

Foundations—Written Communication (FW)

FW Student Learning Outcomes

At the end of the FW course, students can:

- 1: Compose a text that focuses on a purpose and responds to the needs of an identified audience.
- 2: Choose and use effective strategies for generating, revising, editing, and proofreading a text to produce finished prose.
- 3: Compose a text that includes sources that are relevant and reliable, and that are integrated in accordance with an appropriate style guide.
- 4: Compose writing that expresses their own viewpoint, supplemented by other viewpoints garnered through reading.

Assessment methodology

All students will be required to select one best example of writing (that meets the standards of a specific rubric) and compose a cover note that states why it is the best. From these 900 samples per semester, 50 are randomly chosen to assess via the rubric. We will assess one rubric per year, in the following order: 1, 4, 3, 2

Assessment Rubric for SLO #1

| 1 Beginning | 2 Developing | 3 Competent | 4 Accomplished |
|--|---|--|---|
| Text displays little or no indication of purpose | Text displays some indication of purpose | Text displays adequate purpose | Text establishes and maintains a clear and consistent purpose |
| Claims, if present, are unclear, weak, poorly supported, or irrelevant | Claims, though present, are generally unclear, inadequately supported, or barely relevant | Claims are usually clear, adequately supported, and/or mostly relevant | Claims are clear, significant, supported, and relevant |
| Text shows little or no sense of audience or inappropriate appeals | Text shows some sense of audience and some appropriate appeals | Texts generally show a sense of audience and appropriate appeals | A clear sense of audience is exhibited in content and appeals |

Foundations—Global & Multicultural Perspectives (FG)

FG Student Learning Outcomes

Students will be able to:

- *1. describe disparate human societies and/or cultural traditions (e.g. cultural, economic, political, scientific, and/or social aspects) and their changes across a broad scale of time and space
2. explain the perspectives of various societies/cultures as expressed through narratives and artifacts of and from the relevant cultures
3. examine global issues and cross-cultural interactions and exchanges
Explanatory note: The term global issues includes but is not limited to common themes, processes, modes and/or impacts of interaction

Assessment Plan for SLO #1

1. Evidence will be examples of in-class exam essays collected from relevant classes

Rubic

| Novice | Developing | Proficient | Expert |
|---|---|--|--|
| Vague or inaccurate descriptions of characteristics of distinct human societies and/or cultural traditions, or fails to address more than one | Inadequate description of two or more distinct human societies and/or cultural traditions and/or insufficient relevant examples | Competent description of two or more distinct human societies and/or cultural traditions, using sufficient relevant examples | Clearly describes characteristics of two or more distinct human societies and/or cultural traditions using relevant examples |
| Little or no correct contextualization through time | Inadequate contextualization through time | Adequate contextualization through time, recognizing change and continuity | Accurately contextualizes them through time, recognizing change and continuity |
| Little or no correct contextualization in geographical space | Inadequate contextualization in geographical space | Adequate contextualization in geographical space | Accurately contextualizes them in geographical space |

2. Focus Group of graduating seniors who have taken two FG classes, asking questions related to their perceptions of the courses' impact on
 - their experience in subsequent classes in other disciplines or their major
 - their understanding of the contemporary world

Foundations—Symbolic Reasoning (FS)

FS Student Learning Outcomes

- A. Solve a real world problem making appropriate use of symbolic representation and manipulation.
- B. Evaluate a line of reasoning for correctness.
- C. Illustrate the power or limitations of a symbolic technique

Assessment Plan

SLO A in 2008
SLO B in 2009
SLO C in 2010

Plan for SLO A:

Artifacts – as a starter assess MATH 100 and NREM 203 and consult with department chairs about construction of the questions.

Multiple choice, specially written questions embedded into final exam. This will need a consultant to help construct the questions.

For the future, look at the math placement exam to see if we can exclude from further assessment those students who have passed at an appropriate level. It may be necessary to hire a consultant to modify the placement exam to incorporate the questions for assign the outcomes in accordance with the rubrics below.

Rubric

| Not meeting | Approaching | Meeting | Exceeding |
|--|--|--|--|
| <ul style="list-style-type: none">• Cannot create an appropriate symbolic representation.• Cannot create an accurate symbolic representation. | Can create some representation but unable to solve most of the problem | Can create an appropriate representation and can solve most of the problem | Can create an appropriate representation and solve the problem |

Alignment question: COMPASS test to be used for testing all students in symbolic reasoning classes that currently do not use a placement test. This to be used as diagnostic and part of the enquiry into methods of addressing the high rate not successfully completing.

Plan for SLO B: Evaluate a line of reasoning for correctness

More classes will be included in this round, e.g. PHIL and ICS

Rubric

| Not meeting | Approaching | Meeting | Exceeding |
|--|--|--|---|
| <ul style="list-style-type: none"> • Cannot distinguish between having false premises and having incorrect reasoning. • Highly unreliable judgments of correctness. • Cannot explain the basis of judgments | <ul style="list-style-type: none"> • Cannot reliably distinguish correct from incorrect reasoning. • Can sometimes explain the basis of their judgments. | <ul style="list-style-type: none"> • Can reliably distinguish most of the time. • Can correctly explain the basis of their judgments | <ul style="list-style-type: none"> • Can make sophisticated discriminations and justify them |

Plan for SLO C: Illustrate the power or limitations of a symbolic technique

Rubric

| Not meeting | Approaching | Meeting | Exceeding |
|---|---|---|--|
| <ul style="list-style-type: none"> • Cannot illustrate the power and is not aware of limitations | <ul style="list-style-type: none"> • Recognizes some limitations • Can identify one important application of a symbolic technique | <ul style="list-style-type: none"> • Recognizes most limitations • Can identify several important applications of one or more symbolic technique. | <ul style="list-style-type: none"> • Understanding which limitations are important and which are not. • Can rank applications of symbolic techniques for impact or significance. |