology</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/None</i></b>
<i>Articulate the philosophical and historical foundations of modern science</i>	Articulates in a sophisticated and accurate way multiple examples of scientific philosophies and historical paths in science from beginnings to present.	Articulates at least two example of differing scientific philosophies and historical paths in science.	Articulates one example of a scientific philosophy or historical path in science.	Unable to accurately articulate one scientific philosophy or historical path in science.
<i>Understand the scientific method and demonstrate an ability to apply it across a variety of situations</i>	Demonstrates thorough understanding and sophisticated application of the scientific method in several situations, including different areas, fields or disciplines.	Demonstrates understanding and application of the scientific method in several situations.	Demonstrates understanding of the scientific method, and correctly applied it at least one situation.	Demonstrates limited or no understanding of the scientific method.
<i>Demonstrate an ability to conduct and interpret the results of experiments aimed at better understanding natural phenomena</i>	Unfailingly conducts several experiments and accurately interpreted their results.	Conducts several experiments and accurately interpreted their results after several attempts.	Conducts experiments and interpreted their results with some errors.	Unable to conduct experiments or interpret their results.
<i>Understand major issues and problems facing modern science and technology, including issues related to ethics, cultural values, public policies, and the impact of human activity upon the planet.</i>	Has shown an accurate, complete and sophisticated understanding of several major issues or problems facing modern science, including ethics, cultural values, public policies and the impact of human activity upon the planet.	Has shown an understanding of multiple major issues or problems facing modern science, including ethics, cultural values, public policies and the impact of human activity upon the planet.	Has shown a partial understanding of some major issues or problems facing modern science, including some issues regarding ethics, cultural values, public policies or the impact of human activity upon the planet.	Has shown little understanding of any major issues or problems facing modern science.

### SLO Rubric

<b><i>SLO 10: Students will understand and appreciate methods and issues of science and technology</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/None</i></b>
<i>Demonstrate knowledge in one area of science, including understanding its basic principles, laws, and theories</i>	Description to be determined by the discipline offering the general education science course/sequence.	Description to be determined by the discipline offering the general education science course/sequence.	Description to be determined by the discipline offering the general education science course/sequence.	Description to be determined by the discipline offering the general education science course/sequence.

### SLO Rubric

<b><i>SLO 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.</i></b>	<b><i>Advanced</i></b>	<b><i>Intermediate</i></b>	<b><i>Basic</i></b>	<b><i>Little/None</i></b>
<i>Develop and articulate criteria for aesthetic judgment</i>	Judges structural elements of a work or performance separately from the works execution or performance	Distinguishes between structural and surface elements of an artistic work or performance.	Distinguishes between varying levels of execution in an artistic expression.	Identifies elements in the given art form that can serve as a basic for judgment.
<i>Understand how various art forms and/or works of art both reflect and inform society at large, historically and in the present.</i>	Makes clear connections between specific cultural or societal influences in a particular work of art and the technical or structural elements of that work that the artist/creator uses to make such references.	Identifies specific cultural or societal references made by the creator in a particular work of art.	Identifies relationships between historical developments in the art being studied and historical trends in society at large.	Identifies topics relevant to society at large (current or historical) that can be addressed by the arts..
<i>Be able to study, create, or participate in some form of artistic expression as a means of understanding the creative process.</i>	Describes the ways in which the various individuals and processes involved in the creative process impact an individual presentation, performance, or work of art.	Clearly delineates the role of various individuals involved in the creation of a given type or art work and/or the role of various processes in that creation.	Has a basic understanding of the individuals involved in the creation of a given type of art work and their rolls.	Understands the main parts of the process of creating a particular type of art work.