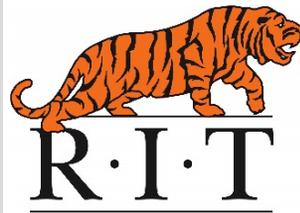
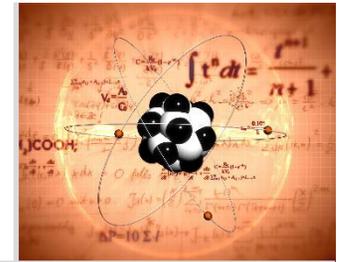


General Education Student Learning Outcomes Rubrics



General Education Student Learning Outcomes Rubrics

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* Note: Rubrics are under development for two additional outcomes: 1) Reach sound conclusions based on logical analysis of evidence, and 2) Demonstrate creative or innovative approaches to assignments or projects.

Student Learning Outcome: Revise and improve written products

Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Mechanics	No revisions were made that improved mechanics (grammar, punctuation, spelling and documentation) and errors remained which impede understanding	Revisions were made that improved mechanics (grammar, punctuation, spelling and documentation), but not significantly; some errors may have remained which impede understanding	Revisions were made that improved mechanics (grammar, punctuation, spelling and documentation) and the final draft is generally accurate, with errors rarely impeding understanding	Revisions were made that significantly improved mechanics (grammar, punctuation, spelling and documentation) OR Original draft was error free	
Organization	No revision(s) were made that improved structure and focus of earlier draft	Revisions did not significantly improve the structure and focus of earlier draft, but attempts to add or modify at least one of the following were made: <ul style="list-style-type: none"> transitional words or phrases between and within paragraphs paragraphs added, removed, or moved introduction and/or conclusion reworked sentence-level changes in word choice and/or word order remove, add or rewrite particular sentences expanding or refining sections 	Revisions improved structure and focus by adding or modifying at least two of the following: <ul style="list-style-type: none"> transitional words or phrases between and within paragraphs paragraphs added, removed, or moved introduction and/or conclusion sentence-level changes in word choice and/or word order removing, adding or rewriting particular sentences expanding or refining sections 	Revisions improved structure and focus by successfully adding or modifying three or more of the following: <ul style="list-style-type: none"> transitional words or phrases between and within paragraphs paragraphs added, removed, or moved introduction and/or conclusion sentence-level changes in word choice and/or word order removing, adding or rewriting particular sentences expanding or refining sections 	
Complexity and Clarity	No revisions were made that improved the complexity or clarity of the earlier draft	Revisions did not significantly improve the complexity and clarity of earlier draft, but attempts to add at least one of the following were made: <ul style="list-style-type: none"> multiple or alternative perspectives implications and/or questions change of focus support for claims/thesis integration of sources clarification of ideas 	Revisions improved the complexity and clarity of the earlier draft by adding at least two of the following: <ul style="list-style-type: none"> multiple or alternative perspectives implications and/or questions change of focus support for claims/thesis integration of sources clarification of idea 	Revisions improved the complexity and clarity of the earlier draft by successfully adding three or more of the following: <ul style="list-style-type: none"> multiple or alternative perspectives implications and/or questions change of focus support for claims/thesis integration of sources clarification of ideas 	
Average Rating					



Benchmark: 70% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Revise and improve written products

Essential Element – Communication

Effective communication is essential to the success of every RIT student, and as such, every General Education course must be aligned to at least one of the four associated Communication student learning outcomes. In this context, effective communication is understood as the mastery of language in expressive (spoken, signed, or written) and receptive (reading) forms that enables an individual to use language successfully for a variety of purposes and audiences.

Framing Language

This rubric is intended to help faculty evaluate the achievement of student learning as it relates to their ability to revise and improve written products. The faculty who developed this rubric do not view revision as a superficial task of “cleaning up” one’s work, rather acknowledge that “True revision involves reseeing, rethinking, and reshaping the piece, resolving a tension between what we intended to say and what the discourse actually says” (Erika Lindemann, *A Rhetoric for Writing Teachers*). It is also understood that the ability to improve one’s writing on all levels is important, thus the process of copyediting is included here. The rubric is designed to be progressive, beginning with the less sophisticated task of improving the mechanics of written work to the more sophisticated task of revising for clarity and complexity.

Assignment Design / Evaluation of Student Learning

The rubric is written to apply to writing assignments in which the student is provided with feedback from an instructor and given the opportunity to incorporate this feedback into a final draft. The rubric was originally designed to apply to a research-based essay in which a claim is made or a similar type of assignment.

Glossary of Key Terms

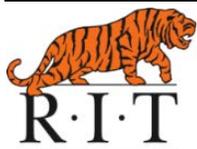
Revision: process of making meaningful, impactful, and visible changes to texts that illustrate a heightened rhetorical awareness of, but not limited to: audience, organization, cohesion, clarity, complexity, genre, or purpose

Complexity: examining an issue or topic from multiple and potentially contradictory perspectives and highlighting those perspectives in writing.

Clarity: writing that maximizes readability by focusing on a point, presenting clear ideas, and using prose that allows the reader to follow the author’s reasoning

Student Learning Outcome: Express oneself effectively in common college-level written forms using standard American English

Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
<ul style="list-style-type: none"> • Demonstrates little understanding of audience, purpose, format, and/or the thinking processes appropriate to college-level writing • A majority of these rhetorical elements are weak or absent, as evidenced by an unclear sense of audience and/or purpose; confusing organization and or/format; weak, inappropriate, and/or undocumented evidence • Writing that displays frequent errors in standard edited American English that consistently compromises readability may be rated at this level particularly if other key rhetorical features are weak or absent 	<ul style="list-style-type: none"> • Demonstrates an emerging understanding of audience, purpose, and content, and the thinking processes appropriate for an introductory level of college writing competence, as evidenced by the use of appropriate format, tone, and vocabulary; organization of argument/ information; and integration and documentation of supporting evidence • While these rhetorical elements have been attempted, some may be less-than-satisfactorily accomplished • The writing may contain some errors in standard edited American English that do not consistently compromise readability 	<ul style="list-style-type: none"> • Demonstrates a competent understanding of audience, purpose, genre, content, and the thinking processes appropriate to intermediate college-level coursework, as evidenced by the use of appropriate format, tone, and vocabulary; clear organization and development of argument/ information; and credible evidence integrated and documented accurately • While all of these rhetorical elements are present, some may be less developed or uneven • Though an argument may be clearly stated, it may lack originality and/or depth • The writing may contain some errors in standard edited American English but readability is not compromised 	<ul style="list-style-type: none"> • Demonstrates a strong and clear understanding of audience, purpose, genre, discipline- or course-content, and the thinking processes appropriate to an intermediate or advanced college course, as evidenced by the use of appropriate format, tone, and vocabulary; clear organization and thorough development of argument/information; credible evidence integrated and documented accurately; and standard edited American English • The writing makes a substantive, original argument or other contribution to the field; it demonstrates strong sentence-level fluency and/or has a clear authorial voice 	



Benchmark: 80% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Express oneself effectively in common college-level written forms using standard American English

Essential Element – Communication

Effective communication is essential to the success of every RIT student, and as such, every General Education course must be aligned to at least one of the four associated Communication student learning outcomes. In this context, effective communication is understood as the mastery of language in expressive (spoken, signed, or written) and receptive (reading) forms that enables an individual to use language successfully for a variety of purposes and audiences.

Student Learning Outcome: Express oneself effectively in presentations, either in American English or American Sign Language

Criteria		Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
CONTENT AND ORGANIZATION						
Introduction	<input type="checkbox"/> Engages audience with effective attention getter <input type="checkbox"/> Introduces topic clearly <input type="checkbox"/> Establishes credibility <input type="checkbox"/> Relates topic to audience <input type="checkbox"/> Clearly presents thesis or previews main points	Meets 0-1 criteria	Meets 2 criteria	Meets 3-4 criteria	Meets all criteria	
Body	<input type="checkbox"/> Articulates identifiable main points <input type="checkbox"/> Balances time among main points <input type="checkbox"/> Presents main points in a logical order <input type="checkbox"/> Includes clear transitions between main points	Meets 0-1 criteria	Meets 2 criteria	Meets 3 criteria	Meets all criteria	
Supporting Materials	<input type="checkbox"/> Supports main points (explanations, examples, illustrations, statistics, analogies, quotations) <input type="checkbox"/> Cites sources clearly <input type="checkbox"/> Depth of content reflects thorough understanding of topic <input type="checkbox"/> Support materials are relevant, timely, appropriate, and unbiased	Meets 0-1 criteria	Meets 2 criteria	Meets 3 criteria	Meets all criteria	
Conclusion	<input type="checkbox"/> Transitions clearly from body to conclusion <input type="checkbox"/> Summarizes main points and/or moves audience to action <input type="checkbox"/> Includes strong final statement	Meets 0 criteria	Meets 1 criteria	Meets 2 criteria	Meets all criteria	
LANGUAGE						
Language	<input type="checkbox"/> Identifies with audience (builds rapport, makes connections) <input type="checkbox"/> Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation <input type="checkbox"/> Language is appropriate to audience (level of formality, inclusive language) <input type="checkbox"/> Language is correct (uses proper grammar and syntax) <input type="checkbox"/> Language is concise (uncluttered, avoids wordiness)	Meets 0-1 criteria	Meets 2-3 criteria	Meets 4 criteria	Meets all criteria	
DELIVERY						
Paralanguage	<input type="checkbox"/> Has spontaneous, strong conversational quality (no reading) <input type="checkbox"/> Speaks at an appropriate rate and volume <input type="checkbox"/> Speaks clearly and articulately (forms speech sounds crisply and distinctly) <input type="checkbox"/> Pronounces words correctly <input type="checkbox"/> Voice is dynamic (vocal variety) <input type="checkbox"/> Avoids fillers such as “um,” “like,” “you know”	Meets 0-1 criteria	Meets 2-3 criteria	Meets 4-5 criteria	Meets all criteria	
Movement and gestures	<input type="checkbox"/> Consistently uses eye contact to maintain rapport with audience <input type="checkbox"/> Effective use of scanning to expand zone of interaction <input type="checkbox"/> Inconspicuous use of notes <input type="checkbox"/> Gestures appropriately, stands and moves deliberately; avoids rocking and swaying <input type="checkbox"/> Avoids distracting mannerisms (tapping, fidgeting, wringing hands) <input type="checkbox"/> Facial expressions match tone of speech	Meets 0-1 criteria	Meets 2-3 criteria	Meets 4-5 criteria	Meets all criteria	
Overall Rating						

* Some rubric elements adapted from the AACU Oral Communication VALUE Rubric and the Valencia Community College Rubric for the Assessment of Oral Communication.



Benchmark: 80% of students will achieve a rubric score of Competent (21) or higher.

Student Learning Outcome: Express oneself effectively in presentations, either in American English or American Sign Language

Essential Element – Communication

Effective communication is essential to the success of every RIT student, and as such, every General Education course must be aligned to at least one of the four associated Communication student learning outcomes. In this context, effective communication is understood as the mastery of language in expressive (spoken, signed, or written) and receptive (reading) forms that enables an individual to use language successfully for a variety of purposes and audiences.

Framing Language

An effective presentation is a prepared and purposeful presentation designed to inform, persuade, or entertain. Components of an effective presentation include strong content, clear structure, and dynamic delivery. This rubric is specifically designed to evaluate students who have received some prior instruction on the fundamentals of creating and delivering effective presentations. Evaluation criteria should be shared with students prior to presentations.

Assignment Design / Evaluation of Student Learning

This rubric best applies to prepared and timed presentations for extemporaneous, manuscript, and memorized delivery styles. Presentations appropriate for this rubric include a central message supported by one or more forms of supporting materials and employ purposeful organization. Impromptu presentations, group presentations. Class discussions do not readily apply to this rubric.

Scoring Guidelines

When calculating the overall score, add up the criteria ratings in the right column and use the following guidelines:

Total Score of 7-13 = a rubric rating of Insufficient (1)

Total Score of 14-20 = a rubric rating of Developing (2)

Total Score of 21-25 = a rubric rating of Competent (3)

Total Score of 26-28 = a rubric rating of Exemplary (4)

Student Learning Outcome: Demonstrate comprehension of information and ideas accessed through reading

Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Vocabulary and Textual Features	<ul style="list-style-type: none"> Does not recognize appropriate vocabulary and/or textual features to explain or summarize text 	<ul style="list-style-type: none"> Limited recognition of appropriate vocabulary and/or textual features impacts comprehension of the text 	<ul style="list-style-type: none"> Uses appropriate vocabulary and paraphrases or summarizes the text Recognizes and interprets textual features 	<ul style="list-style-type: none"> Integrates appropriate vocabulary by drawing complex inferences or applying knowledge gained from the text Identifies and uses textual features and disciplinary knowledge to increase understanding of the text 	
Themes or Main Ideas	<ul style="list-style-type: none"> Does not identify main ideas, key concepts, or arguments Does not derive meaning from text or shows limited understanding 	<ul style="list-style-type: none"> Identifies main ideas, key concepts, or arguments Derives basic meaning from the text 	<ul style="list-style-type: none"> Distinguishes main ideas, key concepts, or arguments from supporting details Identifies relationships among ideas to understand the text as a whole 	<ul style="list-style-type: none"> Distinguishes main ideas, key concepts, or arguments from supporting details Identifies relationships among ideas to understand the text as a whole Elaborates upon the main ideas, key concepts, or arguments by providing further examples or supporting details 	
Connections	<ul style="list-style-type: none"> Does not develop connections within texts, between texts, or with other course content 	<ul style="list-style-type: none"> Recognizes some connections within texts, between texts, or with other course content 	<ul style="list-style-type: none"> Develops connections within texts, between texts, or with other course content or disciplinary knowledge 	<ul style="list-style-type: none"> Develops insightful or complex connections within texts, between texts, or with other course content or disciplinary knowledge Identifies the significance of text to broader course content or disciplinary knowledge 	
Interpretations	<ul style="list-style-type: none"> Does not apply ideas or information from text accurately or appropriately No evidence of synthesis or evaluation of information within or across texts 	<ul style="list-style-type: none"> Recognizes facts gathered from the text Begins to synthesize information within or across texts Draws conclusions from text, although conclusions may be inaccurate or incomplete 	<ul style="list-style-type: none"> Uses evidence from text to generate, validate, expand, or reflect on ideas Synthesizes information within or across texts Differentiates between the text and its sources Draws conclusions from text 	<ul style="list-style-type: none"> Uses evidence from text to generate, validate, expand, or reflect on ideas, theories, or arguments Synthesizes and evaluates information within or across texts Establishes a relationship between the text and its sources Draws insightful and logical conclusions from text Raises questions or explores important concepts 	
Overall Rating					



Benchmark: 80% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Demonstrate comprehension of information and ideas accessed through reading

Communication – Essential Element

Effective communication is essential to the success of every RIT student, and as such, every General Education course must be aligned to at least one of the four associated Communication student learning outcomes. In this context, effective communication is understood as the mastery of language in expressive (spoken, signed, or written) and receptive (reading) forms that enables an individual to use language successfully for a variety of purposes and audiences.

Framing Language

The faculty who developed this rubric view reading comprehension in terms of Gough and Tunmer's Simplified View of Reading (SVR) ("Decoding, Reading, and Reading Disability," 1986) as a dual process of decoding individual words or signs and comprehending linguistic, semantic, and other extra-textual features (e.g., background knowledge, experience) in order to effectively read and understand texts. When rating for vocabulary appropriateness, the rubric's authors recommend considering Beck and McKeown's Three-tiered Model of Vocabulary (Bringing Words to Life, 2002), which we have categorized for this instrument as (1) General, (2) Academic, and (3) Disciplinary (see Glossary). The rubric is designed to be progressive, beginning with basic reading comprehension tasks to more sophisticated tasks of identifying a theme or message, making inferences and developing connections. It should be noted that some components of the Exemplary (4) performance level exhibit elements of critical thinking.

Assignment Design / Evaluation of Student Learning

The rubric is written to apply to coursework in which the student is asked to demonstrate comprehension of information and ideas accessed through reading. The rubric was designed to apply to any assignment(s) given in response to course readings; however, it is recommended that the assignment(s) asks the student to articulate a response to one or more texts (e.g., essay, presentation, debates, project, etc.)

Glossary of Key Terms

Text: A composition in any medium, including written, visual, audio, digital, or multimedia

Reading Comprehension: An outcome of decoding and making meaning from text(s)

General Vocabulary: Common words not specific to academic or disciplinary knowledge

Academic Vocabulary: Words often used in academic discourse and education, but not necessarily specific to any one discipline

Disciplinary Vocabulary: Words with specialized meanings in one or more academic disciplines

Genre: A form or type of text with disciplinary conventions generally agreed upon over time

Textual features: Components of a story or article that are not the main body of text. These include the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams

Student Learning Outcome: Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information

Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Identify Problem Scope and Evaluate Information	Unable to define the scope of the problem or question. Unable to determine key concepts. Information selected is not related to question or problem.	Partially defines the scope of the problem or question. Can determine most key concepts. Information selected partially relates to question or problem.	Defines the scope of the problem or question. Can determine key concepts. Information selected relates to question or problem.	Fully defines the scope of the problem or question. Effectively determines all key concepts. Information selected directly relates to question or problem. Evaluates information: strength, quality, credibility, importance, or amount.	
Identify Assumptions and Contexts of Information	Lacks awareness of relevant assumptions, does not identify contexts when answering a question or addressing a problem.	Demonstrates an awareness of relevant assumptions, though sometimes may label assertions as assumptions. Begins to identify some contexts when answering a question or addressing a problem.	Identifies relevant assumptions and contexts when answering a question or addressing a problem.	Comprehensively analyzes relevant assumptions and contexts when answering a question or addressing a problem.	
Utilize Information to Answer a Question or Address a Problem	Unable to utilize information from sources to answer a question or address a problem.	Utilizes information from sources, although information is used inappropriately (e.g., misquoted, taken out of context, or incorrectly paraphrased.) The question or problem is not clearly addressed.	Utilizes and organizes information from sources. The information is not yet synthesized, so the problem or question is partially addressed.	Utilizes, organizes, and synthesizes information from sources. The problem or question is clearly addressed.	
Integrate Sources	Sources are not integrated or acknowledged.	Sources are inconsistently integrated and acknowledged.	Sources are appropriately acknowledged though not fully integrated.	Sources are consistently and comprehensively integrated. All sources are appropriately acknowledged.	
Average Rating					



Benchmark: 70% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information

Essential Element – Critical Thinking

Critical thinking is essential to the success of every RIT student, and as such, every general education course must be aligned to least one of the four associated Critical Thinking student learning outcomes. In this context, critical thinking is understood as the ability to gather and evaluate information in order to develop an opinion, solve a problem, and reach reliable conclusions or effective solutions.

Framing Language

This rubric is intended to measure a student's ability to use evidence gathered through accepted scholarly methods and properly acknowledge sources within a variety of disciplines. The rubric language is designed to be broadly applicable to a variety of disciplines by focusing on the essential components of the identification, analysis, evaluation, and use of information to answer a question or address a problem.

Assignment Design / Evaluation of Student Learning

Assessment of this outcome could be completed using a variety of assignments (e.g., lab report, research paper, project), but each assignment must ask students to demonstrate the following competencies:

- Identify the scope of information needed to answer the research question or achieve the purpose of the task
- Articulate and analyze relevant contexts and assumptions (e.g., historical, methodological, political, personal, disciplinary)
- Make connections between their purpose and the information they use. This is evidenced by information that is organized and synthesized into the final product
- Integrate and cite sources throughout their work per disciplinary standards

Glossary of Key Terms

Assumptions: ideas, conditions, or beliefs (often implicit or unstated) that are taken for granted or accepted as true without proof (AACU Value Rubric)

Assertions: declarations made as a statement of fact or belief

Information: for the purpose of this rubric, information signifies all of the following- data, documents, and people

Context: the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events (AACU Value Rubric)

Student Learning Outcome: Analyze or construct arguments considering their premises, assumptions, contexts, conclusions, and anticipating counterarguments

Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Identify an Argument	<ul style="list-style-type: none"> Does not isolate the argument(s) from extraneous elements in the text Unable to describe issues, evidence and/or reasoning processes in arguments 	<ul style="list-style-type: none"> Identifies the argument(s), but includes extraneous elements such as expressions of opinion and descriptions of events Identifies and describes some of the following: premises, assumptions, contexts, evidence, and conclusions 	<ul style="list-style-type: none"> Identifies the argument(s) Identifies and describes most of the following: premises, assumptions, contexts, evidence, and conclusions 	<ul style="list-style-type: none"> Identifies the argument(s) and clearly distinguishes it from any extraneous expressions of opinion and descriptions of events Clearly identifies and describes premises, assumptions, contexts, evidence, and conclusions 	
Construct an Argument	<ul style="list-style-type: none"> Does not clearly develop a premise, conclusion or point of view No supporting reasoning or evidence is presented 	<ul style="list-style-type: none"> Develops a premise, conclusion or point of view Does not organize the evidence or reasons in a logically adequate way 	<ul style="list-style-type: none"> Develops an argument in which the conclusion is supported by its premises using evidence and logical reasoning 	<ul style="list-style-type: none"> Develops a persuasive argument in which the conclusion is supported by its premises, using evidence and logical reasoning 	
Analyze an Argument	<ul style="list-style-type: none"> Does not deconstruct an argument into component parts Fails to identify constraints and counterarguments No use of evidence or reason in support of a claim 	<ul style="list-style-type: none"> Partially deconstructs an argument into component parts Identifies some constraints or counterarguments Identifies evidence and reasons in support of a claim 	<ul style="list-style-type: none"> Deconstructs an argument into component parts Identifies constraints and counterarguments Incorporates evidence and reason in support of a claim 	<ul style="list-style-type: none"> Deconstructs an argument into component parts and assesses the relevance and scope of those parts Utilizes constraints and counterarguments, as appropriate Prioritizes evidence and reasons in support of a claim 	
Evaluate an Argument	<ul style="list-style-type: none"> Unable to assess whether the argument's premises are unacceptable, irrelevant, or insufficient for its conclusion 	<ul style="list-style-type: none"> Unable to consistently determine validity or strength of an argument Incomplete assessment of the credibility of the premises, including the quality of evidence 	<ul style="list-style-type: none"> Assesses whether the argument's conclusion is sufficiently supported by its premises Assesses the credibility of the premises, including the quality of evidence. 	<ul style="list-style-type: none"> Identifies and judges between competing mutually valid arguments Offers an original relevant interpretation based on assessment of argument's premises, assumptions, context, conclusions, and counterarguments 	
Average Rating					



Benchmark: 70% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Analyze or construct arguments considering their premises, assumptions, contexts, conclusions, and anticipating counterarguments

Essential Element – Critical Thinking

Critical thinking is essential to the success of every RIT student, and as such, every general education course must be aligned to least one of the four associated Critical Thinking student learning outcomes. In this context, critical thinking is understood as the ability to gather and evaluate information in order to develop an opinion, solve a problem, and reach reliable conclusions or effective solutions.

Framing Language

This rubric is designed to be used across multiple disciplines and course structures (lectures, laboratories, capstone seminars) as the ability to analyze or construct arguments is seen as an essential component of critical thinking across all disciplines. The rubric is intended to assess student artifacts in a variety of assignments including, but not limited to, essays, case studies, and debates, given that the student has the opportunity to complete an analysis of text, data, or issues. The ability of a student to analyze or construct an argument, while considering the weight of the facts, context, assumptions, and conclusions is the focus of this outcome and rubric.

Assignment Design /Evaluation of Student Learning

When applying this rubric to student work, faculty can evaluate students' ability to either analyze **or** construct and argument, **or** both. When calculating the overall rubric rating, include only the average of all appropriate criteria.

Glossary of Key Terms

Argument: the development of a clear, reasonable, and logical claim based on evidence

Premise: an idea or theory on which a statement or action is based

Assumptions: ideas, conditions, or beliefs (often implicit or unstated) that are taken for granted or accepted as true without proof (AACU Value Rubric)

Contexts: the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events (AACU Value Rubric)

**Student Learning Outcome: Analyze similarities and differences in human social experiences
and evaluate the consequences**

Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Identify meaningful similarities and differences in human social experiences or social institutions	Does not identify similarities and differences in human social experiences or social institutions	Identifies superficial or basic similarities and differences in human social experiences or social institutions	Identifies meaningful similarities and differences in human social experiences or social institutions	Identifies complex similarities and differences in human social experiences or social institutions, including linkages, interrelationships, and dependencies	
Analyze similarities and differences in human social experiences or social institutions	Does not analyze the similarities and differences in human social experiences or social institutions	Minimally or partially analyzes the similarities and differences in human social experiences or social institutions	Analyzes the similarities and differences in human social experiences or social institutions	Analyzes and critically assesses similarities and differences in human social experiences or social institutions. Recognizes and articulates the linkages between human experience and cultural, social or worldview perspectives	
Evaluate the consequences of similarities and differences in human social experiences or social institutions	Does not evaluate the consequences of similarities and differences in human social experiences or social institutions	Minimally or partially evaluates the consequences of similarities and differences in human social experiences or social institutions	Evaluates the consequences of similarities and differences in human social experiences or social institutions	Evaluates and critically assesses the consequences of similarities and differences in human social experiences or social institutions, moving beyond one's own perspective	
Average Rating					



Benchmark: 70% of students will achieve a rubric score of Competent (3) or higher.

**Student Learning Outcome: Analyze similarities and differences in human social experiences
and evaluate the consequences**

Perspective – Social

Courses in this category focus on the analysis of human behavior within the context of social systems and institutions (e.g., family, courts, religion, markets, NGOs). Because RIT recognizes that student success depends on the ability to understand how social groups function and operate, these courses provide insight into the workings of social institutions' processes.

Framing Language

The social perspective assessment rubric is designed to accommodate the wide range of disciplinary methods, approaches, theories and subject matter. The rubric is composed of three criteria which are ordered vertically as a developmental progression:

1. Identification of similarities and differences in human social experiences or social institutions
2. Analyze similarities and differences in human social experiences or social institutions
3. Evaluate the consequences of similarities and differences in human social experiences or social institutions

Horizontally, the rubric moves from insufficient to exemplary work, reflecting the quality and complexity of the students' achievement.

When evaluating the third criterion (Consequences) at the exemplary level, students can recognize and engage with the theoretical and conceptual frameworks of the course beyond the students' initial perspective.

Assignment Design / Evaluation of Student Learning

The rubric criteria can be assessed using single or multiple assignments, quantitative or qualitative indicators, and written or oral assignments as appropriate to the discipline and course.

Student Learning Outcome: Examine connections among the world's populations

Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Diversity of Human Cultures	Does not recognize the diversity of human cultures in a global context	Recognizes basic aspects of cultural diversity	Recognizes and enumerates nuanced and complex aspects of cultural diversity	Demonstrates informed appreciation and analyzes implications of cultural diversity	
Interconnectedness among Human Cultures	Does not identify connections among world populations, cultures, regions, and countries	Identifies obvious connections among world populations, cultures, regions, and countries	Identifies complex connections among world populations, cultures, regions, and countries	Evaluates complex connections among world populations, cultures, regions, and countries	
Wider Perspectives on Global Issues	Unable or unwilling to acknowledge perspectives outside one's own	Recognizes other perspectives and demonstrates some awareness of divergent or disparate perspectives	Recognizes and describes divergent or disparate perspectives	Analyzes and interprets diverse perspectives from an informed position	
Average Rating					



Benchmark: 70% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Examine connections among the world's populations

Perspective – Global

Acting wisely as global citizens requires the ability to imagine how one's choices affect other people; courses in this category encourage students to see life from a perspective wider than their own and to understand the diversity of human cultures within an interconnected global society. Courses in this category may explore the interconnectedness of the local and the global in today's world or in historical examples, and encourage students to see how global forces reverberate at the local level.

Framing Language

The global perspective assessment rubric is designed to accommodate the wide range of disciplinary methods, approaches, theories and subject matter. The rubric is composed of three criteria which are ordered vertically as a developmental progression:

1. In order to examine connections among populations we must first recognize the **diversity of human cultures**, aspects of which may include race, gender, language, religion, etc.
2. **Interconnectedness among human cultures** reflects the idea that we are not alone on this planet and that human actions have global ramifications.
3. An understanding of the interconnectedness among human cultures allows one to develop **wider perspectives on global issues** and is a first step in becoming a responsible global citizen.

Horizontally, the performance rating moves from insufficient to exemplary work, reflecting the quality and complexity of the students' achievement.

Assignment Design / Evaluation of Student Learning

The rubric criteria can be assessed using single or multiple assignments, quantitative or qualitative indicators, and written or presented assignments as appropriate to the discipline and course.

Student Learning Outcome: Identify contemporary ethical questions and relevant positions

Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Ethical Problem Recognition	Student cannot recognize ethical problems and is unaware of complexity.	Student can recognize basic ethical problems but fails to grasp complexity or interrelationships.	Student can recognize basic ethical problems and grasp (incompletely) the complexities or interrelationships among the problems.	Student can recognize ethical problems when presented in a complex, multilayered (gray) context and can recognize relationships with other ethical problems.	
Identification of Possible Ethical Positions	Student is unable to identify the ethical positions.	Student is able to identify the ethical positions.	Student is able to identify the ethical problem and can identify potential positions solutions.	Student is able to identify the ethical problem and can identify potential positions and consider the important implications of them.	
Evaluation of Different Ethical Positions	Student is not able to state any position.	Student is able to state a position but gives incomplete or significantly flawed justification.	Student states a position and displays a logical justification, and responds to objections for that position.	Student states a position, provides a logical justification, responds to objections and displays original insight.	



Benchmarks (Progressive)

Ethical Problem Recognition: 90% of students will achieve a rubric score of Competent (3) or higher.

Identify Possible Positions: 80% of students will achieve a rubric score of Competent (3) or higher.

* **Evaluation of Different Ethical Perspectives:** 70% of students will achieve a rubric score of Competent (3) or higher.

* Benchmark reported at the university level

Student Learning Outcome: Identify contemporary ethical questions and relevant positions

Perspective – Ethical

Courses in this category focus on ethical aspects of decision-making and argument, whether at the individual, group, national, or international level. Because RIT expects its graduates to be leaders in their careers and communities, these courses provide students with an understanding of how ethical issues can be conceived, discussed, and resolved, and how ethical forms of reasoning emerge and are applied to address such issues.

Framing Language

Ethics evaluates what is right and wrong. Students must be able to recognize ethical issues in a variety of settings, consider possible solutions, and determine what is right through ethical reasoning. This means taking into account the social context of problems and the ramifications of alternative actions. Some ethical questions are easy to answer (e.g., Should I cheat?), but some contemporary ethical questions are significant and difficult. It is critical for students to be able to address such questions.

This rubric is intended to help faculty evaluate the achievement of student learning as it relates to RIT's ethics outcome for all students. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it is difficult to judge whether students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to recognize, diagnose, and evaluate ethical problems and possible solutions.

Therefore, the rubric focuses on three elements that are observable and measurable in courses which are designated as part of the Ethical Perspective in the General Education Framework: ethical issue recognition, identification of possible positions, and evaluation of different ethical perspectives. Courses that meet this outcome focus on ethical aspects of decision-making and argument, whether at the individual, group, national, or international level. The rubric is written to apply generally to ethical problems across multiple disciplines.

Assignment Design / Evaluation of Student Learning

When constructing this rubric, RIT faculty differentiated three distinct elements that define the student learning outcome. Faculty envision a process in which, at the highest level a student is able to: 1. Identify a significant ethical problem, 2. Identify possible positions and consider the full implications of them, and 3. Select a position and provide logical justification for it, responding to objections and displaying original insight. Assignments that give students the structure and guidance to respond to all of the levels of the rubric are recommended.

Student Learning Outcome: Demonstrate knowledge of basic principles and concepts of one of the natural sciences

Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
<p>Student does not exhibit clear understanding of scientific principles and concepts. Displays little or no comprehension of basic ideas, their scope, and their interrelationships. Often unable to rely on basic principles to solve problems or to identify applicable principles when faced with unfamiliar problems.</p>	<p>Student displays limited understanding of scientific principles and concepts. Displays comprehension of basic ideas, but fails to understand their scope and interrelationships. Occasionally relies on basic principles to solve problems, and sometimes identifies applicable principles when faced with unfamiliar problems.</p>	<p>Student displays frequent but inconsistent understanding of scientific principles and concepts. Displays thorough comprehension of basic ideas, but exhibits occasional confusion about their scope and interrelationships. Often able to rely on basic principles to solve problems or to identify applicable principles when faced with unfamiliar problems.</p>	<p>Student manifests a thorough understanding of scientific principles and concepts. Displays thorough understanding of basic ideas, how they interrelate, and their domain of validity. Able to call upon correct scientific arguments when faced with unfamiliar problems.</p>	



Benchmark: 70% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Demonstrate knowledge of basic principles and concepts of one of the natural sciences

Perspective – Natural Science Inquiry

Science is more than a collection of facts and theories, so students will be expected to understand and participate in the process of science inquiry. Courses in this category focus on the basic principles and concepts of one or more of the natural sciences. In these classes, students apply methods of scientific inquiry and problem solving in a laboratory or field experience.

Perspective – Scientific Principles

The courses in this category will focus on the foundational principles of one or more of the natural sciences or will provide an opportunity to apply methods of scientific inquiry in the natural or social sciences. Courses in this category may or may not include a laboratory experience.

Student Learning Outcome: Apply methods of scientific inquiry and problem solving to contemporary issues and scientific questions

Criteria	Insufficient	Developing	Competent	Exemplary	Rating
Identification of elements of problems	Unable to identify applicable concepts, theories, hypotheses, or questions central to the problem.	Minimal recognition of the applicable concept, theory, hypothesis or questions central to the problem	Identifies important elements of problems such as applicable concepts, hypotheses, theories, and empirical questions	Identify and clearly describe all important elements of problems, including applicable concepts, hypotheses, theories, and empirical questions	
Identification <i>or</i> critique of methodology	Unable to critique a method(s) or select the appropriate methods/experiment	Minimally or inaccurately critiques method(s), or uses inappropriate methods/experiments	Appropriately critiques method(s), or uses appropriate methods/experiments	Accurately critiques method(s) or uses appropriate methods/experiments Provides a logical justification for methodology	
Analysis of results	Analysis does not include any consideration of the context, limitations of the method, or underlying assumptions	Analysis includes partial or flawed consideration of: the context of results, limitations of the method, or underlying assumptions	Analysis includes appropriate consideration of the context of results, limitations of the method, and underlying assumptions	Analysis includes a comprehensive consideration of the context of results, limitations of the method, and underlying assumptions	
Presentation of Conclusions	Conclusions are invalid, logically inconsistent with analysis, and communicated ineffectively	Conclusions are unclear or, inconsistent with analysis or are not communicated effectively	Conclusions are valid, logically consistent with analysis and communicated effectively	Conclusions are valid, reasoned from evidence, and communicated effectively using the appropriate disciplinary conventions	
Average Rating					



Benchmark: 70% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Apply methods of scientific inquiry and problem solving to contemporary issues and scientific questions

Perspective – Natural Science Inquiry

Science is more than a collection of facts and theories, so students will be expected to understand and participate in the process of science inquiry. Courses in this category focus on the basic principles and concepts of one or more of the natural sciences. In these classes, students apply methods of scientific inquiry and problem solving in a laboratory or field experience.

Perspective – Scientific Principles

The courses in this category will focus on the foundational principles of one or more of the natural sciences or will provide an opportunity to apply methods of scientific inquiry in the natural or social sciences. Courses in this category may or may not include a laboratory experience.

Framing Language

This rubric is intended to measure a student's ability to apply key elements of scientific inquiry and problem solving within a specific course and discipline. Assessment of this outcome could be completed using a variety of methods (e.g., lab reports, exams, case studies), but each assignment must include the following components:

1. **Identification of important elements of problems** includes identification of applicable concepts, hypotheses, theories, and empirical questions.
2. **Identification of the appropriate methodology** used to address the problem. This step could include critiquing a method of analysis, designing an experiment, choosing and implementing an appropriate method, or applying appropriate problem solving techniques.
3. **Analysis of results** may include data representation, interpretation, or critical evaluation of results. A quality analysis includes consideration of the context of results, the limitations of the method, and underlying assumptions.
4. Presentation of **conclusions** reasoned from evidence, data, or theories. The communication is appropriate for the discipline and the context.

Assignment Design / Evaluation of Student Learning

Applications of these components may vary in different classroom environments. For lab courses, applications could include: hypothesis generation and testing, data collection and experimentation. For lecture courses, applications could include: analysis of case studies, interpretation and critique of literature and/or experiments.

Student Learning Outcome: Comprehend and evaluate mathematical or statistical information

Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
<p>Unable to apply appropriate mathematical, statistical, or graphical models. Quantitative reasoning skills are typically too weak to accurately describe, explain, and interpret the results of scientific and mathematical computations.</p>	<p>Limited ability to apply appropriate mathematical, statistical, or graphical models. Sometimes accurate when describing, explaining, and interpreting the results of scientific and mathematical computations using quantitative reasoning, though major logical and computational errors occur.</p>	<p>Usually applies appropriate mathematical, statistical, or graphical models. Frequently accurate when describing, explaining, and interpreting the results of scientific and mathematical computations using quantitative reasoning, though minor logical and computational errors occur.</p>	<p>Applies appropriate mathematical, statistical, or graphical models. Accurately describes, explains, and interprets the results of scientific and mathematical computations using quantitative reasoning.</p>	



Benchmark: 65% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Comprehend and evaluate mathematical or statistical information

Perspective – Mathematical

Courses in this category will introduce students to the role that mathematics and computational practices play in the world. In these courses, students comprehend and evaluate mathematical or statistical information or computational practices and perform college level mathematical operations on quantitative data.

Student Learning Outcome: Perform college-level mathematical operations or apply statistical techniques

Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Often unable to perform mathematical operations or correctly organize data into graphical, numeric, or functional forms as necessary for the task.	Inconsistent in performing mathematical operations or correctly and organizing data into graphical, numeric, or functional forms as necessary. Errors are often major, and of a conceptual nature.	Generally performs mathematical operations or correctly and organizes data into graphical, numeric, or functional forms as necessary. Typical errors are minor, of a functional rather than conceptual nature.	Performs mathematical operations and organizes data into graphical, numeric, or functional forms as necessary.	



Benchmark: 65% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Perform college-level mathematical operations or apply statistical techniques

Perspective – Mathematical

Courses in this category will introduce students to the role that mathematics and computational practices play in the world. In these courses, students comprehend and evaluate mathematical or statistical information or computational practices and perform college level mathematical operations on quantitative data.

Student Learning Outcome: Interpret and evaluate artistic expression considering the cultural context in which it was created

Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Experience and Explore	<ul style="list-style-type: none"> • Inability to experience and unwillingness to explore • Student demonstrates passivity and narrow response to artistic experiences 	<ul style="list-style-type: none"> • Moderately engaged • Student demonstrates satisfactory but uneven response to artistic experiences 	<ul style="list-style-type: none"> • Actively engaged • Student demonstrates an informed response to artistic experiences. 	<ul style="list-style-type: none"> • Enthusiastically and deeply engaged • Seeks out further artistic experiences; applies them meaningfully to the world around them 	
Interpret and Evaluate	<ul style="list-style-type: none"> • Little or no use of appropriate terminology • Ineffectively communicates interpretive and evaluative response 	<ul style="list-style-type: none"> • Uses appropriate terminology • Able to articulate basic concepts, but insufficiently communicates interpretive and evaluative response 	<ul style="list-style-type: none"> • Provides a cogent critique, utilizes relevant terminology and demonstrates awareness of disciplinary conventions • Makes adequate connections • Effectively communicates interpretive and evaluative response 	<ul style="list-style-type: none"> • Provides a sophisticated critique • Forges strong connections with previous experiences and formulates an insightful response • Demonstrates awareness of disciplinary conventions and their potential limitations 	
Knowledge and Appreciation of Cultural Context	<ul style="list-style-type: none"> • Fails to demonstrate that there is an interaction of art and culture and cannot recognize significant historical perspectives 	<ul style="list-style-type: none"> • Rudimentary knowledge of art forms in their cultural and historical context 	<ul style="list-style-type: none"> • Informed appreciation of art forms in their cultural and historical context, but response lacks subtlety and complexity 	<ul style="list-style-type: none"> • Recognizes complexity, ambiguity, subtlety, irony, interconnections between disciplines, the significance of historical and cultural narratives, and, above all, the distinct relationship of art to human life 	



Benchmarks (Progressive)

Experience and Explore: 80% of students will achieve a rubric score of Competent (3) or higher.

Interpret and Evaluate: 70% of students will achieve a rubric score of Competent (3) or higher.

*** Knowledge and Appreciation of Cultural Context:** 60% of students will achieve a rubric score of Competent (3) or higher.

* Benchmark reported at the university level

Student Learning Outcome: Interpret and evaluate artistic expression considering the cultural context in which it was created

Perspective – Artistic

Courses in this category explore forms of artistic expression and provide aesthetic experiences. Additionally, they provide insight into the creative process, the fundamentals of criticism, and the ways in which cultures express values through art.

Framing Language

This rubric is intended to help faculty evaluate the achievement of student learning as it relates to RIT's artistic outcome for all students. First and foremost, RIT faculty contend that direct experience and exploration of the arts foster habits of attention that are indispensable for interpretation, evaluation, critique and meaningful discourse. We regard critique as a vital partner in the creative process. Studying the arts helps students achieve a deeper and more profound understanding of themselves and the world around them.

Assignment Design / Evaluation of Student Learning

When constructing this rubric, RIT faculty differentiated three distinct elements that defined the student learning outcome. Faculty envision a process in which, at the highest level a student is able to: 1. Experience and explore artistic expression 2. Evaluate and interpret art, providing a cogent critique utilizing formal concepts and appropriate terminology and 3. Demonstrate informed appreciation of art forms in their cultural and historical context and recognizes the distinct contribution of art to human life. Assignments that give students the structure and guidance to respond to all of the levels of the rubric are recommended.



General Education Student Learning Outcomes Assessment Schedule 2016-2022

Framework	General Education Student Learning Outcome	2016.17 Assessment		2017.18 Assessment		2018.19 Assessment		2019.2020 Assessment		2020.21 Assessment		2021.22 Assessment	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Communication	Express oneself effectively in common college-level written forms using standard American English						X						X
	Revise and improve written products		X						X				
	Express oneself effectively in presentation, either in spoken standard American English or sign language			X						X			
	Demonstrate comprehension of information and ideas accessed through reading				X						X		
Critical Thinking	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information				X						X		
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments	X						X					
	Reach sound conclusions based on logical analysis of evidence					X						X	
	Demonstrate creative or innovative approaches to assignments or projects						X						X
Social	Analyze similarities and differences in human social experiences and evaluate the consequences					X						X	
Global	Examine connections among the world's populations						X						X
Ethical	Identify contemporary ethical questions and relevant positions	X						X					
Scientific Principles	Demonstrate knowledge of basic principles and concepts of one of the natural sciences		X						X				
Natural Inquiry of Science	Apply methods of scientific inquiry and problem solving to contemporary issues and scientific questions		X						X				
Mathematical	Comprehend and evaluate mathematical or statistical information			X						X			
Mathematical	Perform college-level mathematical operations or apply statistical techniques			X						X			
Artistic	Interpret and evaluate artistic expression considering the cultural context in which it was created	X						X					



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