1. **Scientific and Quantitative Reasoning** *(quantitative perspectives, social science, lab science, scientific perspectives)*

*Rationale:* In our information-rich society we need to interpret numerical claims and judge their accuracy. All educated citizens should be able to understand mathematics and scientific claims well enough to develop informed opinions.

*Definition:* A “habit of mind”, competency and comfort in working with numerical data and scientific concepts. The ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations (AACU value rubric)

*Evaluative Dimensions:*

1. Students are familiar with and demonstrate appropriate use of scientific terminology, mathematical terminology and related concepts.
2. Students are able to explain information presented in mathematical forms (data, graphs, tables, diagrams)
3. Students use acquired knowledge to make judgments and draw appropriate conclusions about data or observations while recognizing the limits of this analysis.

2. **Interdisciplinary Perspectives** *(humanities, senior colloquium, freshman Colloquium)*

*Rationale:* Interdisciplinary study provides students with the opportunity to synthesize knowledge and skills, to make connections between fields of study, to consider more than one disciplinary approach or methodology, and to bring to bear the insights from two or more disciplines in examining and/or responding to complex problems.

*Definition:* Distinguish between the distinct approaches of two or more disciplines; identify and apply authentic connections between two or more disciplines; and explore and synthesize the approaches or views of the two or more disciplines. (NCState)

*Evaluative Dimensions:*

1. Students distinguish between the distinct approaches of two or more disciplines
2. Students identify and apply authentic connections between two or more disciplines
3. Students synthesize the approaches or views of the two or more disciplines.

3. **Intercultural Knowledge** *(foreign language, diversity intensive, arts)*

*Rationale:* Integrating intercultural knowledge into 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, this requires the capacity to meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformational learning
**Definition:** A set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. (AACU Rubric)

Evaluative Dimensions:

1. Articulates insights into own cultural rules and biases
2. Demonstrates understanding of the elements of at least one other culture including things such as history, values, politics, communication styles, economy, beliefs or practices.
3. Interprets cultural experience from the perspective of own and more than one worldview and recognizes the feelings of another cultural group.

**Outcomes in the Major**

**Major Competency**

*Definition:* The “major field” outcome or outcomes would be defined by each program. One existing assessment that could be incorporated would be the major competency measure.

**Oral Competency**

*Definition:* Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. (AACU rubric)

Evaluative Dimensions

1. Students have a clear and consistent organizational pattern to oral communication including opening, transitions and conclusion
2. Students make thoughtful language choices which support the effectiveness of the presentation and is appropriate to the audience
3. Students utilize delivery techniques (i.e. posture, gesture, eye contact) which make the presentation interesting and the speaker appear comfortable
4. Students use appropriate supporting materials which supports the presentation or establishes the presenters credibility/authority on the topic
5. Students present a clear consistent central message

**Information Literacy**

*Definition:* The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. (AACU rubric)
Evaluative Dimensions

1. Students determine the extent of information needed
2. Students access the needed information
3. Students evaluate information and its sources critically
4. Students use information effectively to accomplish a specific purpose
5. Students access and use information ethically and legally

Outcomes in Both General Education and the Major

Written Communication (Lang 120)

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. (AACU rubric)

Evaluative Dimensions

1. Students demonstrate an understanding of context, audience, and purpose that is responsive to the assigned task.
2. Students use appropriate, relevant and compelling content to explore ideas within the context of the work
3. Students demonstrate consistent organization, content, presentation, and stylistic choices.
4. Students demonstrate consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.
5. Students use straightforward language that conveys meaning to readers with few errors.

Critical Thinking (Lang 120)

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. (AACU rubric)

Evaluative Dimensions

1. Students explain an issue clearly and comprehensively
2. Students select and use information with enough interpretation/evaluation to develop a coherent analysis or synthesis
3. Students identify their own and others assumptions and evaluates the relevance of context when presenting a position.
4. Students take into account the complexities of an issues in their position/perspective/thesis/hypothesis
5. Students identify a conclusion that is logically tied to a range of information including opposing viewpoints and related outcomes/implications/consequences are identified clearly

Assessment Plan

These outcomes are assessed in a course based format.

- Each course with a Gen Ed Outcome must have an assignment that can be used to measure it
- We will sample from these assignments roughly 1/3 of courses each year
- The assignments must be assessable via the evaluative dimensions listed above. When more than three are listed, an instructor may select three to use from the five listed.