**Descriptors for Performance Criteria/Dimensions of the Six University-Wide**

**Student Learning Outcomes in 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](mailto:value@aacu.org))

The below descriptors for performance criteria/dimensions of the six University-wide student learning outcomes are adapted from the NJCU General Education programmatic assessment rubrics which are based on the AAC&U VALUE rubrics. Descriptors for performance criteria/dimensions represent Tier III-level targets for programmatic assessment purposes. Please see program assessment rubrics at [www.njcu.edu/gened](http://www.njcu.edu/gened) for Tier I- and Tier II-level target descriptors.

Note on Course Proposals: Please copy and paste the below outcomes and descriptors for outcomes performance criteria/dimensions covered in your course into your course proposal where outcomes information is requested (Item 9). The abbreviations are for use in sections where parenthetical cross-referencing of outcomes is required (Items 10, 11, 16). Faculty will assess outcomes covered in their courses by scoring student achievement of the criteria/dimensions on end-of-semester signature assignment(s).

Ideally, students will achieve Tier III-level target scores (scores of 4) by the time they complete the Tier III Capstone course. Students may, of course, score above or below Tier-level targets.

**Civic Engagement and Intercultural Knowledge (CEIK)**

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

CEIK1 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.

CEIK2 Demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promote others' engagement with diversity.

CEIK3 Connect and extends 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.

CEIK4 Provide evidence of experience in civic-engagement activities and describe what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

CEIK5 Tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.

CEIK6 Demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions.

CEIK7 Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

**Critical Thinking and Problem-Solving (CTPS)**

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

CTPS1 Identify a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.

CTPS2 State an issue/problem that has been considered critically and described comprehensively, delivering all relevant information necessary for full understanding.

CTPS3 Take information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis; subject expert viewpoints to thorough questioning.

CTPS4 Thoroughly (systematically and methodically) analyze own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.

CTPS5 State an imaginative specific position (perspective, 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).

CTPS6 Skillfully develop all elements of the methodology or theoretical framework; synthesize appropriate methodology or theoretical frameworks from across disciplines or from relevant sub-disciplines.

CTPS7 Propose logical conclusions and related outcomes (consequences and implications) that reflect informed evaluation and ability to place evidence and perspectives discussed in priority order.

**Information and Technology Literacy (ITL)**

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

ITL1 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.

ITL2 Access information with effective, well-designed search strategies and most appropriate information sources. Utilize information in conjunction with appropriate technologies to extract maximum value.

ITL3 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.

ITL4 Communicate, organize, and synthesize information from sources, using appropriate technology as needed to fully achieve a specific purpose with clarify and depth.

ITL5 Correctly use all of the following information and technology 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.

ITL6 Demonstrate a superior understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.

ITL7 Critically and systematically evaluate the authenticity and validity of World Wide Web resources. Identify and utilize all appropriate technological resources.

**Oral Communication (OC)**

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

OC1 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.

OC2 Choose imaginative, memorable, and compelling language that is appropriate to audience and enhances the effectiveness of the presentation.

OC3 Use delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling and the speaker appear polished and confident.

OC4 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.

OC5 Communicate a central message that is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).

**Quantitative Literacy (QL)**

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

QL1 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.)

QL2 Skillfully convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

QL3 Attempt calculations that are essentially all successful and sufficiently comprehensive to solve the problem. Present calculations that are elegant (clear, concise, etc.).

QL4 Use the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.

QL5 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

QL6 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.

**Written Communication (WC)**

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

WC1 Demonstrate a thorough understanding of content, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

WC2 Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding and shaping the whole work.

WC3 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.

WC4 Demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

WC5 Use graceful language that skillfully communicates meaning to readers with clarify and fluency, and is virtually error-free.

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