**University-Wide Student Learning Outcomes for the Six University-Wide**

**Student Learning Goals in Tier 1, 2, and 3 General Education Courses**

“The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the U.S. through a process that examined . . . existing campus rubrics and related documents for each learning outcome and incorporated . . . feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in . . . the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses.  The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared . . . through a common . . . understanding of student success” (Text from the AAC&U VALUE Rubrics definitions pages; for more information, please contact value@aacu.org)

The following outcomes are adapted from the September 2014 NJCU General Education programmatic assessment rubrics based on the AAC&U VALUE Rubrics. These outcomes are meant for use in course proposals for Gen Ed courses which require that at least two of the University-wide Student Learning Goals be addressed and assessed for programmatic assessment purposes. These outcomes operationalize the rubric language for Gen Ed courses in the three Tiers. The corresponding abbreviations are standardized to convey information about both the Tier and the Learning Goal covered. Please copy and paste the outcomes and abbreviations for the University-Wide Student Learning Goals for your course into your course proposal where information about the University- Wide Student Learning Outcomes is required. These outcomes will be assessed on your course’s signature assignment(s) for programmatic assessment purposes. See Tier 3 Capstone course proposal guidelines at <http://www.njcu.edu/cas/general-education> for important information on the selection of University-wide Student Learning Outcomes in the Capstones.

*The shared outcomes for each University-Wide Student Learning Goal are organized by Tier in the list below.*

**Tier 1 Critical Thinking and Problem Solving Outcomes (T1CTPS)**

At the end of the course, students will be able to:

T1CTPS1 Identify a topic that, while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.

T1CTPS2 State issue/problem to be considered critically but the description leaves some of the terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.

T1CTPS3 Take information from sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Take viewpoints of experts mostly as fact, with little questioning.

T1CTPS4 Question some assumptions. Identify several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).

T1CTPS5 State a specific position (perspective, thesis/hypothesis) that acknowledges different sides of an issue.

T1CTPS6 Develop a methodology or theoretical framework that may be incorrectly developed, unfocused, or missing critical elements.

T1CTPS7 Provide a conclusion that is logically tied to information (because information is chosen to fit the desired conclusion); clearly identify some related outcomes (consequences and implications).

**Tier 2 Critical Thinking and Problem Solving Outcomes (T2CTPS)**

At the end of the course, students will be able to:

T2CTPS1 Identify a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.

T2CTPS2 State an issue/problem that has been considered critically, described, and clarified so that understanding is not seriously impeded by omissions.

T2CTPS3 Take information from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Subject expert viewpoints to questioning.

T2CTPS4 Identify own and others’ assumptions and several relevant contexts when presenting a position.

T2CTPS5 State a specific position (persective, thesis/hypothesis) that takes into account the complexities of an issue. Acknowledge others’ points of view within position (perspective, thesis/hypothesis).

T2CTPS6 Appropriately develop critical elements of the methodology or theoretical framework. However, more subtle elements are ignored or unaccounted for.

T2CTPS7 Logically tie conclusion to a range of information, including opposing viewpoints; clearly identify related outcomes (consequences and implications).

**Tier 3 Critical Thinking and Problem Solving Outcomes (T3CTPS)**

At the end of the course, students will be able to:

T3CTPS1 Identify a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.

T3CTPS2 State an issue/problem that has been considered critically and described comprehensively, including all relevant information necessary for full understanding.

T3CTPS3 Take information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis; subject expert viewpoints to thorough questioning.

T3CTPS4 Thoroughly (systematically and methodically) analyze own and others’ assumptions; carefully evaluate the relevance of contexts when presenting a position.

T3CTPS5 State an imaginative specific position (persective, thesis/hypothesis) that takes into account the complexities of an issue; synthesize others’ points of view within, and acknowledge limits of, position (perspective, thesis/hypothesis).

T3CTPS6 Skillfully develop all elements of the methodology or theoretical framework; synthesize appropriate methodology or theoretical frameworks from across disciplines or from relevant sub-disciplines.

T3CTPS7 Propose logical conclusions and related outcomes (consequences and implications) that reflect informed evaluation and ability to place evidence and perspectives discussed in priority order.

**Tier 1 Written Communication Outcomes (T1WC)**

At the end of the course, students will be able to:

T1WC1 Demonstrate awareness of context, audience, and purpose for writing, and attention to the assigned tasks (e.g. begins to show awareness of audience’s perceptions and assumptions).

T1WC2 Use appropriate and relevant content to develop and explore ideas through most of the work.

T1WC3 Follow expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.

T1WC4 Demonstrate an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

T1WC5 Use language that generally conveys meaning to readers with clarity, although writing may include some errors.

**Tier 2 Written Communication Outcomes (T2WC)**

At the end of the course, students will be able to:

T2WC1 Demonstrate adequate consideration of content, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).

T2WC2 Use appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

T2WC3 Demonstrate consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.

T2WC4 Demonstrate consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.

T2WC5 Use straightforward language that generally conveys meaning to readers. The language has few errors.

**Tier 3 Written Communication Outcomes (T3WC)**

At the end of the course, students will be able to:

T3WC1 Demonstrate a thorough understanding of content, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

T3WC2 Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding and shaping the whole work.

T3WC3 Demonstrate detailed attention to, and successful execution of, a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices.

T3WC4 Demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

T3WC5 Use graceful language that skillfully communicates meaning to readers with clarify and fluency, and is virtually error-free.

**Tier 1 Oral Communication Outcomes (T1OC)**

At the end of the course, students will be able to:

T1OC1 Develop an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is intermittently observable within the presentation.

T1OC2 Choose mundance and commonplace language that partially supports the effectiveness of the presentation. Language in presentation is appropriate to audience.

T1OC3 Use delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation understandable. The speaker appears tentative.

T1OC4 Use supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter’s credibility/authority on the topic.

T1OC5 Communicate a central message that is basically understandable but not often repeated and not memorable.

**Tier 2 Oral Communication Outcomes (T2OC)**

At the end of the course, students will be able to:

T2OC1 Develop an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable within the presentation.

T2OC2 Choose thoughtful language that generally supports the effectiveness of the presentation. Language in presentation is appropriate to audience.

T2OC3 Use delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation interesting. The speaker appears comfortable.

T2OC4 Use supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter’s credibility/authority on the topic.

T2OC5 Communicate a central message that is clear and consistent with the supporting material.

**Tier 3 Oral Communication Outcomes (T3OC)**

At the end of the course, students will be able to:

T3OC1 Develop an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable and skillful and makes the content of the presentation cohesive.

T3OC2 Choose imaginative, memorable, and compelling language that is appropriate to audience and enhances the effectiveness of the presentation.

T3OC3 Use delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling and the speaker appear polished and confident.

T3OC4 Use a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter’s credibility/authority on the topic.

T3OC5 Communicate a central message that is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).

**Tier 1 Quantitative Literacy Outcomes (T1QL)**

At the end of the course, students will be able to:

T1QL1 Provide somewhat accurate explanations of information presented in mathematical forms, but occasionally make minor errors related to computations or units (e.g. acurately explains trend data shown in a graph but may miscalculate the slope of the trend line).

T1QL2 Complete conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.

T1QL3 Attempt calculations that are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.

T1QL4 Use quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.

T1QL5 Explicitly describe assumptions.

T1QL6 Use quantitative information, but without effectively connecting it to the argument or purpose of the work.

**Tier 2 Quantitative Literacy Outcomes (T2QL)**

At the end of the course, students will be able to:

T2QL1 Provide accurate explanations of information presented in mathematical forms (e.g. accurately explain the trend data shown in a graph.)

T2QL2 Competently convert relevant information into an appropriate and desired mathematical portrayal.

T2QL3 Attempt calculations that are essentially all successful and sufficiently comprehensive to solve the problem.

T2QL4 Use the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.

T2QL5 Explicitly describe assumptions and provide compelling rationale for why assumptions are appropriate.

T2QL6 Use 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.

**Tier 3 Quantitative Literacy Outcomes (T3QL)**

At the end of the course, students will be able to:

T3QL1 Provide accurate explanations of information presented in mathematical forms. Make appropriate inferences based on that information. (e.g. accurately explain the trend data shown in a graph and make reasonable predictions regarding what the data suggest about future events.)

T3QL2 Skillfully convert relevant information into an insighftul mathematical portrayal in a way that contributes to a further or deeper understanding.

T3QL3 Attempt calculations that are essentially all successful and sufficiently comprehensive to solve the problem. Present calculations that are elegant (clear, concise, etc.).

T3QL4 Use the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.

T3QL5 Explicitly describe assumptions and provide compelling rationale for why each assumption is appropriate. Show awareness that confidence in final conclusions is limited by the accuracy of the assumptions

T3QL6 Use quantitative information in connection with the argument or purpose of the work, present it in an effective format, and explicate it with consistently high quality.

**Tier 1 Information and Technological Literacy Outcomes (T1ITL)**

At the end of the course, students will be able to:

T1ITL1 Define the scope of the research question or thesis and technology needed to access and/or utilize information incompletely (parts are missing, remains too broad or too narrow, etc.). Determine key concepts. Types of information and technology selected partially relate to concepts or answer research question.

T1ITL2 Access information with simple search strategies, retrieve information from limited and similar sources, and utilize information with appropriate technology in a limited way.

T1ITL3 Choose a variety of information sources, but not necessarily appropriate to the scope and discipline of the research question. Select sources and determine applications using basic criteria (such as relevance to the research question, currency). Find a limited array of data from which to choose.

T1ITL4 Communicate, organize, and utilize information from sources in a limited manner. The information is not yet synthesized, so the intended purpose is not fully achieved.

T1ITL5 Use correctly two of the following information use strategies: use citations and references; choose among paraphrasing, summary, or quoting; use information in ways that are true to original context; distinguish between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information and technology.

T1ITL6 Demonstrate a limited understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.

T1ITL7 Evaluate the authenticity and validity of World Wide Web resources. Identify and utilize some appropriate technological resources.

**Tier 2 Information and Technological Literacy Outcomes (T2ITL)**

At the end of the course, students will be able to:

T2ITL1 Define the scope of the research question or thesis and technology needed to access and/or utilize information completely. Determine key concepts. Select types of information and technology that clearly relate to concepts or answer research question.

T2ITL2 Access information with a variety of search strategies and relevant information sources. Demonstrate ability to refine search and utilize information in conjunction with appropriate technology to achieve desired result.

T2ITL3 Choose a variety of information sources appropriate to the scope and discipline of the research question. Select sources and determine applications using multiple criteria (such as relevance to the research question, currency, authority). Find a broad array of data from which to choose.

T2ITL4 Communicate, organize, and synthesize information from sources, using appropriate technology as needed. Intended purpose is achieved.

T2ITL5 Correctly use three of the following information use strategies: use citations and references; choose among paraphrasing, summary, or quoting; use information in ways that are true to original context; distinguish between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information and technology.

T2ITL6 Demonstrate a solid understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.

T2ITL7 Systematically evaluate the authenticity and validity of World Wide Web resources. Identify and utilize many appropriate technological resources.

**Tier 3 Information and Technological Literacy Outcomes (T3ITL)**

At the end of the course, students will be able to:

T3ITL1 Effectively define the scope of the research question or thesis and technology needed to access and/or utilize information completely. Effectively determine key concepts. Select types of information and technology that directly relate to concepts or answer research question.

T3ITL2 Access information with effective, well-designed search strategies and most appropriate information sources. Utilize information in conjunction with appropriate technology to extract maximum value.

T3ITL3 Choose a variety of information sources appropriate to the scope and discipline of the research question. Select sources and determine applications after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, bias or point of view.) Determine full array of data needed.

T2ITL4 Communicate, organize, and synthesize information from sources, using appropriate technology as needed to fully acieve a specific purpose with clarify and depth.

T3ITL5 Correctly use all of the following information use strategies: use citations and references; choose among paraphrasing, summary, or quoting; use information in ways that are true to original context; distinguish between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information and technology.

T2ITL6 Demonstrate a superior understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.

T3ITL7 Critically and systematically evaluate the authenticity and validity of World Wide Web resources. Identify and utilize all appropriate technological resources.

**Tier 1 Civic Engagement and Intercultural Knowledge Outcomes (T1CEIK)**

At the end of the course, students will be able to:

T1CEIK1 Demonstrate partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

T1CEIK2 Demonstrate awareness that one’s own attitudes and beliefs are different from those of other cultures and communities but with little curiosity about what can be learned from diversity of communities and cultures.

T1CEIK3 Begin to connect knowledge (facts, theories, etc.) from one’s own academic study/field/discipline to civic engagement and to one’s own participation in civic life, politics, and government.

T1CEIK4 Use evidence that suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.

T1CEIK5 Communicate in a civic context, showing ability to do more than one of the following:  express, listen, and adapt ideas and messages based on others’ perspectives.

T1CEIK6 Participate in civically focused actions and begin to reflect or describe how these actions may benefit individual(s) or communities.

T1CEIK7 Identify intentional ways to participate in civic contexts and structures.

**Tier 2 Civic Engagement and Intercultural Knowledge Outcomes (T2CEIK)**

At the end of the course, students will be able to:

T2CEIK1 Demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

T2CEIK2 Demonstrate awareness that one’s own attitudes and beliefs are different from those of other cultures and communities with curiosity about what can be learned from diversity of communities and cultures.

T2CEIK3 Analyze knowledge (facts, theories, etc.) from one’s own academic study/field/discipline making relevant connections to civic engagement and to one’s own participation in civic life, politics, and government.

T2CEIK4 Provide evidence of experience in civic-engagement activities and describe what has been learned about her- or himself as it relates to a growing sense of civic identity and commitment.

T2CEIK5 Effectively communicate in a civic context, showing ability to do all of the following:  express, listen, and adapt ideas and messages based on others’ perspectives.

T2CEIK6 Demonstrate independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions.

T2CEIK7 Demonstrate ability and commitment to work actively within community contexts and structures to achieve a civic aim.

**Tier 3 Civic Engagement and Intercultural Knowledge Outcomes (T3CEIK)**

At the end of the course, students will be able to:

T3CEIK1 Demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

T3CEIK2 Demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others’ engagement with diversity.

T3CEIK3 Connect and extend knowledge (facts, theories, etc.) from one’s own academic study/field/discipline making relevant connections to civic engagement and to one’s own participation in civic life, politics, and government.

T3CEIK4 Provide evidence of experience in civic-engagement activities and describe what has been learned about her- or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

T3CEIK5 Tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.

T3CEIK6 Demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities, with reflective insights or analysis about the aims and accomplishments of one’s actions.

T3CEIK7 Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.