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DISCOURSE

Student Learning Outcome	Below Competent	Competent	Above Competent
1. **Discover and comprehend information from a variety of written, oral, and visual sources.**	Inconsistently demonstrates the ability to paraphrase or summarize information from written, oral, or visual texts, but not from all three approaches. Insufficiently references sources or neglects to incorporate sources.	Consistently demonstrates the ability to paraphrase or summarize information accurately from written, oral or visual texts. References sources, such as a list of work cited or examples required.	Uses written, oral, and visual sources to draw more complex inferences about the message and attitude of the work. Exhibits a more nuanced understanding of individual sources through comparison and synthesis.
2. **Analyze and evaluate the content and intent of information from diverse sources.**	Inconsistently demonstrates the ability to identify the content and intent of diverse sources. Demonstrates a minimal ability to identify and analyze rhetorical strategies. Inconsistently analyzes patterns, examples, arguments.	Consistently demonstrates the ability to evaluate the content and intent of diverse sources. Identifies and analyzes rhetorical strategies. Analyzes patterns, examples, arguments.	Thoroughly evaluates the content and intent of diverse sources. Effectively compares and contrasts sources' assumptions, context, and rhetorical strategies. Critiques, discusses and debates patterns, examples, and arguments from diverse sources.
3. **Develop effective content that is appropriate to a specific context, audience, and/or purpose.**	Lacks precision and specificity to a designated context, audience, and/or purpose. Inconsistently contextualizes content. Demonstrates minimal attention to audience, purpose, and/or context.	Demonstrates precision and specificity to a designated context, audience, and/or purpose. Consistently produces contextualized content. Analyzes audience, purpose and/or context and tailors the message accordingly.	Demonstrates a thorough understanding of a designated context, audience, and purpose that is responsive to all elements of the work. Effectively conveys contextualized content to an intended audience. Develops content that is highly appropriate and effective for varied audiences, contexts, and purposes.
4. **Exchange ideas effectively with an audience.**	Lacks development, focus, and clarity. Fails to articulate a defined audience. Does not use appropriate communicative skills: oral, written and/or visual. Does not communicate essential idea and/or argument supported by a range of appropriate sources and/or examples.	Communicates ideas with clarity and consistency. Identifies the target audience. Uses appropriate communicative skills: oral, written and/or visual. Communicates essential idea and/or argument supported by a range of appropriate sources and/or examples.	Expresses focused, well-developed ideas, with clarity. Tailors specific messages for a target audience. Incorporates communicative skills and resources most appropriate for content, genre, and/or audience. Conveys a compelling idea and/or argument that exhibits complexity and nuance in the choice of sources, and/or examples.
5. **Assess the product/ presentation, including feedback from readers or listeners.**	Assessment of product/presentation is fragmented. Feedback is not incorporated in product/presentation. Intended purpose is not achieved.	Evaluates, assesses, and reflects on the product/presentation and incorporates feedback from readers and/or listeners when appropriate. Critically reflects on the product.	Anticipates feedback from an audience and incorporates changes to meet the needs of that target audience. Critically reflects on the product and process.

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QUANTITATIVE AND COMPUTATIONAL THINKING

Student Learning Outcome	Below Competent	Competent	Above Competent
1. **Explain the application of computational or quantitative thinking across multiple knowledge domains.**	Presents an unclear or incorrect explanation of how computational or quantitative thinking can be used to address substantive problems. Alternatively, fails to explain an application of computational and/or quantitative thinking for at least two domains.	Presents a clear and correct explanation of how computational or quantitative thinking can be used to address substantive problems. Explains an application of computational and/or quantitative thinking in at least two domains.	Presents a clear, correct, and convincing explanation of how computational or quantitative thinking can be used to address substantive problems. Explains an application of computational and/or quantitative thinking in at least two domains.
2. **Apply the foundational principles of computational or quantitative thinking to frame a question and devise a solution in a particular field of study.**	Does not pose a question that is substantive and tractable using computational and/or quantitative methods, or fails to provide a plausible solution.	Pose a substantive question that is tractable using computational and/or quantitative methods. Provides a working solution.	Pose a substantive question that is tractable using computational and/or quantitative methods. Provides a correct or convincing solution.
3. **Identify the impacts of computing and information technology on humanity.**	Does not identify plausible impacts of computing and/or quantitative science on individuals or society, or gives inappropriate or unclear reasons for these impacts.	Identifies plausible impacts of computing and/or quantitative science on individuals or society, and gives principled reasons for these impacts.	Identifies significant impacts of computing and/or quantitative science on individuals or society, and gives convincing reasons for these impacts. Identifies stakeholders, effects on the stakeholders, and conflicts among the stakeholders.
4. **Construct a model based on computational methods to analyze complex or large-scale phenomenon.**	Creates a model that is not appropriate for the given objective or does not reflect relevant aspects of a complex or large-scale system. Alternatively, does not use the model appropriately to answer questions about the system.	Creates a model reflecting relevant aspects of complex or large-scale system that is appropriate for the given objective. Uses the model appropriately to answer questions about the system.	Creates a model reflecting all relevant aspects of complex or large-scale system that is well-chosen for the given objective. Uses the model to answer questions about the system accurately.
5. **Draw valid quantitative inferences about situations characterized by inherent uncertainty.**	Applies methods of inference in the presence of uncertainty that are either inappropriate or invalid given background information and context.	Applies methods of inference in the presence of uncertainty that are appropriate and valid given background information and context.	Applies methods of inference in the presence of uncertainty that are appropriate and valid given background information and context. Draws insightful, carefully qualified conclusions.
6. **Evaluate conclusions drawn from or decisions based on quantitative data.**	Inaccurately assesses the strength of inferences or the plausibility of assumptions used to draw a conclusion.	Identifies important inferences supporting the conclusions. Assesses the strength or validity of each of these inferences and the plausibility of the assumptions to which they appeal.	Accurately identifies the most important inferences supporting the conclusions. Convincingly assesses the strength or validity of each of these inferences and the plausibility of the assumptions to which they appeal. Appeals to this analysis to evaluate the generality of the conclusions.

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REASONING IN THE NATURAL SCIENCES

Student Learning Outcome	Below Competent	Competent	Above Competent
1. **Explain the foundational knowledge of a particular scientific discipline.**	Insufficiently demonstrates foundational knowledge in the discipline.	Accurately demonstrates foundational knowledge in the discipline.	Analyzes information and/or solves problems using advanced foundational knowledge.
2. **Apply principles and techniques of scientific inquiry.**	Inaccurately applies principles and techniques of scientific inquiry.	Accurately applies principles and techniques of scientific inquiry.	Skillfully applies principles and techniques of scientific inquiry to synthesize reasonable and appropriate conclusions.
3. **Evaluate the credibility and the use/misuse of scientific information.**	Insufficiently recognizes or distinguishes credible from non-credible information.	Accurately recognizes and distinguishes credible from non-credible information.	Applies credible in-depth information to evaluate and/or explain a hypothesis.
4. **Analyze the reciprocal impact of science and society.**	Inadequately describes the interactions between science and society.	Adequately describes and analyzes the interactions between science and society.	Insightfully describes and analyzes the interactions between science and society and proposes solutions for complex issues.

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CRITIQUE AND PRACTICE IN DESIGN AND THE ARTS

Student Learning Outcome	Below Competent	Competent	Above Competent
1. **Identify and apply formal elements of design or the arts.**	Attempts to identify the formal elements of design or the arts; explanations are unclear or inaccurate.	Adequately identifies the formal elements of design or the arts and applies rudimentary knowledge to the creative form under study.	Effectively summarizes the formal elements of design or the arts and applies this knowledge to the creative form under study.
2. **Explain the historical context of design or the arts.**	Presents limited or incorrect explanation and connectivity of historical context to the argument or purpose of the work.	Presents adequate explanation and connectivity of historical context to the argument or purpose of the work.	Proficiently and accurately explains and connects historical context to the argument or purpose of the work.
3. **Apply interpretive strategies or methodologies in design or the arts.**	Demonstrates limited ability to apply and utilize interpretive strategies or methodologies.	Demonstrates satisfactory ability to apply and utilize interpretive strategies or methodologies.	Proficiently/effectively demonstrates the ability to apply and utilize interpretive strategies or methodologies.
4. **Employ skills, tools, and methods of working in design or the arts.**	Demonstrates limited knowledge and/or use of the skills, tools, and methods of working in the creative form under study.	Satisfactorily demonstrates knowledge and/or use of the skills, tools, and methods of working in the creative form under study.	Proficiently/effectively demonstrates knowledge and/or use of the skills, tools, and methods of working in the creative form under study.
5. **Produce a fully developed work through iterative processes of design or the arts.**	Demonstrates limited understanding of iterative processes of design or the arts; work produced is of sub-standard quality.	Demonstrates satisfactory understanding of iterative processes; work produced is of acceptable quality.	Demonstrates proficient understanding of iterative processes through the production of high quality, fully developed work.

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REASONING IN THE SOCIAL SCIENCES

Student Learning Outcome	Below Competent	Competent	Above Competent
1. Identify fundamental concepts of the social sciences.	Inaccurately or inconsistently labels, defines, or identifies different institutions, roles, and/or cultural patterns.	Identifies, defines, and/or explains different institutions, roles, and/or cultural patterns of human behavior.	Demonstrates the ability to make valid connections among concepts, theories, and paradigms.
2. Analyze human behavior, social institutions, and/or patterns of culture using theories and methods of the social sciences.	Fails to recognize inappropriate, anecdotal, or invalid arguments and/or applications of theories and methods. Minimal understanding of how theories and methods can inform knowledge of human behavior, institutions, and/or patterns of culture.	Demonstrates clear understanding of social science analyses, assessing the appropriateness of interpretations of social science findings. Applies relevant theories to a variety of cases or examples.	Applies multiple, different relevant perspectives to complex cases or examples, demonstrating an understanding of multiple, interconnected contextual factors. Critiques and suggests improvements of and/or solutions to issues and applications of theories.
3. Identify interconnections among and differences between social institutions, groups, and individuals.	Lacks evidence for understanding interconnections and differences among institutions, groups, and individuals. Describes or identifies concepts as singular or removed from the context.	Identifies interconnections and differences among social institutions, groups, and individuals.	Assesses relationships among social systems and other systems (e.g. environment, legal, institutional, technological, physical, etc.) on multiple levels or scales (e.g. geospatial, temporal, collective vs. individual).
4. Analyze the ways in which values and beliefs relate to human behavior and social relationships.	Acknowledges or identifies the presence and influence of values and beliefs with which one is personally familiar.	Recognizes the influence of context and experience on the origin and development of beliefs and values, and analyze how such beliefs and values contribute to individual behavior.	Understands and articulates the worldview of others as it relates to human behavior and social relationships in a manner that indicates respect for alternate views and empathy for diverse human experiences.

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CRITICAL THINKING IN THE HUMANITIES

Student Learning Outcome	Below Competent	Competent	Above Competent
1. **Identify fundamental concepts in the humanities.**	Recognize humanistic concepts without connections to aesthetic works/objects. Restrict thinking to established, rigid categories.	Apply and connect humanistic concepts to aesthetic works/objects. Recognize established categories as socially constructed.	Apply humanistic concepts to other disciplines. Apply other disciplinary concepts to the humanities. Pose new fundamental concepts and modes of understanding.
2. **Analyze texts and other created artifacts using theories and methods of the humanities.**	Accept established canons as given. Restrict one's thinking to untheorized "common sense." Take information from sources without interpretation or evaluation.	Interpret aesthetic works/objects both as part of and beyond established canons. Recognize that there are objects of study beyond the traditional/obvious. Apply theory to analyses. Craft a critical argument based on evidence.	Interrogate ideas/challenge the notions of the canons, and/or invents new canons. Choose objects of study beyond the traditional/obvious. Recognize limits of theories and imagine new theories. Offer evidence from unconventional sources or viewpoints.
3. **Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.**	Interpret texts/artifacts as individual and outside of historical/social context. Accept narrow forms of rationality as the highest order of experience.	Interpret texts/artifacts as embedded in products of historical/social contexts. Reflect on sensory experience with artifacts.	Imagine how texts and artifacts could better challenge systems of power. Build discourses that are challenging, uncomfortable and embrace uncertainty.
4. **Synthesize multiple complex sources and create a coherent narrative or argument.**	Summarize without synthesis of multiple sources in the field. Narrative or argument is incoherent and/or does not consider dissenting points of view. Does not articulate a critical stance.	Synthesize multiple complex sources within the field and create a coherent narrative or argument by engaging dissenting points of view and taking a critical stance.	Connect interdisciplinary sources to generate a novel narrative or argument that integrates dissenting points of view and produces a creative, compelling, and inclusive critical stance.

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CRITICAL ANALYSIS OF IDENTITY AND EQUITY IN THE UNITED STATES

Student Learning Outcome	Below Competent	Competent	Above Competent
1. **Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).**	States beliefs or opinions regarding the dimensions of diverse human experience but fails to apply evidence and sound reasoning to support arguments.	Applies evidence and sound reasoning to support arguments regarding the dimensions of diverse human experience.	Synthesizes arguments to demonstrate the interconnected dimensions of diverse human experience.
2. **Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.**	States beliefs or perspectives on power and identity, but fails to recognize that there are multiple dimensions that affect the human experience.	Distinguishes and analyzes multiple perspectives on power and identity.	Produces evidence-based evaluations and/or critiques of multiple perspectives on power and identity.
3. **Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States (particularly or in comparative perspective).**	Identifies component elements of diversity in creative works, but fails to analyze or reimagine diversity in human experiences.	Identifies component elements of diversity in creative works AND analyzes OR reimagines diversity in human experiences.	Independently extends the application of component elements of diversity in creative works to analyze and reimagine diversity in human experiences.
4. **Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).**	Identifies diversity in aesthetic and cultural expressions but fails to recognize how the dimensions of diversity inform those expressions.	Identifies diversity in aesthetic and cultural expressions AND recognizes how the dimensions of diversity inform those expressions.	Independently analyzes multiple dimensions of diversity in aesthetic and cultural expressions and relates them to another context or form of expression.
5. **Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States (particularly or in comparative perspective).**	Identifies the components of place and identity but fails to analyze how they interact.	Identifies the components of place and identity AND explains how they interact in community.	Independently analyzes and synthesizes the multiple dimensions of diversity to develop a reasoned perspective about community.

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ETHICAL REASONING

Student Learning Outcome	Below Competent	Competent	Above Competent
1. **Explain and contrast relevant ethical theories.** *(Ethical Theories = Both formal theory and broader sociocultural constructs)*	May state opinions or cite authority, but fails to explain accurately or completely using pertinent terminology, details and motives of sources, and contrasting alternatives.	Utilizes principles and terminology related to relevant value issues to explain cases in thorough and accurate detail and identify differences among alternative interpretations.	Extends or elaborates upon multiple relevant theoretical sources, using established principles and terminology along with independent thought to compare and weigh alternatives.
2. **Identify ethical issues in a complex context.**	Identification of issues is simplistic and universalized, with little (or no) attention to historical or social context and other practical complexities.	Relates value issues and positions to specific sources and social contexts in provided examples, distinguishing multiple dimensions to ethical concerns and practices.	Independently identifies and assesses value issues with multiple dimensions without prompting by example, and relates them to relevant precedents.
3. **Articulate and defend positions on ethical issues in a way that is both reasoned and informed by the complexities of those situations.**	May state beliefs or criticize flaws in those of others, but does not present rational argumentation or analyze situations beyond a superficial level.	Uses a range of relevant sources, facts, and theories to develop arguments for and against particular approaches to ethical dilemmas.	Independently develops nuanced, multifaceted, informed, and coherent arguments that indicate effective approaches to address real or realistic ethical issues and practices.

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INTERCULTURAL AND GLOBAL AWARENESS

Student Learning Outcome	Below Competent	Competent	Above Competent
1. **Identify advantages and challenges of diversity and inclusion in communities and organizations.**	Superficially, simplistically, or incorrectly identifies advantages and challenges of diversity and inclusion in communities and organizations.	Identifies basic advantages and challenges of diversity and inclusion in communities and organizations.	Identifies basic and complex/advanced advantages and challenges of diversity and inclusion in communities and organizations.
2. **Interpret an intercultural experience from both one's own and another's worldview.**	Superficially, simplistically, or incorrectly describes an intercultural experience from either one's own or another's worldview demonstrating a misunderstanding of elements important to a culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Describes an intercultural experience from both one's own and another's worldview demonstrating a basic understanding of the complexity of elements important to a culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Meaningfully and deliberately describes an intercultural experience from both one's own and another's worldview demonstrating a sophisticated understanding of the complexity of elements important to a culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3. **Address significant global challenges and opportunities in the natural and human world.**	Superficially, simplistically, or inaccurately identifies global challenges and opportunities in the natural and human world.	Identifies significant global challenges and opportunities in the natural and human world.	Insightfully and explicitly identifies significant and complex global challenges and opportunities in the natural and human world.