

# UW System Shared Learning Goals Assessment Report for UW-Milwaukee AY 2018–19 to AY 2020–21

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## Executive Summary

UW-Milwaukee has adopted the five [UW System Shared Learning Goals](#) as institutional learning goals for undergraduate education (See the [APCC's GER Composite Document 2018](#), p11).

UWM assesses undergraduate student learning in relation to these five goals using AAC&U Value Rubrics (College of General Studies) and through both **program** and **GER assessments** (all colleges and schools) that are closely aligned with the five system goals.

- **Well above 80%** of all undergraduate students assessed have met instructor and program-set benchmarks **for all five learning goals**.
- Roughly **one-third of all assessments** result in an **action plan** for continuous improvement (see the table below for a more detailed breakdown). Approximately **45% of all GER assessments** result in an action plan.
- The most assessed goal by UWM undergraduate degree programs is **Critical and Creative Thinking**, with **86%** of undergraduate programs assessing at least one program learning outcome (PLO) aligned with this goal.
- The least assessed, and least addressed, goal is **Individual, Social, and Environmental Responsibility**, with only **43%** of undergraduate programs addressing this goal in their assessment plan. This is also **the least assessed goal in UWM's general education curriculum** (see summary chart on the next page), with aligned outcomes only appearing under Natural Science and Cultural Diversity distribution requirements.

## Recommendations

1. As part of ongoing GER [reform](#), consider how the new proposed GER curriculum will explicitly address UWS Shared Goal 5, and maintain explicit alignment with all five UWS Shared Learning Goals.
2. Integrate the new Service Learning Assessment data, being collected for the first time in FA21, as a source of evidence for UWS Goals 4 & 5 for future reports.
3. Ensure that existing data from undergraduate programs related to UWS Goal 5 is being captured in their assessment reporting.
4. Encourage undergraduate programs to reflect on whether or not they teach knowledge, skills, or dispositions related to UWS Goal 5 (e.g., civic engagement,

ethical reasoning) and if so, how it can be better incorporated into their program learning outcomes and assessment plan.

Recommendation 1 can only be acted upon by the Core Curriculum group working on GER reform as part of the [2030 Action Team](#), and so a copy of this report will be provided to them.

Recommendations 2-4 can be completed by the university's academic assessment coordinator through regular communication with departments and regular program assessment reviews.

## Summary of Results (Table)

		E	N	% Students Met Benchmark	% Programs Meeting Targets	% of Assessments Resulting in Action Plan
UWS Goals	1	CGS	10,137	92%	N/A	100% <sup>‡</sup>
		Prog	3,880	89%	84%	22%
		GER	30,365*	84%	N/A	45%
	2	CGS	2,196	93%	N/A	100% <sup>‡</sup>
		Prog	7,164	86%	85%	42%
		GER	15,668*	90%	N/A	43%
	3	CGS	5,035	97%	N/A	100% <sup>‡</sup>
		Prog	2,992	86%	86%	30%
		GER	8,613* <sup>†</sup>	89%	N/A	66%
	4	CGS	757	92%	N/A	100% <sup>‡</sup>
		Prog	1,774	89%	89%	36%
		GER	10,014*	93%	N/A	45%
	5	CGS	591	97%	N/A	100% <sup>‡</sup>
		Prog	1,483	87%	83%	33%
		GER	3,485*	94%	N/A	43%

E = Source of Evidence (CGS assessment, Program Assessment, GER assessments)

\* This figure includes instances of the same student being assessed across different GERs in different courses, and so is better interpreted as the number of assessments and not as the number of students.

<sup>†</sup> Includes assessment of Written/Oral Comm in GER courses as well as OWC-A and OWC-B assessments.

<sup>‡</sup> The aggregate assessment process for the College of General Studies results in a college-wide action plan.

The five UWS Shared Learning Goals are:

1. **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
2. **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
3. **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
4. **Intercultural Knowledge and Competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
5. **Individual, Social, and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

## Section I: Introduction

### Purpose

The University of Wisconsin System (UWS) endorses five Shared Learning Goals for all baccalaureate students at UW institutions.

UWM engages in continuous assessment of student learning toward these goals through its own institutional and program-specific learning outcomes which closely align with the UWS Shared Learning Goals.

This report documents assessment strategies, student achievement, and continuous improvement toward the UWS Shared Learning Goals through their alignment with the various systems of learning assessment already taking place at UWM.

### Background Information

The five UWS Shared Learning Goals are:

1. **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
2. **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
3. **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
4. **Intercultural Knowledge and Competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
5. **Individual, Social, and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

More information about the UW System Shared Learning Goals can be found in the relevant policy document at <https://www.wisconsin.edu/uw-policies/download/Shared-Learning-Goals.pdf>.

## Sources of Evidence

Evidence of student learning in relation to the UWS Shared Learning Goals comes from three distinct sources of assessment data and practice:

1. *Direct Assessment of UWS Shared Learning Goals:* The College of General Studies uses the AAC&U's VALUE Rubrics to assess learning for the UWS Shared Learning Goals; some additional direct assessment is done, often with the VALUE Rubrics, by instructors of GER courses.
2. *Program Assessment:* Program Learning Outcomes for undergraduate degree programs at UWM are aligned with the UWS Shared Learning Goals. Because most program assessment data is collected from the terminal end of a student's course of study, the program assessment data is the best representation of terminal student learning in relation to these goals. Benchmarks and targets for program learning outcomes are set by the faculty of each program.
3. *Assessment of General Education Requirement (GER) Outcomes:* UWM requires the assessment of student learning in GER courses in relation to established learning outcomes for a range of GER competency and distribution requirements. These include:
  - a) OWC-A (Oral and Written Communication, Part A)
  - b) OWC-B (Oral and Written Communication, Part B)
  - c) QL-A (Quantitative Literacy, Part A)
  - d) QL-B ((Quantitative Literacy, Part B)
  - e) Divisional Outcomes
    - i. Arts
    - ii. Humanities
    - iii. Natural Sciences
    - iv. Social Sciences
    - v. Cultural Diversity

See **Table 1** for a comparison of the sources of evidence in this report.

See **Table 2** for an alignment chart between the UWS Shared Learning Goals and GER outcomes.

See **Table 3** for the portion of undergraduate programs with program learning outcomes directly aligned with each UWS Shared Learning Goal.



**Table 1.** Comparison of Sources of Evidence

Assessment Methods	Direct Assessment	General Education Assessment			Program Assessment
<b><i>What is Assessed</i></b>	UWS Goals	GER divisional outcomes	OWCA & OWCB outcomes	QLA & QLB outcomes	Program-specific learning outcomes
<b><i>Who Assesses</i></b>	College of General Studies	General Education course instructors	OWCA & OWCB instructors	QLA & QLB instructors	Undergraduate programs
<b><i>Who is Assessed</i></b>	CGS students	General Education students	OWCA & OWCB students	QLA & QLB students	Program graduates
<b><i>How Assessed</i></b>	AACU Value rubrics	Various methods: instructor decides	OWCA & OWCB rubric	Various methods: instructor decides	Various methods: program decides
<b><i>Reporting Requirement</i></b>	Annual	At least once every 5 years, with some assessment being done every year.	Annual for OWCA; at least once every 3 years for QLB	Annual for QLA; at least once every 3 years for QLB	Assessment of at least one outcome every year, with all outcomes covered every 5 years
<b><i>Pertains to Which Goals</i></b>	All	All (see Table 2)	Goal 3	Goal 2	Various
<b><i>Number of Assessments, Students Assessed* AY2018–19 to AY2020–21</i></b>	2 assessments 18,716 students assessed	507 assessments 22,466 students assessed	77 assessments 3,865 students assessed	71 assessments 4,034 students assessed	444 assessments 17,293 students assessed

*\*Note that “students assessed” includes students being counted more than once as they are assessed in different courses or contexts.*

**Table 2.** Alignment between UWS Goals and GER Outcomes

		General Education Requirements																																				
		Competency Requirements																Distribution Requirements																				
		OWC A	OWC B	Quant. Lit. A								Quant. Lit. B					Arts			Hum.			Soc. Sci.					Nat. Sci.					Cult. Div.					
a	b			c	d	e	f	g	h	a	b	c	d	e	a	b	c	a	b	c	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	f	g	
UWS Goals	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	2			•	•	•	•	•	•	•	•	•	•	•			•			•	•	•		•	•			•	•		•	•		•		•		
	3	•	•															•					•															
	4															•				•	•	•									•	•	•	•	•	•	•	•
	5																													•		•		•		•		

The five UWS Shared Learning Goals are:

1. **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
2. **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
3. **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
4. **Intercultural Knowledge and Competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
5. **Individual, Social, and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

The Learning Outcomes for the GER distribution requirements can be found here:

<https://uwm.edu/academicaaffairs/wp-content/uploads/sites/32/2020/02/GERLearningOutcomes.pdf>

For more information about General Education learning outcomes, see the [APCC's GER Composite Document \(rev 2018\)](#).

**Table 3.** Coverage of UWS Shared Learning Goals by Undergraduate Programs in AY 2020-21

		UG Projects in Weave	# of UG Projects with an aligned PLO*	%
UWS Goals	1	99	69	70%
	2	99	85	86%
	3	99	74	75%
	4	99	47	47%
	5	99	43	43%

\*PLO = Program Learning Outcome

## Section II: Findings

### Goal 1: Knowledge of Human Cultures and the Natural World

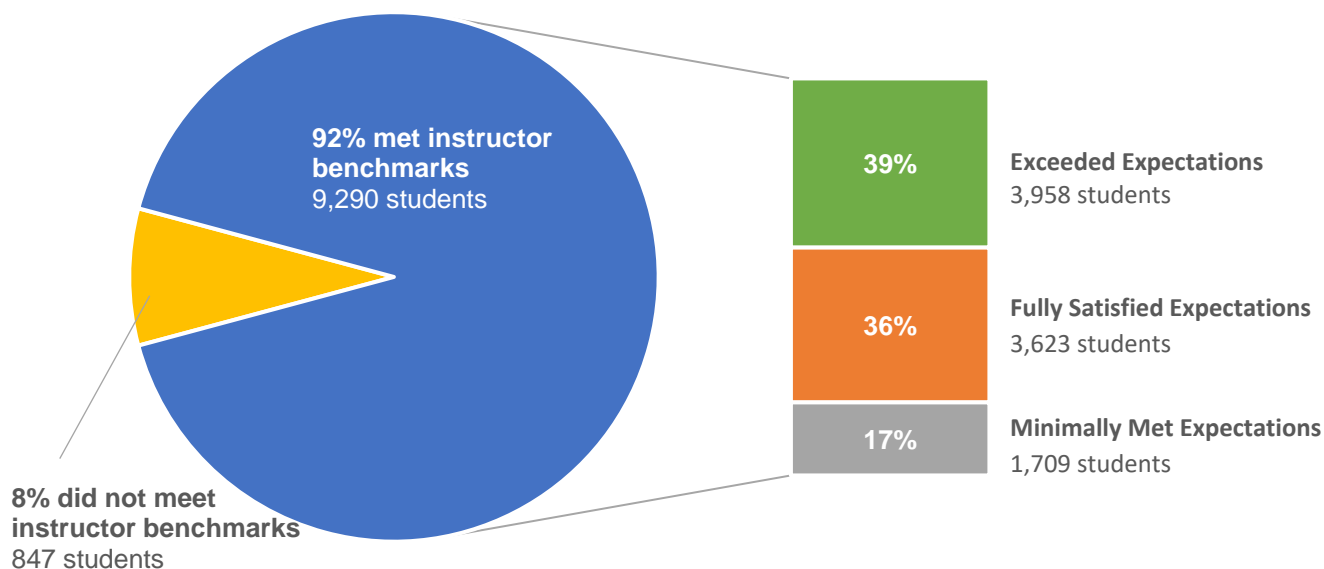
Source of Evidence: Direct Assessment of UWS Shared Learning Goals (CGS)

**Sample Size.** CGS (College of General Studies) instructors directly assessed UWS Goal 1: Knowledge of Human Cultures and the Natural World in **a total of 10,137 students** from AY2018–19 to AY2020–21.

**Assessment Results.** **9,290 students (92%) met instructor benchmarks for this outcome. 3,958 students (39%) exceeded expectations, 3,623 (36%) fully satisfied expectations, and 1,709 (17%) minimally met expectations.**

**Continuous Improvement.** **The aggregate assessment process resulted in a college-wide action plan. See the annual CGS Assessment Report for details.**

**Figure 1.** Direct (CGS) Assessment of Goal 1, AY2018–19 to AY2020–21



**Table 4.** Direct (CGS) Assessment of Goal 1 by Year, AY2018–19 to AY2020–21

Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Action Plan	
	#	#	#	%	#	%	#	%	#	%
AY2018–19	0	0	–	–	–	–	–	–	–	–
AY2019–20	1	4933	1827	37%	1714	35%	872	18%	1	100%
AY2020–21	1	5204	2131	41%	1909	37%	837	16%	1	100%
<b>Total</b>	<b>2</b>	<b>10,137</b>	<b>3,958</b>	<b>39%</b>	<b>3623</b>	<b>36%</b>	<b>1709</b>	<b>17%</b>	<b>2</b>	<b>100%</b>

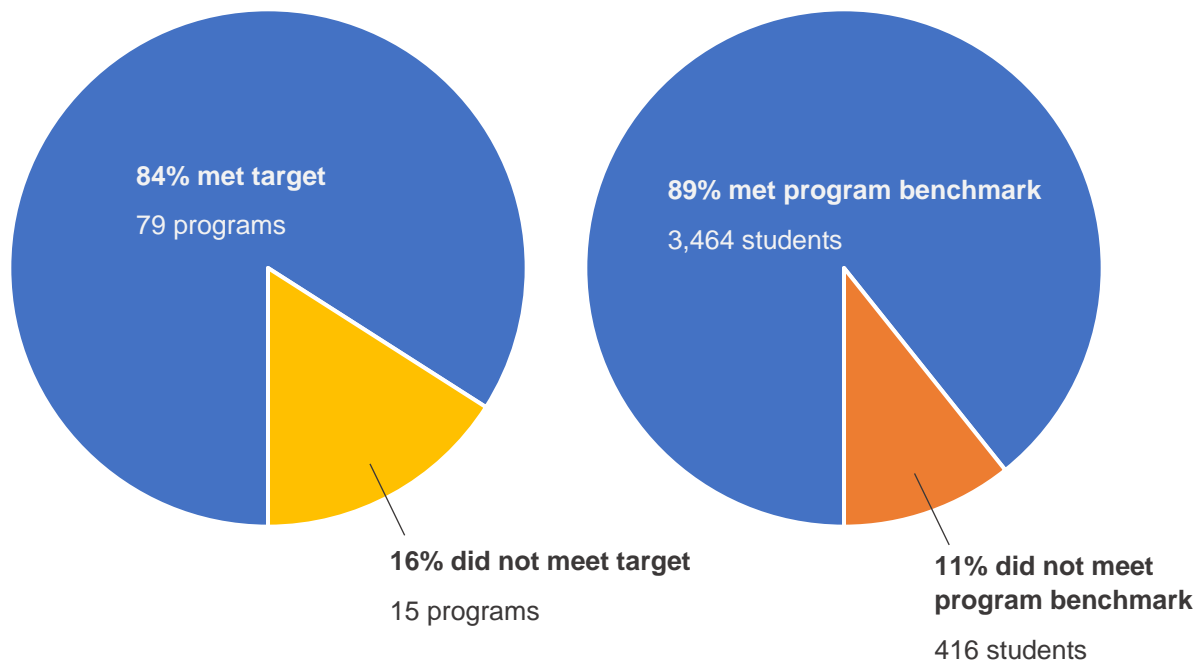
## Source of Evidence: Program Assessment of Aligned Learning Outcomes

**Sample Size.** 52 programs completed 94 assessments of a learning outcome directly aligned with UWS Goal 1: Knowledge of Human Cultures and the Natural World from AY2018–19 to AY2020–21. **A total of 3,880 students were assessed.**

**Assessment Results.** **79 programs (84%) met their targets** (the % of students a program expects to meet their established benchmarks). **3,464 students (89%) met program benchmarks for outcomes related to this goal.**

**Continuous Improvement.** Of the 94 assessments, **21 (22%) resulted in an action plan.**

**Figure 2.** Program Assessment of Goal 1, AY2018–19 to AY2020–21



**Table 5.** Program Assessment of Goal 1 by Year, AY2018–19 to AY2020–21

Year	Assessments	Met Target		Students Assessed	Met Benchmark		Action Plan	
	#	#	%	#	#	%	#	%
AY2018–19	37	32	86%	1917	1739	91%	8	22%
AY2019–20	32	426	81%	641	594	93%	7	22%
AY2020–21	25	21	84%	1322	1131	86%	6	24%
<b>Total</b>	<b>94</b>	<b>79</b>	<b>84%</b>	<b>3,880</b>	<b>3,464</b>	<b>89%</b>	<b>21</b>	<b>22%</b>

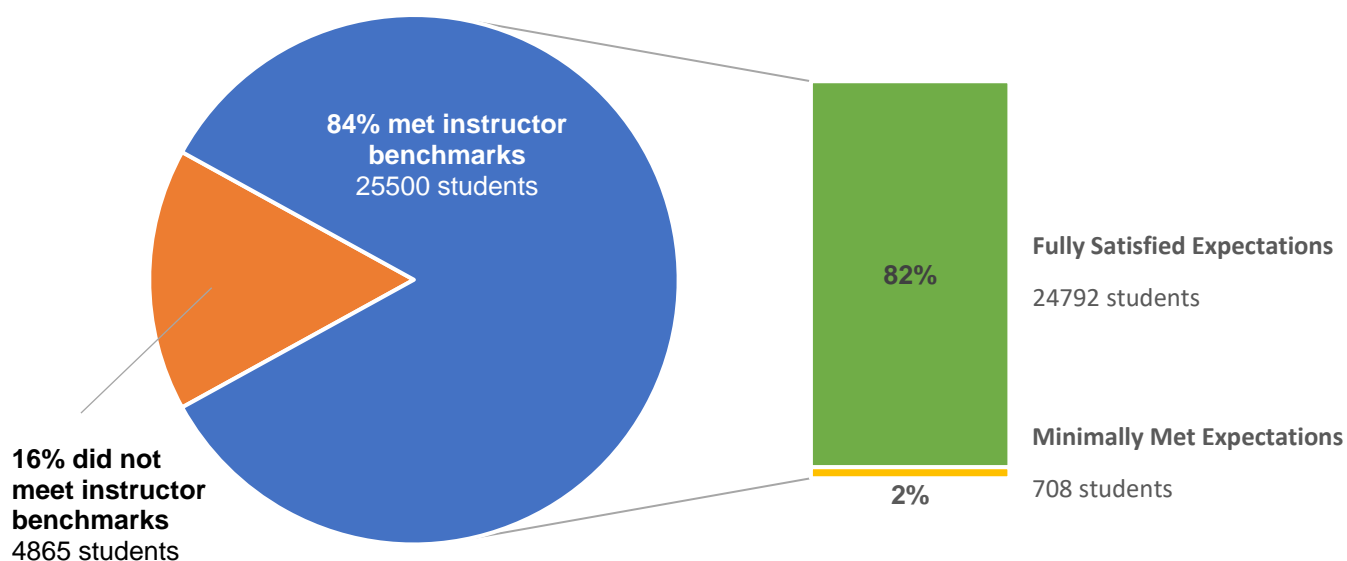
### Source of Evidence: General Education Assessment

*Sample Size.* Between AY2018–19 and AY2020–21, **there were 655 assessments in 198 GER courses** that align with UWS Goal 1, **for a total N of 30,365**. Note that the N includes instances of the same student being assessed across different GERs in different courses, so this does *not* represent thirty-thousand individual students.

*Assessment Results.* **25,500 students (84%) met instructor benchmarks for outcomes aligned with this UWS Goal.**

*Continuous Improvement.* Of the 655 assessments, **377 instructors (58%) found the assessment useful, including 296 (45%) that resulted in a course-level action plan.**

**Figure 3.** General Education Assessment of Goal 1, AY2018–AY2020



**Table 6.** General Education Assessment of Goal 1, Aggregate AY2018–AY2020

GER Division	Assessments	Students Assessed	Minimally Met		Fully Satisfied		Useful*		Action Plan	
	#	#	#	%	#	%	#	%	#	%
<b>Arts</b>	35	1392	1319	94.8%	1213	87.1%	17	49%	17	49%
<b>Hum.</b>	198	8591	7989	93.0%	7192	83.7%	115	58%	70	35%
<b>Soc. Sci.</b>	111	5970	5273	88.3%	4612	77.3%	56	50%	52	47%
<b>Nat. Sci.</b>	27	1180	1020	86.4%	840	71.2%	18	67%	8	30%
<b>Cult. Div.</b>	136	5333	5018	94.1%	4720	88.5%	76	56%	68	50%
<b>OWCA</b>	2	1411	1351	95.8%	1175	83.3%	2	100%	2	100%
<b>OWCB</b>	75	2454	—	—	2071	84.4%	53	71%	44	59%
<b>QLA</b>	6	204	189	92.7%	177	86.8%	4	67%	0	0%
<b>QLB</b>	65	3830	3341	87.2%	2792	72.9%	36	55%	35	54%
<b>Total</b>	<b>655</b>	<b>30,365</b>	<b>25,500</b>	<b>84.0%</b>	<b>24,792</b>	<b>81.7%</b>	<b>377</b>	<b>58%</b>	<b>296</b>	<b>45%</b>

\*The “Useful” figure represents the percent of instructors who indicated that they found doing the assessment to be useful, for reflecting on course content, pedagogy, or other purposes, regardless of whether or not the process resulted in a specific action plan.

## Goal 2: Critical and Creative Thinking

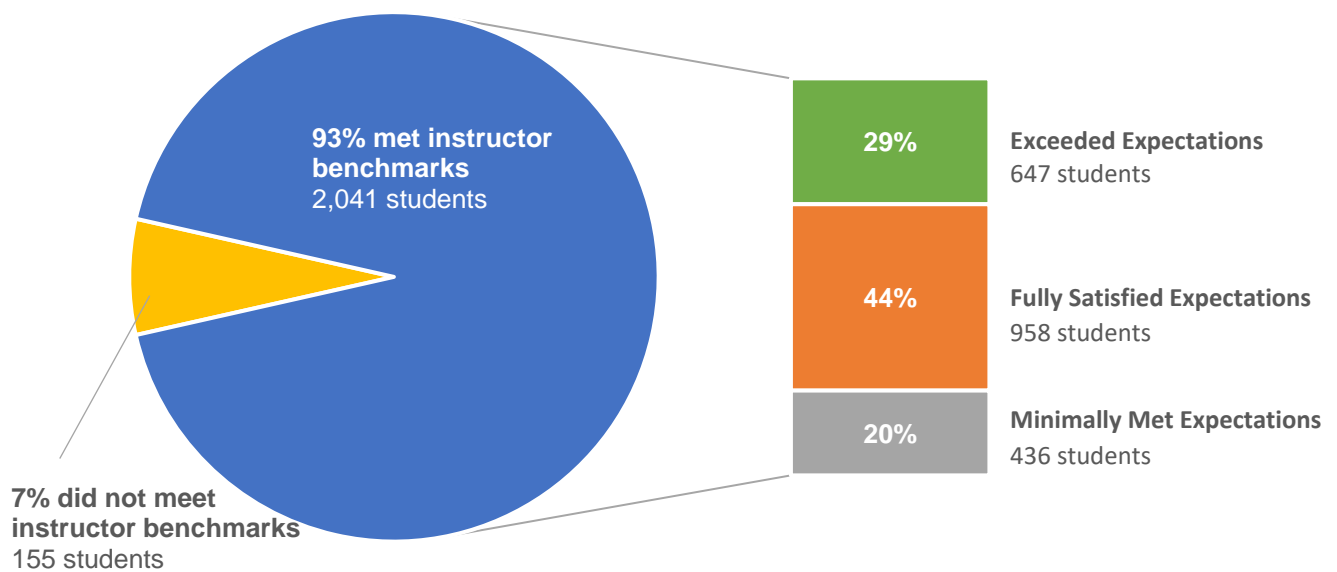
Source of Evidence: Direct Assessment of UWS Shared Learning Goals (CGS)

*Sample Size.* CGS instructors directly assessed UWS Goal 2: Critical and Creative Thinking in **a total of 2,196 students** from AY2018–19 to AY2020–21.

*Assessment Results.* **2,041 students (93%) met instructor benchmarks for this outcome. 647 students (29%) exceeded expectations, 958 (44%) fully satisfied expectations, and 436 (63%) minimally met expectations.**

*Continuous Improvement.* **The aggregate assessment process resulted in a college-wide action plan.**

**Figure 4.** Direct (CGS) Assessment of Goal 2, AY2018–19 to AY2020–21



**Table 7.** Direct (CGS) Assessment of Goal 2 by Year, AY2018–19 to AY2020–21

Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Action Plan	
	#	#	#	%	#	%	#	%	#	%
AY2018–19	0	0	–	–	–	–	–	–	–	–
AY2019–20	1	1508	447	30%	655	43%	305	20%	1	100%
AY2020–21	1	688	200	29%	303	44%	131	19%	1	100%
<b>Total</b>	<b>2</b>	<b>2,196</b>	<b>647</b>	<b>29%</b>	<b>958</b>	<b>44%</b>	<b>436</b>	<b>20%</b>	<b>2</b>	<b>100%</b>



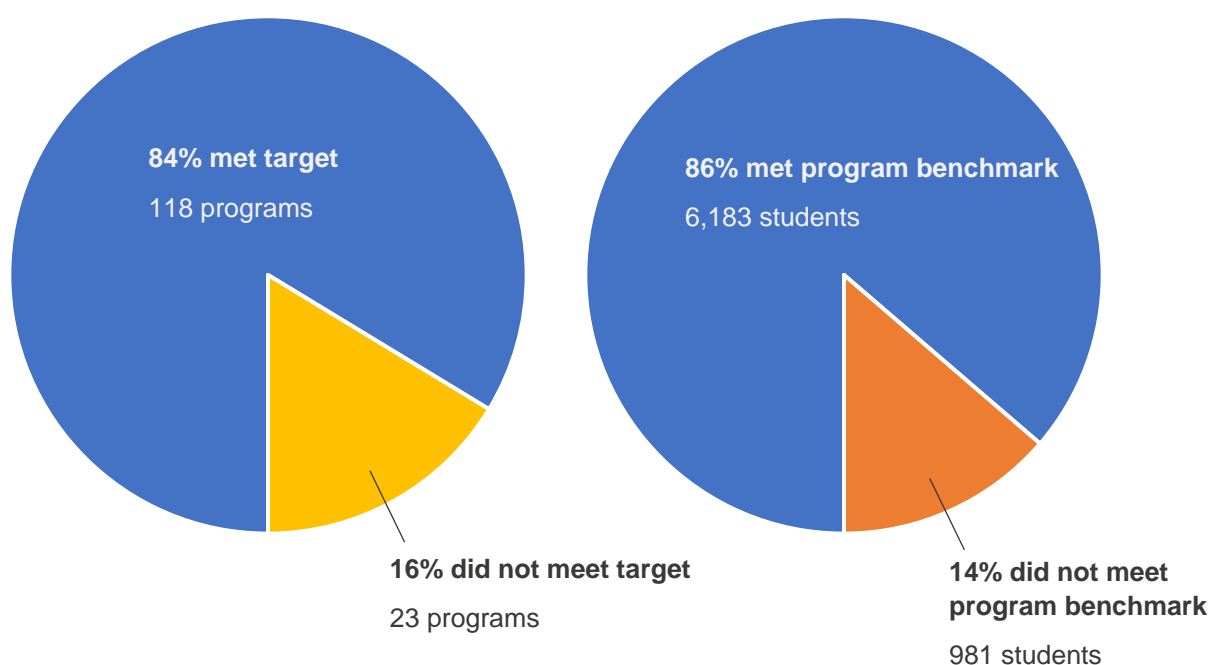
## Source of Evidence: Program Assessment of Aligned Learning Outcomes

**Sample Size.** 56 programs completed 141 assessments of a learning outcome directly aligned with UWS Goal 2: Critical and Creative Thinking from AY2018–19 to AY2020–21. **A total of 7164 students were assessed.**

**Assessment Results.** **118 programs (85%) met their targets. 6183 students (86%) met program benchmarks for outcomes related to this goal.**

**Continuous Improvement.** Of the 141 assessments, **59 (42%) resulted in an action plan.**

**Figure 5.** Program Assessment of Goal 2, AY2018–19 to AY2020–21



**Table 8.** Program Assessment of Goal 2 by Year, AY2018–19 to AY2020–21

Year	Assessments	Met Target		Students Assessed	Met Benchmark		Action Plan	
	#	#	%	#	#	%	#	%
AY2018–19	56	45	80%	2785	2421	87%	24	43%
AY2019–20	49	40	82%	2345	2029	87%	20	41%
AY2020–21	36	33	92%	2034	1733	85%	15	42%
<b>Total</b>	<b>141</b>	<b>118</b>	<b>85%</b>	<b>7,164</b>	<b>6,183</b>	<b>86%</b>	<b>59</b>	<b>42%</b>

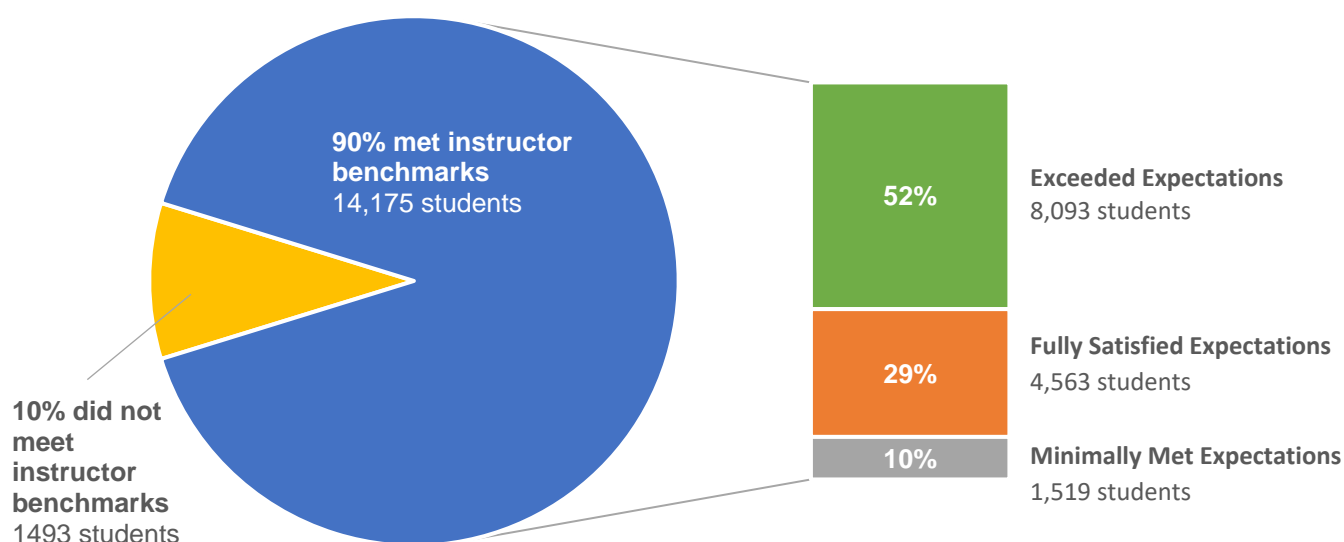
## Source of Evidence: General Education Assessment

**Sample Size.** 321 GER courses assessed a GER divisional outcome aligned with UWS Goal 2: Critical and Creative Thinking from AY2018–19 to AY2020–21. **A total of 15,668 students were assessed.**

**Assessment Results.** **14,175 students (90%) met instructor benchmarks for this outcome. 8,093 students (52%) exceeded expectations, 4,563 (29%) fully satisfied expectations, and 1,519 (10%) minimally met expectations.**

**Continuous Improvement.** Of the 321 assessments, **164 instructors (51%) found the assessment useful, including 139 (43%) that resulted in an action plan.**

**Figure 6.** General Education Assessment of Goal 2, AY2018–AY2020



**Table 9.** General Education Assessment of Goal 2 by Outcome and Year, AY2018–19 to AY2020–21

Outcome, Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Useful		Action Plan	
	#	#	#	%	#	%	#	%	#	%	#	%
QLA a.	3	102	83	81%	8	8%	4	4%	2	67%	0	0%
AY18–19	0	0	–	–	–	–	–	–	–	–	–	–
AY19–20	0	0	–	–	–	–	–	–	–	–	–	–
AY20–21	3	102	83	81%	8	8%	4	4%	2	67%	0	0%
QLA b.	3	102	72	71%	14	14%	8	8%	2	67%	0	0%

AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	3	102	72	71%	14	14%	8	8%	2	67%	0	0%
<b>QLA c.</b>	<b>0</b>	<b>0</b>	–	–	–	–	–	–	–	–	–	–
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	0	0	–	–	–	–	–	–	–	–	–	–
<b>QLA d.</b>	<b>0</b>	<b>0</b>	–	–	–	–	–	–	–	–	–	–
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	0	0	–	–	–	–	–	–	–	–	–	–
<b>QLA e.</b>	<b>0</b>	<b>0</b>	–	–	–	–	–	–	–	–	–	–
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	0	0	–	–	–	–	–	–	–	–	–	–
<b>QLA f.</b>	<b>0</b>	<b>0</b>	–	–	–	–	–	–	–	–	–	–
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	0	0	–	–	–	–	–	–	–	–	–	–
<b>QLA g.</b>	<b>0</b>	<b>0</b>	–	–	–	–	–	–	–	–	–	–
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	0	0	–	–	–	–	–	–	–	–	–	–
<b>QLA h.</b>	<b>0</b>	<b>0</b>	–	–	–	–	–	–	–	–	–	–
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	0	0	–	–	–	–	–	–	–	–	–	–
<b>QLB a.</b>	<b>15</b>	<b>1145</b>	<b>499</b>	<b>44%</b>	<b>341</b>	<b>30%</b>	<b>144</b>	<b>13%</b>	<b>10</b>	<b>67%</b>	<b>9</b>	<b>60%</b>
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	15	1145	499	44%	341	30%	144	13%	10	67%	9	60%
<b>QLB b.</b>	<b>10</b>	<b>604</b>	<b>185</b>	<b>31%</b>	<b>265</b>	<b>44%</b>	<b>87</b>	<b>14%</b>	<b>5</b>	<b>50%</b>	<b>5</b>	<b>50%</b>
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	10	604	185	31%	265	44%	87	14%	5	50%	5	50%
<b>QLB c.</b>	<b>10</b>	<b>628</b>	<b>211</b>	<b>34%</b>	<b>269</b>	<b>43%</b>	<b>82</b>	<b>13%</b>	<b>4</b>	<b>40%</b>	<b>4</b>	<b>40%</b>
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–
AY20-21	10	628	211	34%	269	43%	82	13%	4	40%	4	40%
<b>QLB d.</b>	<b>14</b>	<b>717</b>	<b>233</b>	<b>32%</b>	<b>297</b>	<b>41%</b>	<b>113</b>	<b>16%</b>	<b>5</b>	<b>50%</b>	<b>7</b>	<b>50%</b>
AY18-19	0	0	–	–	–	–	–	–	–	–	–	–
AY19-20	0	0	–	–	–	–	–	–	–	–	–	–

AY20–21	14	717	233	32%	297	41%	113	16%	7	50%	7	50%
<b>QLB e.</b>	<b>11</b>	<b>646</b>	<b>186</b>	<b>29%</b>	<b>260</b>	<b>40%</b>	<b>113</b>	<b>17%</b>	<b>5</b>	<b>45%</b>	<b>5</b>	<b>45%</b>
AY18–19	0	0	–	–	–	–	–	–	–	–	–	–
AY19–20	0	0	–	–	–	–	–	–	–	–	–	–
AY20–21	11	646	186	29%	260	40%	113	17%	5	45%	5	45%
<b>ARTS c.</b>	<b>10</b>	<b>393</b>	<b>241</b>	<b>61%</b>	<b>97</b>	<b>25%</b>	<b>34</b>	<b>9%</b>	<b>5</b>	<b>50%</b>	<b>5</b>	<b>50%</b>
AY18–19	0	0	–	–	–	–	–	–	–	–	–	–
AY19–20	0	0	–	–	–	–	–	–	–	–	–	–
AY20–21	10	393	241	61%	97	25%	34	9%	5	50%	5	50%
<b>HUM c.</b>	<b>23</b>	<b>1109</b>	<b>693</b>	<b>62%</b>	<b>270</b>	<b>24%</b>	<b>87</b>	<b>8%</b>	<b>13</b>	<b>57%</b>	<b>8</b>	<b>35%</b>
AY18–19	2	179	62	35%	72	40%	33	18%	0	0%	0	0%
AY19–20	7	388	258	66%	75	19%	25	6%	4	57%	2	29%
AY20–21	14	542	373	69%	123	23%	29	5%	9	64%	6	43%
<b>SS a.</b>	<b>42</b>	<b>2168</b>	<b>1304</b>	<b>60%</b>	<b>456</b>	<b>21%</b>	<b>211</b>	<b>10%</b>	<b>18</b>	<b>43%</b>	<b>15</b>	<b>36%</b>
AY18–19	9	247	142	57%	69	28%	8	3%	3	33%	2	22%
AY19–20	4	82	44	54%	19	23%	3	4%	1	25%	1	25%
AY20–21	29	1839	1118	61%	368	20%	200	11%	14	48%	12	41%
<b>SS b.</b>	<b>24</b>	<b>1077</b>	<b>531</b>	<b>49%</b>	<b>280</b>	<b>26%</b>	<b>140</b>	<b>13%</b>	<b>11</b>	<b>46%</b>	<b>11</b>	<b>46%</b>
AY18–19	2	38	22	58%	6	16%	0	0%	0	0%	0	0%
AY19–20	3	151	52	34%	52	34%	23	15%	2	67%	2	67%
AY20–21	19	888	457	51%	222	25%	117	13%	9	47%	9	47%
<b>SS d.</b>	<b>19</b>	<b>1411</b>	<b>863</b>	<b>61%</b>	<b>297</b>	<b>21%</b>	<b>87</b>	<b>6%</b>	<b>10</b>	<b>53%</b>	<b>10</b>	<b>53%</b>
AY18–19	2	34	27	79%	5	15%	0	0%	0	0%	0	0%
AY19–20	2	35	25	71%	6	17%	3	9%	1	50%	1	50%
AY20–21	15	1342	811	60%	286	21%	84	6%	9	60%	9	60%
<b>SS e.</b>	<b>20</b>	<b>1042</b>	<b>374</b>	<b>36%</b>	<b>296</b>	<b>28%</b>	<b>189</b>	<b>18%</b>	<b>13</b>	<b>65%</b>	<b>12</b>	<b>60%</b>
AY18–19	2	68	62	91%	5	7%	0	0%	1	50%	0	0%
AY19–20	4	250	70	28%	68	27%	55	22%	4	100%	4	100%
AY20–21	14	724	242	33%	223	31%	134	19%	8	57%	8	57%
<b>NS c.</b>	<b>8</b>	<b>288</b>	<b>140</b>	<b>49%</b>	<b>104</b>	<b>36%</b>	<b>17</b>	<b>6%</b>	<b>4</b>	<b>50%</b>	<b>2</b>	<b>25%</b>
AY18–19	0	0	–	–	–	–	–	–	–	–	–	–
AY19–20	2	44	21	48%	15	34%	4	9%	2	100%	1	50%
AY20–21	6	244	119	49%	89	36%	13	5%	2	33%	1	17%
<b>NS d.</b>	<b>4</b>	<b>141</b>	<b>28</b>	<b>20%</b>	<b>59</b>	<b>42%</b>	<b>51</b>	<b>36%</b>	<b>3</b>	<b>75%</b>	<b>1</b>	<b>25%</b>
AY18–19	0	0	–	–	–	–	–	–	–	–	–	–
AY19–20	3	77	28	36%	0	0%	46	60%	3	100%	1	33%
AY20–21	1	64	0	0%	59	92%	5	8%	0	0%	0	0%
<b>CD a.</b>	<b>26</b>	<b>747</b>	<b>389</b>	<b>52%</b>	<b>240</b>	<b>32%</b>	<b>54</b>	<b>7%</b>	<b>15</b>	<b>58%</b>	<b>12</b>	<b>46%</b>
AY18–19	0	0	–	–	–	–	–	–	–	–	–	–
AY19–20	0	0	–	–	–	–	–	–	–	–	–	–
AY20–21	26	747	389	52%	240	32%	54	7%	15	58%	12	46%
<b>CD b.</b>	<b>36</b>	<b>1528</b>	<b>866</b>	<b>57%</b>	<b>514</b>	<b>34%</b>	<b>69</b>	<b>5%</b>	<b>15</b>	<b>42%</b>	<b>13</b>	<b>36%</b>

AY18–19	2	104	20	19%	68	65%	9	9%	2	100%	2	100%
AY19–20	2	65	31	48%	31	48%	3	5%	1	50%	1	50%
AY20–21	32	1359	815	60%	415	31%	57	4%	12	38%	10	31%
<b>CD d.</b>	<b>29</b>	<b>1302</b>	<b>921</b>	<b>71%</b>	<b>287</b>	<b>22%</b>	<b>27</b>	<b>2%</b>	<b>13</b>	<b>45%</b>	<b>11</b>	<b>38%</b>
AY18–19	0	0	–	–	–	–	–	–	–	–	–	–
AY19–20	1	20	6	30%	12	60%	2	10%	0	0%	0	0%
AY20–21	28	1282	915	71%	275	21%	25	2%	13	46%	11	39%
<b>CD f.</b>	<b>10</b>	<b>371</b>	<b>162</b>	<b>44%</b>	<b>164</b>	<b>44%</b>	<b>36</b>	<b>10%</b>	<b>8</b>	<b>80%</b>	<b>8</b>	<b>80%</b>
AY18–19	0	0	–	–	–	–	–	–	–	–	–	–
AY19–20	1	20	6	30%	12	60%	2	10%	0	0%	0	0%
AY20–21	9	351	156	44%	152	43%	34	10%	8	89%	8	89%
<b>Total</b>	<b>321</b>	<b>15,668</b>	<b>8,093</b>	<b>52%</b>	<b>4563</b>	<b>29%</b>	<b>1519</b>	<b>10%</b>	<b>164</b>	<b>51%</b>	<b>139</b>	<b>43%</b>

### Goal 3: Effective Communication Skills

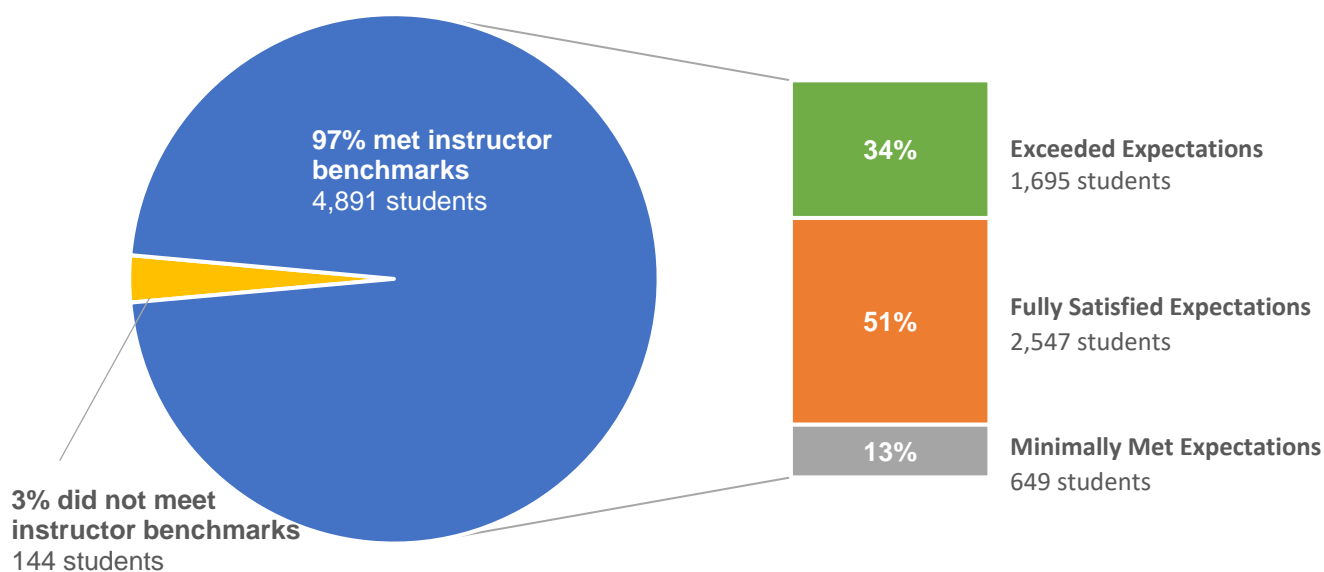
Source of Evidence: Direct Assessment of UWS Shared Learning Goals (CGS)

*Sample Size.* CGS instructors directly assessed UWS Goal 3: Effective Communication Skills in **a total of 5,035 students** from AY2018–19 to AY2020–21.

*Assessment Results.* **4,891 students (97%) met instructor benchmarks for this outcome. 1,695 students (34%) exceeded expectations, 2,547 (51%) fully satisfied expectations, and 649 (13%) minimally met expectations.**

*Continuous Improvement.* **The aggregate assessment process resulted in a college-wide action plan.**

**Figure 7.** Direct (CGS) Assessment of Goal 3, AY2018–19 to AY2020–21



**Table 10.** Direct (CGS) Assessment of Goal 3 by Year, AY2018–19 to AY2020–21

Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Action Plan	
	#	#	#	%	#	%	#	%	#	%
AY2018–19	0	0	–	–	–	–	–	–	–	–
AY2019–20	1	2753	889	32%	1478	54%	324	12%	1	100%
AY2020–21	1	2282	806	35%	1069	47%	325	14%	1	100%
Total	2	5,035	1,695	34%	2,547	51%	649	13%	2	100%

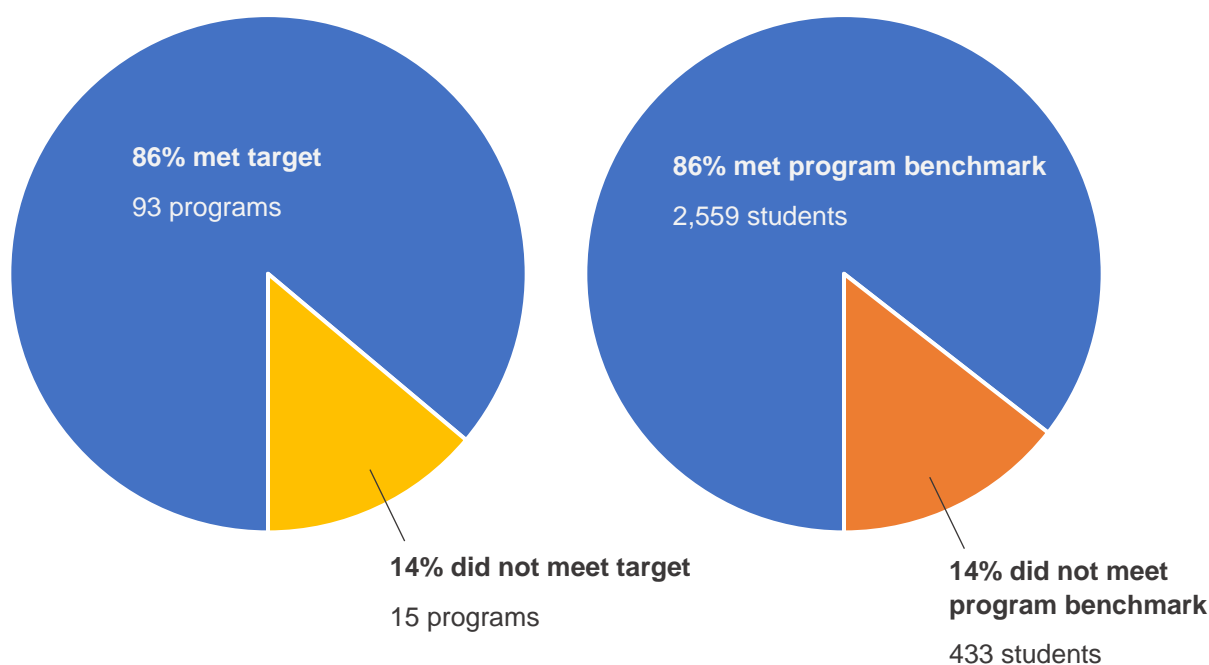
### Source of Evidence: Program Assessment of Aligned Learning Outcomes

**Sample Size.** 46 programs completed 108 assessments of a learning outcome directly aligned with UWS Goal 3: Effective Communication Skills from AY2018–19 to AY2020–21. **A total of 2,992 students were assessed.**

**Assessment Results.** **93 programs (86%) met their targets. 2,559 students (86%) met program benchmarks for outcomes related to this goal.**

**Continuous Improvement.** Of the 108 assessments, **32 (30%) resulted in an action plan.**

**Figure 8.** Program Assessment of Goal 3, AY2018–19 to AY2020–21



**Table 11.** Program Assessment of Goal 3 by Year, AY2018–19 to AY2020–21

Year	Assessments	Met Target		Students Assessed	Met Benchmark		Action Plan	
	#	#	%	#	#	%	#	%
AY2018–19	40	36	90%	1100	958	87%	8	20%
AY2019–20	39	31	79%	1137	902	79%	14	36%
AY2020–21	29	26	90%	755	699	93%	10	34%
<b>Total</b>	<b>108</b>	<b>93</b>	<b>86%</b>	<b>2,992</b>	<b>2,559</b>	<b>86%</b>	<b>32</b>	<b>30%</b>

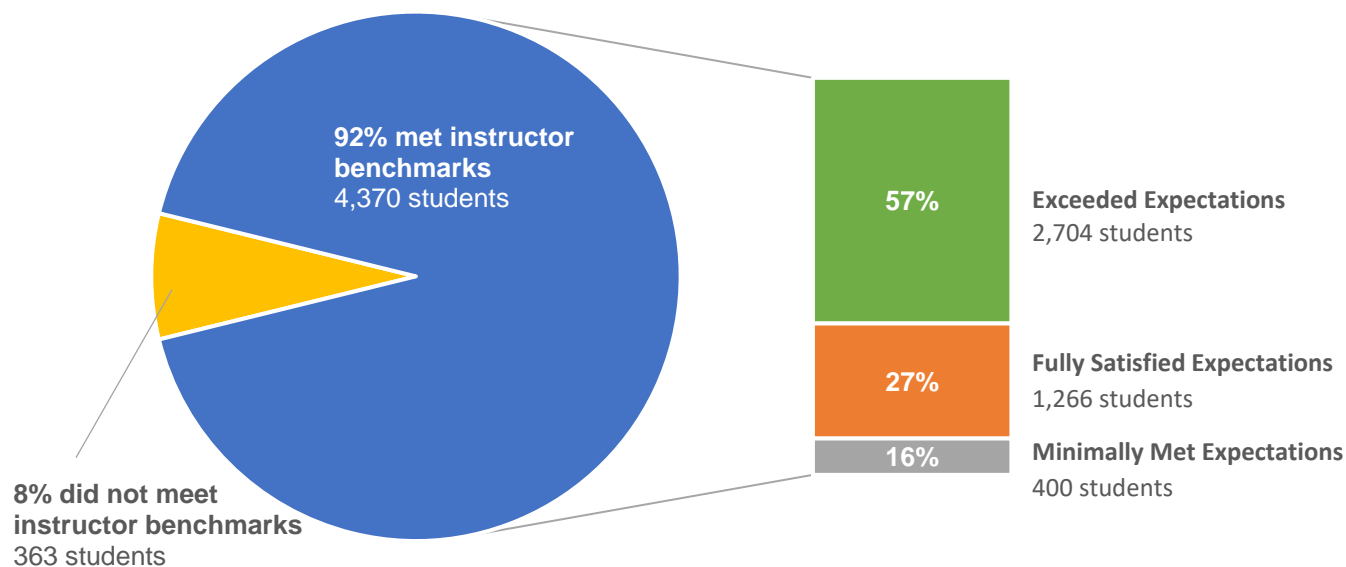
Source of Evidence: General Education Assessment (Divisional)

**Sample Size.** 103 GER courses assessed a GER divisional outcome aligned with UWS Goal 3: Effective Communication Skills from AY2018–19 to AY2020–21. **A total of 4,733 students were assessed.**

**Assessment Results.** 4,370 students (92%) met instructor benchmarks for this outcome. 2,704 students (57%) exceeded expectations, 1,266 (27%) fully satisfied expectations, and 400 (8%) minimally met expectations.

**Continuous Improvement.** Of the 103 assessments, 60 instructors (58%) found the assessment useful, including 44 (43%) that resulted in an action plan.

**Figure 9.** General Education Assessment (Divisional) of Goal 3, AY2018–19 to AY2020–21



**Table 12.** General Education Assessment (Divisional) of Goal 3 by Outcome and Year, AY2018–19 to AY2020–21

Outcome, Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Useful		Action Plan	
	#	#	#	%	#	%	#	%	#	%	#	%
<b>HUM. b.</b>	<b>84</b>	<b>3322</b>	<b>1841</b>	<b>55%</b>	<b>969</b>	<b>29%</b>	<b>313</b>	<b>9%</b>	<b>50</b>	<b>60%</b>	<b>34</b>	<b>40%</b>
AY2018–19	11	813	481	59%	130	16%	148	18%	0	0%	0	0%
AY2019–20	10	422	281	67%	92	22%	22	5%	8	80%	6	60%



AY2020–21	63	2087	1079	52%	747	36%	143	7%	42	67%	28	44%
<b>SS d.</b>	<b>19</b>	<b>1411</b>	<b>863</b>	<b>61%</b>	<b>297</b>	<b>21%</b>	<b>87</b>	<b>6%</b>	<b>10</b>	<b>53%</b>	<b>10</b>	<b>53%</b>
AY2018–19	2	34	27	79%	5	15%	0	0%	0	0%	0	0%
AY2019–20	2	35	25	71%	6	17%	3	9%	1	50%	1	50%
AY2020–21	15	1342	811	60%	286	21%	84	6%	0	60%	9	60%
<b>Total</b>	<b>103</b>	<b>4,733</b>	<b>2,704</b>	<b>57%</b>	<b>1,266</b>	<b>27%</b>	<b>400</b>	<b>8%</b>	<b>60</b>	<b>58%</b>	<b>44</b>	<b>43%</b>

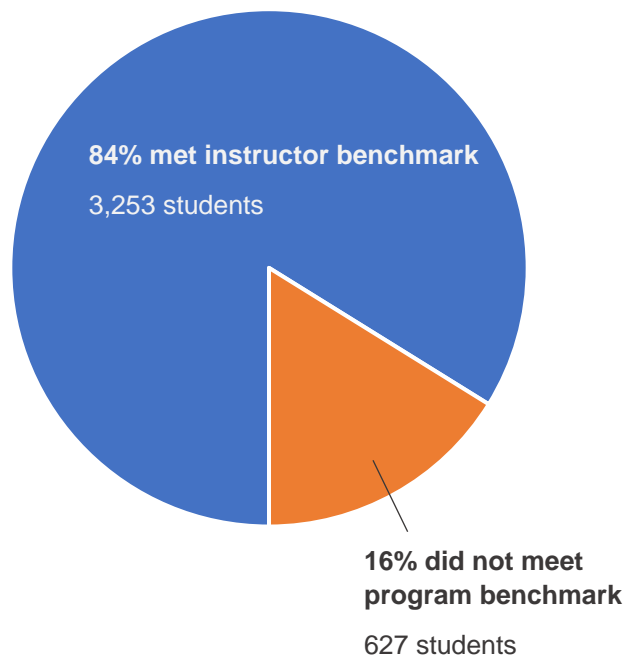
#### Source of Evidence: General Education Assessment (OWC-A & OWC-B)

*Sample Size.* OWC-A and OWC-B courses assessed **a total of 3,880 students** from AY2018–19 to AY2020–21.

*Assessment Results.* **3,253 students (84%) met instructor benchmarks for this outcome.**

*Continuous Improvement.* Of the 76 assessments, **55 instructors (72%) found the assessment useful, including 46 (61%) that resulted in an action plan.**

**Figure 10.** General Education Assessment (OWC-A & OWC-B) of Goal 3, AY2018–19 to AY2020–21



**Table 13.** General Education Assessment (OWC-A & OWC-B) of Goal 3, AY2018–19 to AY2020–21

Outcome, Year	Assessments	Students Assessed	Met Benchmark		Useful		Action Plan	
	#	#	#	%	#	%	#	%
<b>OWC-A</b>	<b>2</b>	<b>1442</b>	<b>1196</b>	<b>83%</b>	<b>2</b>	<b>100%</b>	<b>2</b>	<b>100%</b>
AY2018–19	0	0	–	–	–	–	–	–
AY2019–20	39	752	610	81%	1	100%	1	100%
AY2020–21	43	690	586	85%	1	100%	1	100%
<b>OWC-B</b>	<b>74</b>	<b>2438</b>	<b>2057</b>	<b>84%</b>	<b>53</b>	<b>72%</b>	<b>44</b>	<b>59%</b>
AY2018–19	2	21	18	86%	1	50%	1	50%
AY2019–20	18	473	406	86%	15	83%	13	72%
AY2020–21	54	1944	1633	84%	39	72%	30	56%
<b>Total</b>	<b>76</b>	<b>3,880</b>	<b>3,253</b>	<b>84%</b>	<b>55</b>	<b>72%</b>	<b>46</b>	<b>61%</b>

## Goal 4: Intercultural Knowledge and Competence

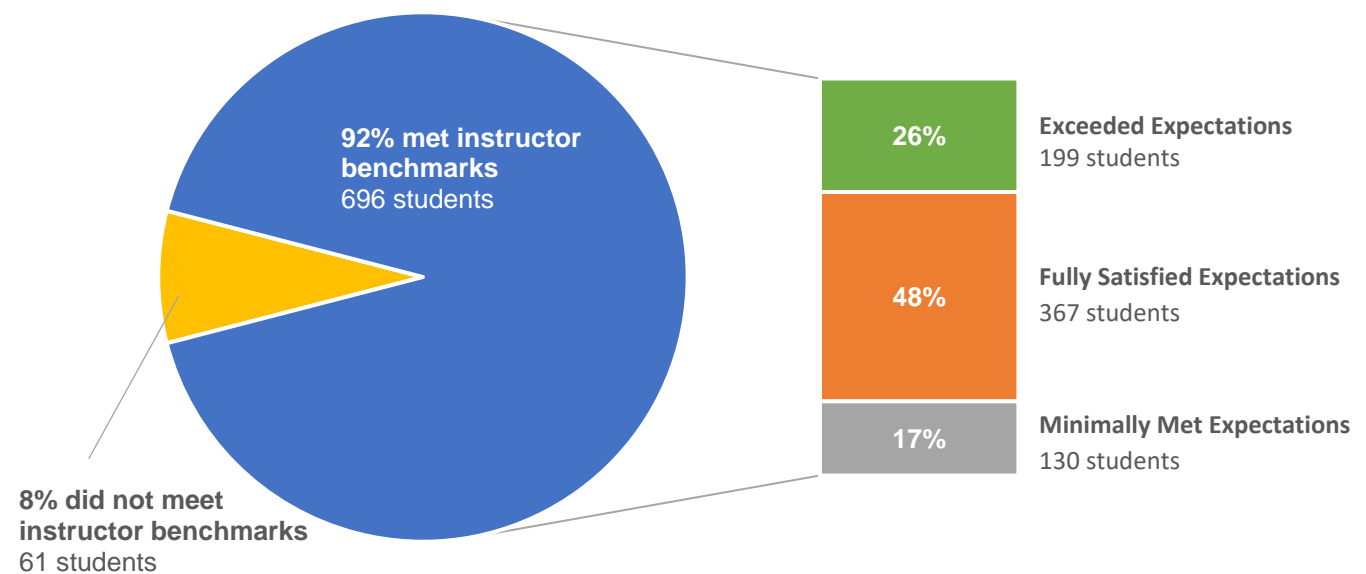
### Source of Evidence: Direct Assessment of UWS Shared Learning Goals (CGS)

*Sample Size.* CGS instructors directly assessed UWS Goal 4: Intercultural Knowledge and Competence in a **total of 757 students** from AY2018–19 to AY2020–21.

*Assessment Results.* **696 students (92%) met instructor benchmarks for this outcome. 199 students (26%) exceeded expectations, 367 (48%) fully satisfied expectations, and 130 (17%) minimally met expectations.**

*Continuous Improvement.* **The aggregate assessment process resulted in a college-wide action plan.**

**Figure 11.** Direct (CGS) Assessment of Goal 4, AY2018–19 to AY2020–21



**Table 14.** Direct (CGS) Assessment of Goal 4 by Year, AY2018–19 to AY2020–21

Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Action Plan	
	#	#	#	%	#	%	#	%	#	%
AY2018–19	0	0	–	–	–	–	–	–	–	–
AY2019–20	1	337	77	23%	166	49%	60	18%	1	100%
AY2020–21	1	420	122	29%	201	48%	70	17%	1	100%
<b>Total</b>	<b>2</b>	<b>757</b>	<b>199</b>	<b>26%</b>	<b>367</b>	<b>48%</b>	<b>130</b>	<b>17%</b>	<b>2</b>	<b>100%</b>

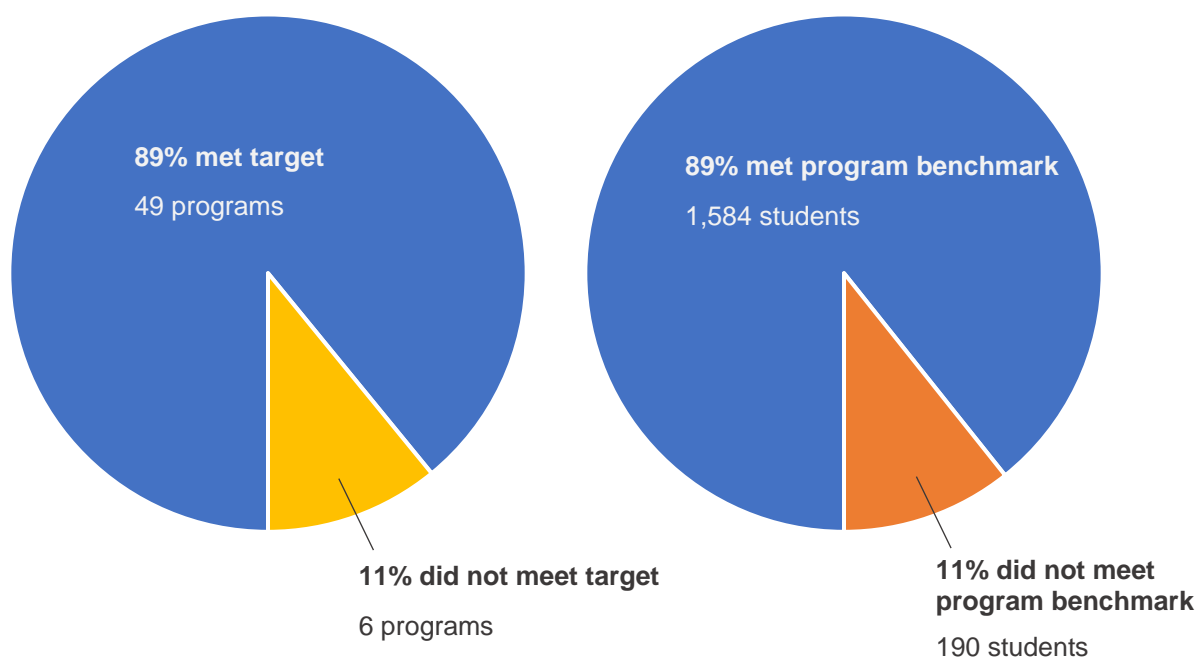
## Source of Evidence: Program Assessment of Aligned Learning Outcomes

**Sample Size.** 36 programs completed 55 assessments of a learning outcome directly aligned with UWS Goal 4: Intercultural Knowledge and Competence from AY2018–19 to AY2020–21. **A total of 1774 students were assessed.**

**Assessment Results.** **49 programs (89%) met their targets. 1584 students (89%) met program benchmarks for outcomes related to this goal.**

**Continuous Improvement.** Of the 55 assessments, **20 (36%) resulted in an action plan.**

**Figure 12.** Program Assessment of Goal 4, AY2018–19 to AY2020–21



**Table 15.** Program Assessment of Goal 4 by Year, AY2018–19 to AY2020–21

Year	Assessments	Met Target		Students Assessed	Met Benchmark		Action Plan	
	#	#	%	#	#	%	#	%
AY2018–19	17	15	88%	501	422	84%	4	24%
AY2019–20	21	19	90%	941	856	91%	8	38%
AY2020–21	17	15	88%	332	306	92%	8	47%
<b>Total</b>	<b>55</b>	<b>49</b>	<b>89%</b>	<b>1,774</b>	<b>1,584</b>	<b>89%</b>	<b>20</b>	<b>36%</b>

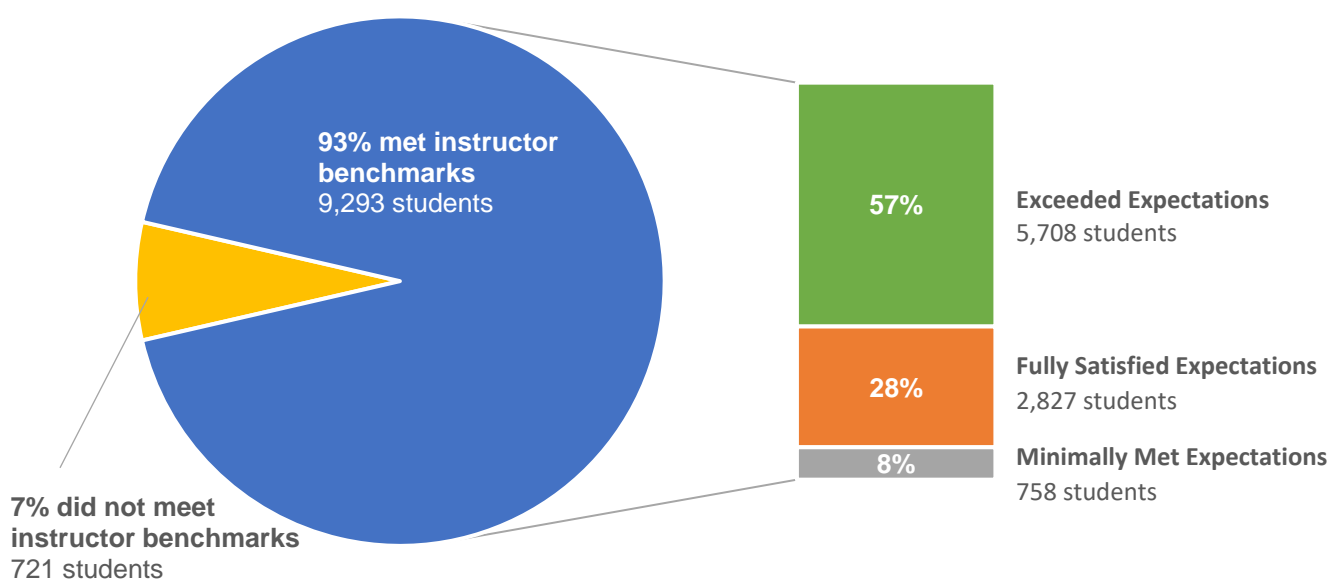
## Source of Evidence: General Education Assessment

**Sample Size.** 233 GER courses assessed a GER divisional outcome aligned with UWS Goal 4: Intercultural Knowledge and Competence from AY2018–19 to AY2020–21. **A total of 10,014 students were assessed.**

**Assessment Results.** **9,293 students (93%) met instructor benchmarks for this outcome. 5,708 students (57%) exceeded expectations, 2,827 (28%) fully satisfied expectations, and 758 (8%) minimally met expectations.**

**Continuous Improvement.** Of the 233 assessments, **121 instructors (52%) found the assessment useful, including 105 (45%) that resulted in an action plan.**

**Figure 13.** General Education Assessment of Goal 4, AY2018–AY2020



**Table 16.** General Education Assessment of Goal 4 by Outcome and Year, AY2018–19 to AY2020–21

Outcome, Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Useful		Action Plan	
	#	#	#	%	#	%	#	%	#	%	#	%
<b>ARTS c.</b>	<b>10</b>	<b>393</b>	<b>241</b>	<b>61%</b>	<b>97</b>	<b>25%</b>	<b>34</b>	<b>9%</b>	<b>5</b>	<b>50%</b>	<b>5</b>	<b>50%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	0	0	–	–	–	–	–	–	–	–	–	–
AY2020–21	10	393	241	61%	97	25%	34	9%	5	50%	5	50%
<b>HUM c.</b>	<b>23</b>	<b>1109</b>	<b>693</b>	<b>62%</b>	<b>270</b>	<b>24%</b>	<b>87</b>	<b>8%</b>	<b>13</b>	<b>57%</b>	<b>8</b>	<b>35%</b>
AY2018–19	2	179	62	35%	72	40%	33	18%	0	0%	0	0%
AY2019–20	7	388	258	66%	75	19%	25	6%	4	57%	2	29%

AY2020–21	14	542	373	69%	123	23%	29	5%	9	64%	6	43%
<b>SS a.</b>	<b>42</b>	<b>2168</b>	<b>1304</b>	<b>60%</b>	<b>456</b>	<b>21%</b>	<b>211</b>	<b>10%</b>	<b>18</b>	<b>43%</b>	<b>15</b>	<b>36%</b>
AY2018–19	9	247	142	57%	69	28%	8	3%	3	33%	2	22%
AY2019–20	4	82	44	54%	19	23%	3	4%	1	25%	1	25%
AY2020–21	29	1839	1118	61%	368	20%	200	11%	14	48%	12	41%
<b>SS b.</b>	<b>24</b>	<b>1077</b>	<b>531</b>	<b>49%</b>	<b>280</b>	<b>26%</b>	<b>140</b>	<b>13%</b>	<b>11</b>	<b>46%</b>	<b>11</b>	<b>46%</b>
AY2018–19	2	38	22	58%	6	16%	0	0%	0	0%	0	0%
AY2019–20	3	151	52	34%	52	34%	23	15%	2	67%	2	67%
AY2020–21	19	888	457	51%	222	25%	117	13%	9	47%	9	47%
<b>SS c.</b>	<b>4</b>	<b>216</b>	<b>116</b>	<b>54%</b>	<b>49</b>	<b>23%</b>	<b>30</b>	<b>14%</b>	<b>4</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	0	0	–	–	–	–	–	–	–	–	–	–
AY2020–21	4	216	116	54%	49	23%	30	14%	4	100%	4	100%
<b>CD a.</b>	<b>26</b>	<b>747</b>	<b>389</b>	<b>52%%</b>	<b>240</b>	<b>32%</b>	<b>54</b>	<b>7%</b>	<b>15</b>	<b>58%</b>	<b>12</b>	<b>46%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	0	0	–	–	–	–	–	–	–	–	–	–
AY2020–21	26	747	389	52%%	240	32%	54	7%	15	58%	12	46%
<b>CD b.</b>	<b>36</b>	<b>1528</b>	<b>866</b>	<b>57%</b>	<b>514</b>	<b>34%</b>	<b>69</b>	<b>5%</b>	<b>15</b>	<b>42%</b>	<b>13</b>	<b>36%</b>
AY2018–19	2	104	20	19%	68	65%	9	9%	2	100%	2	100%
AY2019–20	2	65	31	48%	31	48%	3	5%	1	50%	1	50%
AY2020–21	32	1359	815	60%	415	31%	57	4%	12	38%	10	31%
<b>CD c.</b>	<b>13</b>	<b>460</b>	<b>200</b>	<b>43%</b>	<b>193</b>	<b>42%</b>	<b>33</b>	<b>7%</b>	<b>8</b>	<b>62%</b>	<b>7</b>	<b>54%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	1	20	6	30%	12	60%	2	10%	0	0%	0	0%
AY2020–21	12	440	194	44%	181	41%	31	7%	8	67%	7	58%
<b>CD d.</b>	<b>29</b>	<b>1302</b>	<b>921</b>	<b>71%</b>	<b>287</b>	<b>22%</b>	<b>27</b>	<b>2%</b>	<b>13</b>	<b>45%</b>	<b>11</b>	<b>38%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	1	20	6	30%	12	60%	2	10%	0	0%	0	0%
AY2020–21	28	1282	915	71%	275	21%	25	2%	13	46%	11	39%
<b>CD e.</b>	<b>5</b>	<b>257</b>	<b>85</b>	<b>33%</b>	<b>133</b>	<b>52%</b>	<b>20</b>	<b>8%</b>	<b>4</b>	<b>80%</b>	<b>4</b>	<b>80%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	0	0	–	–	–	–	–	–	–	–	–	–
AY2020–21	5	257	85	33%	133	52%	20	8%	4	80%	4	80%
<b>CD f.</b>	<b>10</b>	<b>371</b>	<b>162</b>	<b>44%</b>	<b>164</b>	<b>44%</b>	<b>36</b>	<b>10%</b>	<b>8</b>	<b>80%</b>	<b>8</b>	<b>80%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	1	20	6	30%	12	60%	2	10%	0	0%	0	0%
AY2020–21	9	351	156	44%	152	43%	34	10%	8	89%	8	89%
<b>CD g.</b>	<b>11</b>	<b>386</b>	<b>200</b>	<b>52%</b>	<b>144</b>	<b>37%</b>	<b>17</b>	<b>4%</b>	<b>7</b>	<b>64%</b>	<b>7</b>	<b>64%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	0	0	–	–	–	–	–	–	–	–	–	–
AY2020–21	11	386	200	52%	144	37%	17	4%	7	64%	7	64%
<b>Total</b>	<b>233</b>	<b>10,014</b>	<b>5,708</b>	<b>57%</b>	<b>2,827</b>	<b>28%</b>	<b>758</b>	<b>8%</b>	<b>121</b>	<b>52%</b>	<b>105</b>	<b>45%</b>

## Goal 5: Individual, Social, and Environmental Responsibility

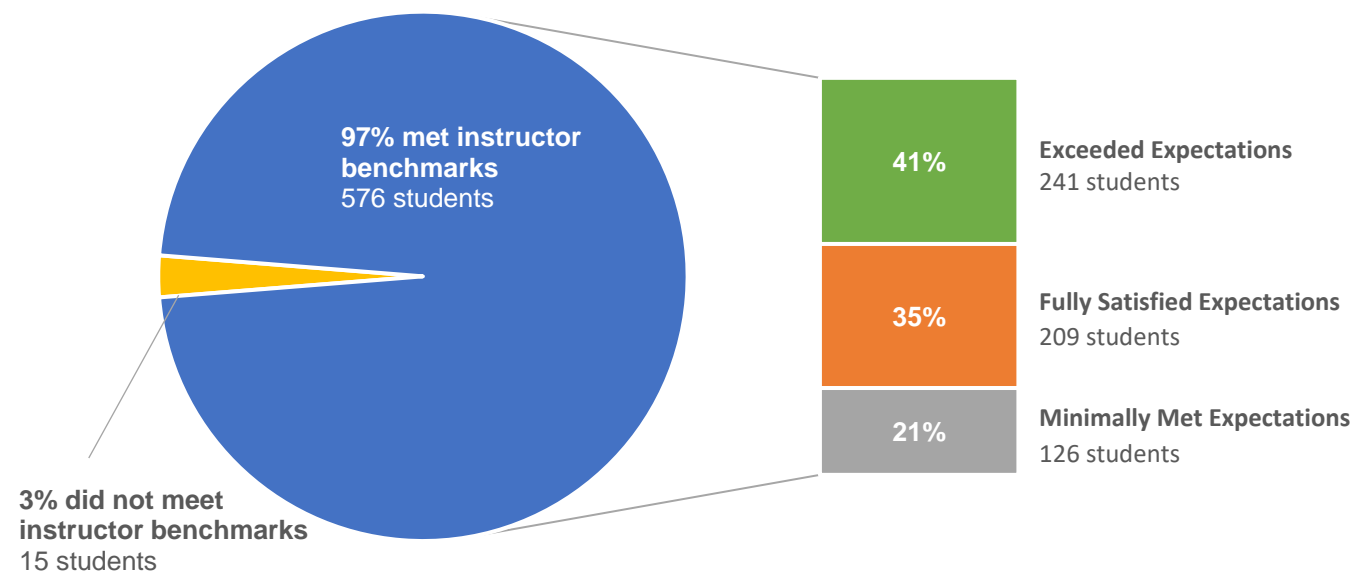
### Source of Evidence: Direct Assessment of UWS Shared Learning Goals (CGS)

**Sample Size.** CGS instructors directly assessed UWS Goal 5: Individual, Societal, and Environmental Responsibility in a **total of 591 students** from AY2018–19 to AY2020–21.

**Assessment Results.** **576 students (97%) met instructor benchmarks for this outcome. 241 students (41%) exceeded expectations, 209 (35%) fully satisfied expectations, and 126 (21%) minimally met expectations.**

**Continuous Improvement.** **The aggregate assessment process resulted in a college-wide action plan.**

**Figure 14.** Direct (CGS) Assessment of Goal 5, AY2018–19 to AY2020–21



**Table 17.** Direct (CGS) Assessment of Goal 5 by Year, AY2018–19 to AY2020–21

Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Action Plan	
	#	#	#	%	#	%	#	%	#	%
AY2018–19	0	0	–	–	–	–	–	–	–	–
AY2019–20	1	304	97	32%	136	45%	61	20%	1	100%
AY2020–21	1	287	144	50%	73	25%	65	48%	1	100%
<b>Total</b>	<b>2</b>	<b>591</b>	<b>241</b>	<b>41%</b>	<b>209</b>	<b>35%</b>	<b>126</b>	<b>21%</b>	<b>2</b>	<b>100%</b>

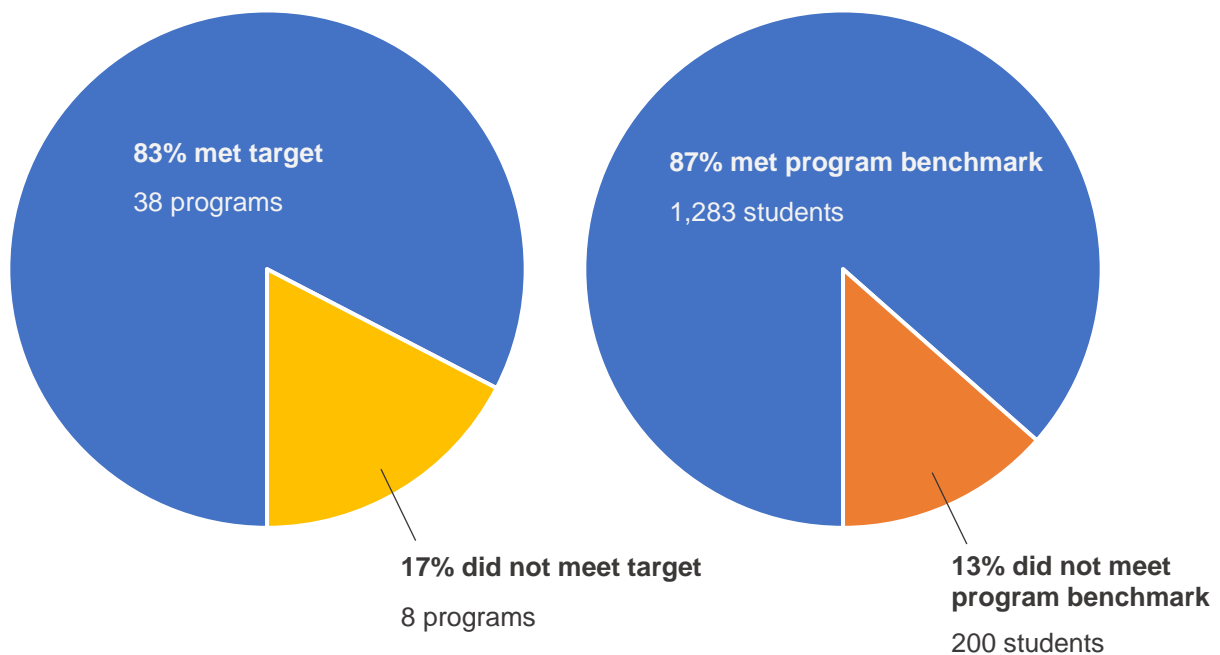
## Source of Evidence: Program Assessment of Aligned Learning Outcomes

**Sample Size.** 33 programs completed 46 assessments of a learning outcome directly aligned with UWS Goal 5: Individual, Social, and Environmental Responsibility from AY2018–19 to AY2020–21. **A total of 1,483 students were assessed.**

**Assessment Results.** **38 programs (83%) met their targets. 1,283 students (87%) met program benchmarks for outcomes related to this goal.**

**Continuous Improvement.** Of the 46 assessments, **15 (33%) resulted in an action plan.**

**Figure 15.** Program Assessment of Goal 5, AY2018–19 to AY2020–21



**Table 18.** Program Assessment of Goal 5 by Year, AY2018–19 to AY2020–21

Year	Assessments	Met Target		Students Assessed	Met Benchmark		Action Plan	
	#	#	%	#	#	%	#	%
AY2018–19	15	14	93%	471	415	88%	4	27%
AY2019–20	18	14	78%	742	622	84%	7	39%
AY2020–21	13	10	77%	270	246	91%	4	31%
<b>Total</b>	<b>46</b>	<b>38</b>	<b>83%</b>	<b>1,483</b>	<b>1,283</b>	<b>87%</b>	<b>15</b>	<b>33%</b>



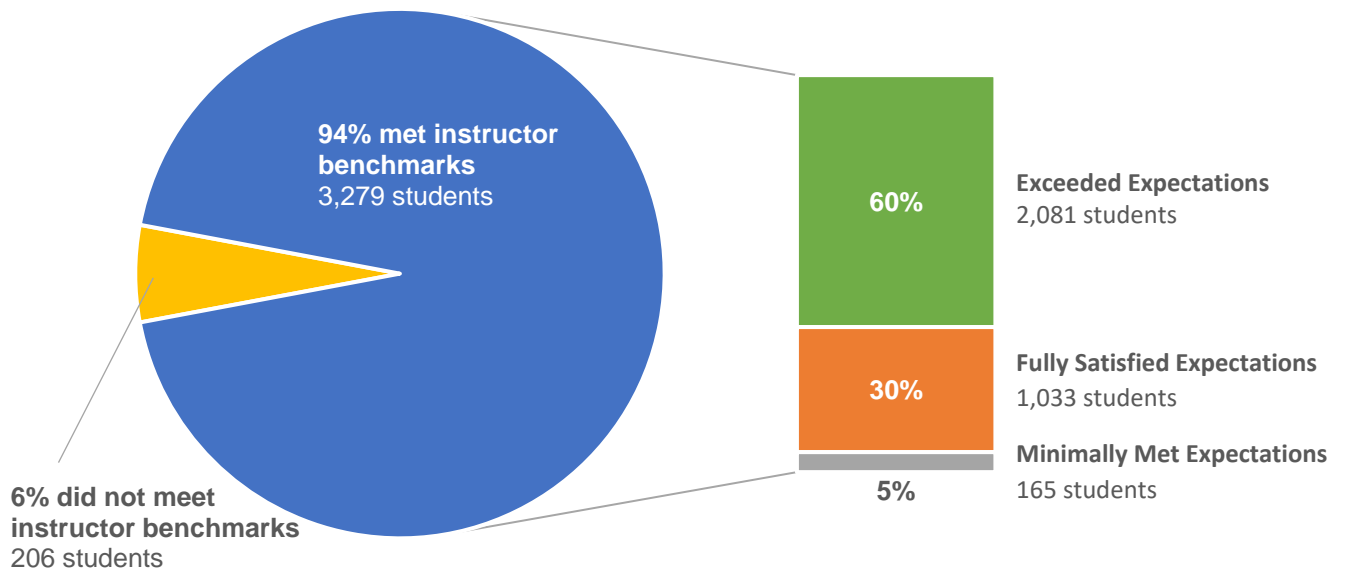
## Source of Evidence: General Education Assessment

**Sample Size.** 80 GER courses assessed a GER divisional outcome aligned with UWS Goal 5: Individual, Societal, and Environmental Responsibility from AY2018–19 to AY2020–21. **A total of 3,485 students were assessed.**

**Assessment Results.** **3,279 students (94%) met instructor benchmarks for this outcome. 2,081 students (60%) exceeded expectations, 1,033 (30%) fully satisfied expectations, and 165 (5%) minimally met expectations.**

**Continuous Improvement.** Of the 80 assessments, **40 instructors (50%) found the assessment useful, including 34 (43%) that resulted in an action plan.**

**Figure 16.** General Education Assessment of Goal 5, AY2018–19 to AY2020–21



**Table 19.** General Education Assessment of Goal 5 by Outcome and Year, AY2018–19 to AY2020–21

Outcome, Year	Assessments	Students Assessed	Exceeded		Fully Satisfied		Minimally Met		Useful		Action Plan	
	#	#	#	%	#	%	#	%	#	%	#	%
<b>NS e.</b>	<b>5</b>	<b>284</b>	<b>132</b>	<b>46%</b>	<b>68</b>	<b>24%</b>	<b>33</b>	<b>12%</b>	<b>4</b>	<b>80%</b>	<b>2</b>	<b>40%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	1	10	10	100%	0	0%	0	0%	1	100%	0	0%
AY2020–21	4	274	122	45%	68	25%	33	12%	3	75%	2	50%
<b>CD b.</b>	<b>36</b>	<b>1528</b>	<b>866</b>	<b>57%</b>	<b>514</b>	<b>34%</b>	<b>69</b>	<b>5%</b>	<b>15</b>	<b>42%</b>	<b>13</b>	<b>36%</b>

AY2018–19	2	104	20	19%	68	65%	9	9%	2	100%	2	100%
AY2019–20	2	65	31	48%	31	48%	3	5%	1	50%	1	50%
AY2020–21	32	1359	815	60%	415	31%	57	4%	12	38%	10	31%
<b>CD d.</b>	<b>29</b>	<b>1302</b>	<b>921</b>	<b>71%</b>	<b>287</b>	<b>22%</b>	<b>27</b>	<b>2%</b>	<b>13</b>	<b>45%</b>	<b>11</b>	<b>38%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	1	20	6	30%	12	60%	2	10%	0	0%	0	0%
AY2020–21	28	1282	915	71%	275	21%	25	2%	13	46%	11	39%
<b>CD f.</b>	<b>10</b>	<b>371</b>	<b>162</b>	<b>44%</b>	<b>164</b>	<b>44%</b>	<b>36</b>	<b>10%</b>	<b>8</b>	<b>80%</b>	<b>8</b>	<b>80%</b>
AY2018–19	0	0	–	–	–	–	–	–	–	–	–	–
AY2019–20	1	20	6	30%	12	60%	2	10%	0	0%	0	0%
AY2020–21	9	351	156	44%	152	43%	34	10%	8	89%	8	89%
<b>Total</b>	<b>80</b>	<b>3,485</b>	<b>2,081</b>	<b>60%</b>	<b>10,33</b>	<b>30%</b>	<b>165</b>	<b>5%</b>	<b>40</b>	<b>50%</b>	<b>34</b>	<b>43%</b>

## Section III: Appendices

### College of General Studies Rubrics



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#### Inquiry and Analysis Rubric

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Use of Sources	Presents in-depth information from relevant sources representing various points of view/ approaches when appropriate to the topic.	Presents information from relevant sources representing limited points of view/ approaches (when appropriate to the topic).	Presents information from some irrelevant sources representing limited points of view/approaches (when appropriate to the topic).	Presents information without sources or all irrelevant sources.
Design Process	Critical elements of the methodology or theoretical framework are skillfully developed.	Methodology or theoretical framework is appropriately used and demonstrated, however some critical elements are incorrectly developed or unfocused.	Methodology or theoretical framework is minimally used and demonstrated. Critical elements are missing, incorrectly developed, and/or unfocused.	The methodology or theoretical framework is not recognizable.
Evidence & Analysis	Presents organized evidence that is effective in revealing important patterns, differences, or similarities.	Presents organized evidence that is strongly related to the focused topic and beginning to reveal important patterns, differences, or similarities.	Lists evidence but it is not organized well and/or <u>not</u> strongly related to the topic of focus.	Evidence is not apparent and/or doesn't relate to topic.
Conclusion	States a conclusion focused on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a reasonable conclusion but may be very general in nature, applying beyond the scope of the inquiry findings.	Conclusion is stated but is ambiguous, illogical, and/or unsupported based on inquiry findings.	Conclusion is not readily apparent or easy to identify
Limitations & Implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications	Presents limitations and/or implications, but they are possibly irrelevant and/or unsupported	Does not state limitations nor implications.





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Quantitative Literacy

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Does not provide accurate explanations of information presented in mathematical form.
<b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Does not complete conversion of information.
<b>Calculation</b>	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.	Calculations are not accurately attempted.
<b>Application/ Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Does not use the quantitative analysis of data to make judgments.
<b>Assumptions</b> <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Does not accurately or is missing a description of assumptions.
<b>Communication</b> <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Does not provide an argument or does not provide explicit numerical support in the argument. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)





**Creative Thinking Rubric**

Notes: The Creative Thinking Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Acquiring New Skills	Acquires new skill or competency through an original approach that is appropriate to the area.	Acquires new skill or competency by adapting an appropriate model/example to his/her own specifications.	Acquires new skill or competency by successfully reproducing an appropriate model/example.	Does not recognize the need for a new skill or strategy but attempts to apply previously acquired skills or strategies.
Problem Solving Process	Not only develops a logical, consistent plan from among alternatives to solve problem, but also recognizes consequences of solution and can articulate reason for choosing solution.	Considers and selects from among alternatives, develops a logical, consistent plan to solve the problem.	Only a single approach is considered and is used to solve the problem.	Problem is attempted but approach is unclear and unsuccessful.
Innovative Thinking	Creates a well-developed novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.	Repeats available ideas without reformulation or innovation.
Risk Taking	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Connecting Ideas	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.	Presents ideas or solutions without connections among them.







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**Critical Thinking Rubric**

Notes: This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be specially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Problem Articulation	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering relevant information necessary for full or sufficient understanding.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	Issue/problem is not stated or incomprehensible.
Information Utilization	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Awareness of source credibility is demonstrated and critically examined.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Awareness of source credibility is demonstrated.	Information is taken from source(s) without any interpretation/ evaluation.	Either information is taken from either inappropriate sources or no sources are documented.
Assumption Awareness	Identifies and analyses own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Shows no awareness of present assumptions or fails to identify some contexts when presenting a position.
Position Complexity	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is oversimplified.	No specific position (perspective, thesis/ hypothesis) is apparent.
Support for Conclusion	Conclusion and related outcomes are logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is apparent but inconsistently tied to some of the information discussed and/or related outcomes (consequences and/or implications) are oversimplified.	Conclusion is not apparent and/or not tied to information discussed.







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### Oral Communication Rubric

Notes: Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and the transitions) is sometimes observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language and Word Choice	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation.	Language choices are thoughtful and sufficiently support the effectiveness of the presentation.	Language choices are clear and partially support the effectiveness of the presentation.	Language choices are unclear and minimally support the effectiveness of the presentation.
Audience Consideration	Content of presentation is appropriate and tailored to prior knowledge and prior disposition of the audience.	Content of presentation is appropriate to prior knowledge and prior disposition of the audience.	Content of presentation is mostly appropriate to prior knowledge and prior disposition of the audience.	Content of presentation is not appropriate to prior knowledge and prior disposition of the audience.
Delivery	Delivery techniques (posture, gesture, eye contact, vocal expressiveness and/or other nonverbal communication) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness and/or other nonverbal communication) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness and/or other nonverbal communication) make the presentation understandable, and speaker appears tentative.	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable.
Use of Evidence	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that <b>significantly</b> supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that largely supports the presentation or establishes the presenter's credibility/authority on the topic.	Some supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Evidence is inconsistent or insufficient with points made and/or detract from presenter's credibility.
Central Message	Central message is precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message is not explicitly stated or not understandable in the presentation.





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### Written Communication Rubric

Notes: This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarily through the process of writing.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Audience and Purpose	Demonstrates an adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates no attention to context, audience, purpose, and to the assigned tasks(s).
Content Development	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses content that is not appropriate for and/or not relevant to the assigned task or does not develop the main ideas.
Disciplinary Conventions	Demonstrates consistent use of important disciplinary conventions effectively. Writing demonstrates organization, content, formatting, presentation, and stylistic choices.	Follows disciplinary conventions appropriately. Writing demonstrates basic organization, content, and presentation.	Partially adheres to disciplinary conventions for basic organization and presentation.	Disciplinary conventions are not apparent.
Uses of Sources & Evidence	Demonstrates consistent use of credible, relevant sources and/or evidence to support ideas that are appropriate within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources and/or evidence to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources and/or evidence to support ideas in the writing.	Does not attempt to use sources and/or evidence to support ideas in the writing.
Language Use	Uses language that conveys meaning to readers effectively. The language has few or no errors and do not distract the reader.	Uses language that generally conveys meaning to readers with clarity. Occasionally errors distract the reader.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that frequently obscures meaning because of errors in usage.
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and skillful and makes the content cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is sometimes observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable.







College of General Studies

**Intercultural Knowledge and Competence Rubric**

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Cultural Self-Awareness	Articulates insights into new perspectives that differ from 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.)	Recognizes and respects new perspectives that differ from own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same preferences in others.)	Shows no awareness that others may have cultural rules and biases different from his/her own.
Intercultural Understanding	Demonstrates a complex understanding of cultural perspectives and/or decisions in a context that may not resemble the student's own worldview.	Demonstrates an understanding of others' cultural perspectives and/or decisions in a context that may not be like student's own worldview.	Demonstrates an understanding of others' cultural perspectives and/or decisions but through the lens of the student's own worldview.	Does not demonstrate an understanding of others' perspectives and/or decisions.
Application of Intercultural Knowledge	Analyzes and applies substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstration respectful interactions with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews without attention to the role of power structures.	Ineffectively describes the experience of others historically or in contemporary contexts through own cultural perspective, without awareness of the possibility of other cultures and worldviews, with no awareness of the role of power structures.

Notes: The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.



**Analyzing Complex Issues**

Notes: This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about complex issues, including ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not 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 make ethical choices. This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Approaches to Problem Solving	Identifies multiple adequate approaches for solving the problem.	Identifies only a single approach for solving the problem that is adequate within a specific context.	Identifies one or more approaches for solving the problem that is inadequate within a specific context	Cannot identify an approach for solving the problem.
Multiple Perspectives	Explains the issue from the perspective of multiple stakeholders and articulates the assumptions or values that underlie each perspective.	Explains the issue from the perspective of multiple stakeholders beside themselves.	Explains the issue from the perspective of one other stakeholder beside themselves.	Explains the issue only from one's own perspective.
Theory Application	Identifies the major theory or theories they use, can present the essence of said theory or theories, and attempts to explain the details of the theory or theories used, but may have some inaccuracies.	Identifies the major theory they use, and is only able to present the essence of the named theory.	Identifies the major theory they use.	Misuse or absence of theory.
Recognize Issue Complexity	Recognizes components/ aspects of the issue that are presented in a complex, multilayered (gray) context	Recognizes moderately complex components/aspects of the issue.	Recognizes basic and obvious components/aspects of the issue.	Fails to recognize basic and obvious issues.
Articulate Complexity among Issues	Identifies and articulates both major and more subtle complexities and relationships among issues.	Identifies and articulates major complexities or relationships among issues.	Identifies the complexities or relationships among issues.	Fails to identify complexities or relationships among issues.







College of General Studies

**Civic Engagement Rubric**

Notes: Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of publication. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/ agency members, and those served or collaborating in the process.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Communication	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Does not express, listen, and adapt ideas and messages based on others' perspectives in civic context.
Action & Reflection	Demonstrates independent experience of complex or multiple civic engagement actions, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Provides no evidence of experience in civic actions and does not reflect or describe how these actions may benefit individual(s) or communities.
Structure & Context	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Recognizes and acknowledges the importance of civic contexts and structures.	Does not appear to recognize and acknowledge civic contexts and structures.
Integration of Prior Learning	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and applies that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes no reference or makes inaccurate references to previous learning





## Sample Program Assessment Rubric

### Art History (B.A.) Capstone Requirement Assessment Rubric

Semester and Year: \_\_\_\_\_

Name: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

Student Learning Outcomes 1-5	Exceeds Expectations (score = 5)	Meets Expectations (score = 3)	Below Expectations (score = 1)
Student demonstrates knowledge by being able to describe the historical evolution of art in terms of material, forms, use, symbolism, and cultural relationships. (SLO 1)	Student clearly identifies and describes art in terms of material, forms, use, symbolism, and cultural relationships at a level in step with beginning graduate students in our program. Student is able to discuss art within its historical context.	Student identifies the art and provides some description in terms of material, form, use, symbolism, and cultural relationships. Student shows basic understanding of art within a broader historical context.	Student identifies the art but is unclear in describing it in art historical terms and, likewise, is unclear with respect to larger historical or cultural contexts within which the art was produced.
Student demonstrates understanding of diverse art traditions. (SLO 2)	Student clearly identifies and understands diverse art traditions and can write intelligently about them in context or comparatively.	Student identifies diverse art traditions and is able to discuss such traditions and pinpoint variability.	Student has difficulty identifying diverse art traditions and/or articulating variation among traditions.
Student is able to analyze works of art with due consideration to their facture, composition, style, and content. (SLO 3)	Student articulates clearly and intelligently the facture, composition, style, and content of a particular work of art, architecture, artistic movement, or architectural style/building. The student demonstrates a critical eye for formal aspects and can not only identify them, but also discuss them.	Student recognizes and is able to communicate, at least in a broad way, the formal characteristics of a work of art, architecture, artistic movement, or architectural style from the perspective of facture, composition, style, and content.	Student shows little understanding of the formal characteristics of art, architecture, artistic movements, or architectural style with respect to facture, composition, style and content. Student is unable to discuss such characteristics clearly.
Student is able to use scholarly literature in identifying, accessing, and analyzing relevant documents; address an art-historical subject through systematic survey of the literature. (SLO 4)	Student is able to access, use, and critically examine the most important secondary literature as a research tool to address an art historical subject; student recognizes significance of scholarly work on a topic and is able to situate his/her own work within this tradition.	Student is able to access, use and recognize the importance and value of secondary literature as a research tool to address an art historical subject; student is able to discuss his/her own ideas somewhat against the backdrop of this tradition.	Student has difficulty accessing and using secondary literature as a research tool to address an art historical question. Student does not situate his/her own ideas within a larger scholarly apparatus.
Student is able to produce a well-written, original, article-length scholarly paper. (SLO 6)	Student articulates clearly an art historical research question and/or clearly articulates a thesis. Student demonstrates well an appropriate mix of scholarly citation and original ideas/criticism that avoids simple repetition of other ideas. Text is well written, well organized, and is comparable to that of beginning graduate students in our program.	Student formulates, at least generally, an art historical research question and/or thesis. Student demonstrates knowledge of scholarly work and cites such work in the context of his/her own ideas. Text is written clearly and has a logical organization.	Student is unable to formulate a research question or thesis. Paper lacks a critical use or understanding of scholarly literature, is poorly written, and fails to demonstrate a logical organization.

## Art 106 - Virtual Museum Scavenger Hunt Assignment

Overall Outcomes	Not Present	Below Average	Average	Excellent
<b>Cultural and historical contexts and artistic movements</b>	Student did not demonstrate an understanding of historical contexts or artistic movements	Student referenced historical context or movement without accurately demonstrating the connection to the work or vice versa.	Student demonstrated understanding of the historical context of the work / artistic movement relating to the work By accurately referencing course content	Student demonstrated understanding of the historical context of the work / artistic movement relating to the work and in doing so helped us to understand it in new ways.
<b>Formal elements and principles of design</b>	Student did not demonstrate an understanding of formal elements and principles.	Student referenced terms of elements and principles without accurately demonstrating the connection to the work or vice versa.	Student demonstrated understanding of the elements and principles by accurately referencing course content	Student demonstrated understanding of the elements and principles related to the work and in doing so helped us to see and understand the work in new ways
<b>Media, technique, and vocabulary used in art</b>	Student did not demonstrate an understanding of media, technique and vocabulary used in art	Student referenced Media, technique, and vocabulary used in art without accurately demonstrating the connection to the work or vice versa.	Student demonstrated understanding of Media, technique, and vocabulary used in art by accurately referencing course content	Student demonstrated understanding of the Media, technique, and vocabulary used in art related to the work and in doing so helped us to see and understand the work in new ways
<b>Connections of Contemporary art practice to other disciplines/other ways of knowing the world</b>	Student did not demonstrate an understanding of Connections of Contemporary art practice to other disciplines / other ways of knowing the world	Student referenced Connections of Contemporary art practice to other disciplines / other ways of knowing the world without accurately demonstrating the connection to the work or vice versa.	Student demonstrated understanding of Connections of Contemp. art practice to other disciplines / other ways of knowing the world by accurately referencing course content	Student demonstrated understanding of Connections of Contemp. art practice to other disciplines / other ways of knowing the world through thoughtful and insightful reflection related to the work and in doing so helped us to see and understand the work in new ways
<b>The personal and cultural significance of art and art making or art experiences in our lives</b>	Student did not demonstrate an understanding of the personal and cultural significance of Art and Art Making, art experiences in our lives	Student referenced the personal and cultural significance of Art and Art Making without accurately demonstrating the connection to the work or vice versa.	Student demonstrated understanding of the personal and cultural significance of Art and Art Making by accurately referencing course content	Student demonstrated understanding of the personal and cultural significance of Art and Art Making or Art Experiences, through thoughtful and insightful reflection related to the work and in doing so helped us to see and understand the work in new ways

## Sample Cultural Diversity GER Rubric



<b>Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D and below</b>
Grammar and Style	Excellent, concise grammar and style; few to no errors	Satisfactory grammar and style/some errors/could use some improvement	Adequate grammar and style/several errors	Significant problems with grammar and style/mechanics; numerous errors
Argument and Research Question	Clearly presented research question; Clear, strong argument	Some disconnection between the question and the argument; Satisfactory argument, but could have been stronger	Research question is not clear; Argument not clear	No research question; No clear argument
Sources and Support	Presents at least 3 sources; Argument supported by evidence	Presents less than 3 sources, their use is not specified or always clear in terms of argumentation; Argument is satisfactorily supported by evidence	Presents less than 3 sources, and several are irrelevant or inappropriate; Argument is partially supported by evidence	Does not cite any scholarly and non-scholarly sources; Argument is not supported by evidence
Structure/ organization	Follows the mandatory 4 part structure; Organization is clear and easy to navigate	Mostly follows the mandatory 4 part structure; Organization mostly clear and OK to navigate	Does not follow the mandatory 4 part structure; Organization is not clear and not easy to navigate	There is no appropriate structure and organization
Citations	Proper citations – sources are clear	Most of the sources are cited and are clear	Only some of the sources are cited and are clear	No citations, no clear indication of sources
Reflected on relevant social and cultural aspects of the Lusophone world (as we learned in class)	Yes, the research fully reflects on relevant social and cultural aspects of the Lusophone world	Yes, the research mostly reflects on relevant social and cultural aspects of the Lusophone world	Yes, but not all the content or the themes are related to a reflection that involves relevant social and cultural aspects of the Lusophone world	Does not reflect on social and cultural aspects of the Lusophone world
Recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development;	Excellent use of sources in recognizing and analyzing socio-cultural factors associated with individual behavior, collective action, or societal development; Clearly visible across the text.	Satisfactory use of sources in recognizing and analyzing socio-cultural factors associated with individual behavior, collective action, or societal development;  Some significant issues	Adequate use of sources in recognizing and analyzing socio-cultural factors associated with individual behavior, collective action, or societal development;  Several significant issues	Does not recognize and analyze socio-cultural factors associated with individual behavior, collective action, or societal development;  Absence of analysis and sources reflecting on this category.
Analyzed music or/and dance as part of a larger cultural and social complex, and its influences in social life;	Excellent and full analysis of music or/and dance as part of a larger cultural and social complex, and its influences in social life;  No significant issues.	Satisfactory and competent analysis of music or/and dance as part of a larger cultural and social complex, and its influences in social life;  Some significant issues.	Adequate and slightly unclear analysis of music or/and dance as part of a larger cultural and social complex, and its influences in social life;  Several significant issues.	Does not analyze music or/and dance as part of a larger cultural and social complex, and its influences in social life;  Absence of analysis and sources reflecting on this category.



## Sample Humanities GER Rubric

Honors 200: Tokyo 東京  
Map Project Rubric

Prof. Hilary K. Snow

	Exemplary	Proficient	Weak	Underdeveloped
Analysis	Writer proposes and defends a meaningful thesis. Writer offers perceptive analysis and specific evidence to support thesis. Evidence is well-integrated.	Writer proposes and defends a reasonable thesis. Writer offers strong analysis and specific evidence to support thesis, but analysis does not go as far as it could. Evidence supports analysis, but is not well-integrated.	Writer proposes a weak thesis. Analysis is weak and needs improvement. Evidence does not support thesis or connection is not clear.	Thesis is absent or self-evident. Writer offers largely description with little analysis. Evidence does not support argument.
Maps	Well-chosen maps which together communicate something significant about Edo/Tokyo. Text enriches the readers' understanding of the maps.	Maps together communicate something significant about Edo/Tokyo. Text helps increase the readers' understanding of the maps.	Maps together communicate something relevant about Edo/Tokyo, but there seem to be gaps or extraneous material. Text accompanying objects doesn't increase the readers' understanding of the maps very much.	Maps together don't communicate something relevant about Edo/Tokyo. Text unhelpful.
Originality	Writer demonstrates creative thinking and application of ideas beyond what was discussed in class or the texts. Project offers an interesting perspective and is enjoyable to read.	Writer demonstrates creative thinking and application of ideas beyond what was discussed in class or the texts. Writer's perspective is not entirely original, but is well-expressed and project is enjoyable to read.	Writer carefully applies ideas discussed in class or the texts, but brings only a limited originality to the project.	Writer repeats ideas from class or the texts with no originality to his/her perspective.
Coherence	Structure of paper is extremely clear. Writing style is lucid and understandable. There are no major spelling or formatting errors.	Structure of paper is clear. Writing style is understandable, with some points that need improvement. There are only minor spelling or formatting errors.	Structure of paper is difficult to follow at times. Writing style is unclear at points, which hinders the reader's understanding of the argument. Spelling or formatting errors also hinder comprehension.	Structure of paper is unclear and difficult to follow. Writing style is unclear so the reader often cannot understand the writer's meaning. Major spelling or formatting errors hinder comprehension.
Citations	Appropriate citation of sources in both placement and format according to Chicago Manual of Style, MLA or APA rules.	Appropriate citation of sources in both placement and format according to Chicago Manual of Style, MLA or APA rules, with some minor problems.	Major problems in placement and/or format according to Chicago Manual of Style, MLA or APA rules	No citations, suggesting plagiarism.



Pre- work submission and approval					
0 No pre-work was completed Pre-work was submitted after late period Profile topic was not approved		3 Pre-work was completed within the late period Profile topic was approved		5 Pre-work was submitted on time Profile topic was approved	
Outline submission					
0 No outline was submitted Outline was submitted late and less than 75% complete	1 Outline was submitted on time and less than 60% complete Outline was submitted late and at least 75% complete	2 Outline was submitted on time and 60-74% complete Outline was submitted late and at least 90% complete	3 Outline was submitted on time and 75-89% complete Outline was submitted late and 100% complete	4 Outline was submitted on time and 90%+ complete	5 Outline was submitted on time and complete
Formatting Including margins, spacing, header, file save					
0 Five or more formatting issues	1 Four formatting issues	2 Three formatting issues	3 Two formatting issues	4 One formatting issue	5 No formatting issues
Length					
0 Under 2 ½ pages in length	3 2 ½ to 3 pages in length Over 4 ½ pages in length			5 3 full pages +	
Research and citations					
0 No works cited or no in-text citation	1 Missing 15+ in-text citations Direct quotes used Incomplete works cited (i.e. only web addresses)	2 Missing 10-15 in-text citations No book <u>source</u> Complete works cited	3 Missing 5-10 in-text citations Under five sources used Complete works cited	4 Missing five or less in-text citations Complete works cited	5 Met all source requirements, satisfactory in-text citations Complete works cited
Editing, spelling and grammar					
0 Did not appear to edit profile	1 Multiple areas/thoughts not clear due to editing issues	2 5+ editing issues Meaning no longer clear in parts	3 5+ editing issues Meaning still clear	4 Under five editing issues	5 Clean, no editing errors
Basic hazard required information (each worth up to two points) Location, magnitude, deaths, injuries, monetary cost					
0 All requirements missing	2 Four requirements missing	4 Three requirements missing	6 Two requirements missing	8 One requirement missing	10 All required information provided
Social Outcomes (each worth up to two points) Preparedness for type of hazard (includes government stability and planning), Assistance (includes local government and outside groups (NGO's)), Economic loss (includes recovery time impacts impacting loss of jobs, loss of industry), Health repercussions (includes disease outbreak, waste and/or water concerns) and Recovery strategies (includes migration out of the area and rebuilding time of structures)					



0 No social outcomes addressed	2 Missing four outcomes or more detail needed on all outcomes	4 Missing three outcomes or more detail needed on up to four outcomes	6 Missing two outcomes or more detail needed on up to three outcomes	8 Missing one outcome or more detail needed on up to two outcomes	10 All outcomes addressed with an appropriate level of detail
Physical outcomes (each worth up to two points) Follow up hazards (not limited to aftershocks, landslides, lithification), Zoning changes, Mitigation plans, Building codes and Notable destruction (demolished buildings/highways infrastructure)					
0 No physical outcomes addressed	2 Missing four outcomes or more detail needed on all outcomes	4 Missing three outcomes or more detail needed on up to four outcomes	6 Missing two outcomes or more detail needed on up to three outcomes	8 Missing one outcome or more detail needed on up to two outcomes	10 All outcomes addressed with an appropriate level of detail
Comparison to the same type of hazard in another geographic location (ie. Hurricane in the United States compared to a cyclone in Australia) (Magnitude, Loss (deaths/injuries), Cost, Preparedness, Socioeconomic characteristics (including but not limited to: wealth, race, government response/position))					
0 No comparisons addressed	2 Missing four comparisons or more detail needed on all comparisons	4 Missing three comparisons or more detail needed on up to four comparisons	6 Missing two comparisons or more detail needed on up to three comparisons	8 Missing one comparison or more detail needed on up to two comparisons	10 All comparisons addressed with an appropriate level of detail
Findings, flow and mechanics and critical analysis Is the profile a complete package giving your reader a full overview of the hazard? Has an introduction, body and conclusion. The profile flows nicely, has well formatted paragraphs with transition sentences. The needed clarifying details are present to support findings and statements. The order makes logical sense.					
0 Unacceptable work given the level of the course. Profile was rushed, contained many missing aspects and details.	4 The quality of writing was <u>poor</u> and findings were not clear. Effort was minimal.	8 The profile read like a list or outline. Facts but no details were given. Transitions were missing. Overall level of effort into the profile was lacking or seemed rushed.	12 The profile was missing a few findings or did not have a full introduction and conclusion. Transitions between paragraphs were abrupt. The profile was missing many clarifying details.	16 All findings were presented. Profile was missing a conclusion. The profile moved in a logical format but was missing some clarifying details. The profile should be arranged for clarity and flow	20 Findings were presented in a precise and straight forward manor. Profile had an introduction, body and conclusion. The profile moves in a logical format with full development of ideas and clarifying details.
Please note if any plagiarism is present in the profile you will receive a zero on the profile.					



**Diversity Paper Grading Rubric**

Assignment Guideline	Grading Criteria	Point Value
Provide a brief background of the chosen group. May include: -how portrayed in media -stereotypes/generalizations of group -evolution of group through American history -how hate crimes have affected	<ul style="list-style-type: none"> <li>- Uses at least 2 academic resources, not the textbook</li> <li>- Articles are published within the last 10 years</li> <li>- Provides a brief history of the group</li> <li>- Summarizes major events in this group's history</li> <li>- Stereotypes/generalizations</li> <li>- Specific and detailed information about the group</li> </ul>	/16
What are some of the social issues that social workers should be aware of when working with this population? How are these issues relevant to social work practice?	<ul style="list-style-type: none"> <li>- Sites at least 2 social issues that this group faces</li> <li>- Provides a detailed explanation of what these issues are/what they look like</li> <li>- Gives a thorough and reflective analysis of why these issues are important to consider in practice</li> </ul>	/14
Part B: See other sheet for specific breakdown depending on topic	<ul style="list-style-type: none"> <li>- Racial/Ethnic Minority</li> <li>- Gay, Lesbian, Bisexual, or Transgender</li> <li>- People with a Physical Disability</li> </ul>	/30
What was the meaning attached to this interview? What insight was gained from completing this paper?	<ul style="list-style-type: none"> <li>- Does not include personal opinion</li> <li>- Offers detailed and thoughtful reflection as to how the interview affected them</li> <li>- Provides detailed and thoughtful insight into how the project helped them gain insight</li> </ul>	/5
What was the interview like for you as a person?	<ul style="list-style-type: none"> <li>- Provides detailed account of the experience of interviewing the subject</li> </ul>	/5
As a future social worker, how did this interview benefit you?	<ul style="list-style-type: none"> <li>- Provides detailed and thorough insight into how the experience can add to their social work practice</li> </ul>	/5
Using the strengths perspective, identify the interviewee's strengths/resiliencies	<ul style="list-style-type: none"> <li>- Lists at least three strengths</li> </ul>	/5
What is your reaction to the interviewee's experiences?	<ul style="list-style-type: none"> <li>- Offers insightful reflection on the interviewees' experience and their reaction to it</li> </ul>	/5
Looking back on the interview, would you do anything differently? Why or why not?	<ul style="list-style-type: none"> <li>- Specifies what they would do differently and why</li> <li>OR</li> <li>- Specifies why they wouldn't change anything about how they conducted the interview</li> </ul>	/5
Paper Formatting	<ul style="list-style-type: none"> <li>- No grammar or spelling issues</li> <li>- Easy to read, clear organization, and uses transitions</li> <li>- Format according to APA 7 guidelines</li> <li>- 5-6 pages, 5pts off if under 5 pages</li> <li>- Uses correct intext citations and includes reference page</li> </ul>	/15



## Sample Quantitative Literacy Part B GER Rubric

### Pilot Study (250 pts)

The final pilot study will incorporate your draft and literature review, along with your findings, into a cohesive research paper! By this point, you should have fine-tuned the parts of your paper that I gave you feedback on and have collected data. I expect you to have survey data collected from each of your classmates (and others we agree it's okay you ask to participate). The data should be collected, analyzed, and presented in a way that is typical for the method you used. Finally, you'll discuss how your findings relate to prior literature, implications of your study, and areas for future research.

Points Earned	Points Possible	
	10	Abstract
	30	Literature review includes hypotheses that align with the research question
	30	Method introduction explains data collection, procedures, and participants
	15	Method section clearly operationalizes variables (includes what the variable is and how it will be tested)
	15	Includes a description of how data were analyzed, the specific tests used to test research questions/hypotheses, and an explanation of why that's the best test to use
	30	Correctly reports descriptive statistics about participants
	20	Correctly reports the results of the statistical test(s) used
	30	Discussion relates findings from the pilot study to prior research (from the lit review)
	30	Conclusion restates the findings and discusses implications and future research
	10	Data collection instruments included in the appendix/method section
	20	Is free of grammar and mechanical issues; follows APA format
	10	Does not include any second-person language
	n/a	Up to 10 extra credit points for meeting with Jess
	/250	



## Standard Oral & Written Communication Part B GER Rubric

### Oral and Written Communication, Part B Rubric

**Background:** This rubric was developed by a committee of UWM faculty, combining and adapting AAC&U VALUE rubrics related to the criteria for OWC-B courses at UWM. It is intended to facilitate the assessment of student learning for OWC-B approved courses and is not recommended as a grading tool. UWM's regional accrediting body (Higher Learning Commission) requires documentation of the assessment of student learning in courses which carry general education credit, for the purpose of program and course improvement.

**Description:** The criteria on the rubric represent traits related to the skills and competencies that define OWC-B courses. The performance levels are developmental: The Capstone level (4) represents the expected performance of a graduating senior, while the Developing level (1) represents a baseline for incoming First-Year students. Rubric criteria were written to apply broadly to both written projects or oral presentations.

#### Outcomes Measured:

OWC-B approved courses are expected to develop advanced skills in:

1. Critical reading, logical thinking, and the use of argument and evidence.
2. The use of appropriate stylistic and disciplinary conventions in writing and/or speaking.
3. Critical analysis of information from primary or secondary sources for some portion of the speaking and/or writing.

#### Directions:

1. Ensure that your OWC-B approved course has course learning objectives, content, and assignments that are aligned with and fulfill the requirements for OWC-B approved courses. For more information, see pages 6-8 of the APCC General Education Composite Document at <https://uwm.edu/secu/wp-content/uploads/sites/122/2018/11/2018-Composite-Documents.pdf>
2. **Determine the benchmark score** (the performance level each student in your course should achieve in order to meet the course's expectations). For many OWC-B courses, the recommended benchmark will be a score of "3."
3. **Set a target** for what percent of students ideally should score at the benchmark or higher. Targets usually range between 80-100%. Courses enrolling large numbers of Juniors and Seniors may wish to set higher benchmarks and targets, while OWC-B courses enrolling large numbers of First-Year or Sophomore students may set their targets lower.
4. Either on paper, or using Canvas\*, **complete one rubric for each student** at or near the *end* of the semester by carefully considering their performance on assignments which fulfill OWC-B criteria.
5. **Assign a score of "0"** if the student does not appear to meet the requirements for the "Developing (1)" performance level.
6. For Basic Reporting, **total the number of students at each performance level** for each criterion.
7. Consider incorporating additional, indirect, measures such as a student survey, an informal poll, or OWC-B specific questions added to the course evaluation.

**Reflection and Action:** Either individually, or collectively with other OWC-B course faculty in your department, consider the results of your assessment measures and any changes you might wish to make to improve the course as a result of the assessment data.

**Basic Reporting:** Your assessment data, as well as your interpretation and response to it, should be documented so that it is available for accreditation and program reviews. You can do this by completing the online reporting form, using Qualtrics, at [https://milwaukee.qualtrics.com/jfe/form/SV\\_9vk8DvXFE91UeJ7](https://milwaukee.qualtrics.com/jfe/form/SV_9vk8DvXFE91UeJ7). Assessment data should be reported **at the end of the semester** for each OWC-B course.

**Adapting the Rubric:** After the initial pilot, faculty and departments will be able to **adapt or revise** the descriptions for each criterion to better reflect the specific needs and context of their discipline. During the pilot, we ask that faculty try to use the rubric as written and then provide feedback on the rubric itself when reporting their assessment data using the Qualtrics form above.

**\*Using Canvas:** Canvas can be set up with the OWC-B rubric, allowing the SpeedGrader function to be used to capture assessment data. For more information about using Canvas to capture assessment data, please email [assessment-uwm@uwm.edu](mailto:assessment-uwm@uwm.edu).

## Oral and Written Communication, Part B Rubric

	Capstone (4)	(3)	Milestones (2)	Developing (1)
<b>Using Disciplinary Conventions Appropriate for the Context, Audience, and Purpose</b> <i>Includes considerations of audience, purpose, and the conventions of communication in the discipline.</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or communication task (s) including organization, content, presentation, formatting, and stylistic choices, in response to a thorough understanding of disciplinary context, audience, and purpose.	Demonstrates consistent use of important conventions particular to a specific discipline and/or communication task(s), including organization, content, presentation, and stylistic choices, in response to an adequate consideration of disciplinary context, audience, and purpose.	Follows expectations appropriate to a specific discipline and/or communication task(s) for basic organization, content, and presentation, with emerging awareness of disciplinary context, the audience's perceptions and assumptions, and purpose.	Attempts to use a consistent system for basic organization and presentation, with minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of only the instructor or self as audience).
<b>Use &amp; Comprehension of Sources &amp; Evidence</b> <i>OWC-B guidelines require a portion of the speaking and/or writing be based on a research component, appropriate to the discipline and course.</i>	Skillfully uses high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline. Recognizes possible implications of the text for contexts, perspectives, or issues beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Consistently uses credible, relevant sources to support ideas that are situated within the discipline. Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Attempts to use credible and/or relevant sources to support ideas that are appropriate for the discipline. Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Attempts to use sources to support ideas in the writing or presentation, and comprehends the text sufficiently to paraphrase or summarize the information the text communicates.
<b>Argumentation &amp; Analysis</b> <i>OWC-B courses emphasize logical thinking, critical analysis, and argumentation.</i>	Organizes, synthesizes, interprets, and evaluates evidence to reveal insightful patterns, differences, or similarities related to focus. Viewpoints of experts are questioned thoroughly. Draws conclusions or articulates positions (perspective, thesis/hypothesis) that are imaginative, accounting for the complexities of an issue/problem, and are critically positioned within existing bodies of knowledge. Consequences, implications, and limits of the position are clearly identified.	Organizes, interprets, and evaluates evidence to reveal important patterns, differences, or similarities related to focus. Viewpoints of experts are questioned. Draws conclusions or articulates positions (perspective, thesis/hypothesis) that take into account the complexities of an issue, acknowledges others' points of view, and are logically tied to a holistic view of the evidence; consequences and implications are identified.	Organizes evidence, but without revealing important patterns, differences, or similarities. Viewpoints of experts are taken as mostly fact, with little questioning. Draws conclusions or articulates positions (perspective, thesis/hypothesis) that acknowledge different sides of an issue, but which rely on evidence selected to align with the position taken; some consequences and implications are identified.	Lists evidence, but it is not organized and/ or is unrelated to focus. Viewpoints of experts are taken as fact. States a conclusion or position (perspective, thesis/hypothesis) that is simplistic or obvious, or inconsistently tied to the information discussed; possible consequences and implications are oversimplified.
<b>Revision &amp; Editing</b> <i>OWC-B guidelines require at least two assignments where students submit a draft or give a practice speech, assimilate feedback on it, and then revise it.</i>	Seeks and thoughtfully integrates feedback from multiple and diverse readers/listeners. Changes are transformational, including major structural or conceptual changes, eliminating material, developing new material, and fleshing out arguments or analysis beyond the scope of the original draft. Revisions reflect creative engagement with applicable conventions and careful consideration of audience, purpose, and contexts.	Considers feedback from multiple readers/listeners. Changes significantly improve structure, clarity, and development. Revisions reflect development of the student's thinking or analysis and some consideration of audience, purpose, and contexts.	Considers feedback from both the instructor and others. Changes are focused on improving delivery of the original concept and adhering to applicable conventions.	Changes are focused on improving sentence-level clarity and responding directly to teacher feedback. Changes made are minimal and focused on adhering to assignment requirements, rules, or ideal forms.