

Integrative Core Curriculum Assessment Plan

Overview

John Carroll University's Integrative Core Curriculum is designed to help students meet the nine Academic Learning Goals established and adopted by the faculty.

John Carroll University graduates will be able to

- Demonstrate an integrative knowledge of human and natural worlds,
- Develop habits of critical analysis and aesthetic appreciation,
- Apply creative and innovative thinking,
- Communicate skillfully in multiple forms of expression,
- Act competently in a global and diverse world,
- Understand and promote social justice,
- Apply a framework for examining ethical dilemmas,
- Employ leadership and collaborative skills, and
- Understand the religious dimensions of human experience.

Accordingly, each category of Core courses has been assigned certain objectives of these goals, so, when faculty members propose to teach a core course, they are asked to identify the assignments that might be used to assess student learning that addresses the selected learning goals for the category.

Each semester, a randomly selected set of instructors will submit student learning data and artifacts of student work, representing at least one assignment per learning goal, with the possibility of one assignment being used for multiple goals. For most categories of courses, a subset of the selected instructors will independently evaluate a sample of student work from across multiple courses on a designated goal or set of goals. The instructor data, data from independent evaluations, and feedback from instructors will be reviewed by the subcommittee annually at an open, public meeting to make recommendations for changes to improve student learning and/or the assessment process. These recommendations will be then considered by the Core Committee as a whole at an open, public meeting. The Core Committee's Annual Assessment Report, documenting this meeting, will then be reviewed by the Institutional Assessment Committee.

This assessment process was designed to include a feedback loop where the various stakeholders use the data they've collected about student learning to make changes in the process and in the core itself. The process is faculty-centered with a sustainably high level of faculty involvement and multiple opportunities for communication and feedback and involves reporting at multiple steps of the process.

Details

Instructor Assessment Work

When the time comes to actually implement the course, faculty members will be asked to select at least one assignment that addresses each learning goal (with the possibility that one assignment may address multiple goals). As part of (or parallel to) grading those assignments, the faculty member will complete a rubric approved by the Core Committee and provide the scores as well as some record of the student's actual work to the Core Committee. The Committee and the Director of Assessment strongly recommend the use of Canvas, the institution's learning management system, to complete this process. Each semester, all instructors will be invited to participate, but a randomly selected subset of instructors will be required to participate.

CATEGORY COURSES (QA, EGC, LINK, ISJ, AW, OP)

The following sampling procedure will be used: all instructors teaching in given category for the first time will be chosen, then additional instructors up to one-quarter (rounding down) of all sections offered in the category in the semester will be selected randomly. Once a particular instructor has been selected in a given semester, all of the instructor's other core courses are removed from the pool of possible courses for the current semester and in this set of categories for the next three semesters.

FOUNDATIONAL WRITING (FW)

FW courses will use the same sampling procedure as the Category Courses above. All instructors, whether selected or not, are asked to provide access via Canvas to the student's diagnostic essays.

SPEECH (COMM 125/OP)

tbd

INFORMATION LITERACY

No information literacy data is collected from instructors. Student work for information literacy assessment is taken from other categories (FW, COMM 125, QA, EGC, LINK, AW, and OP).

LANGUAGE COURSES

All instructors of 102 and 201-level language courses will provide proficiency data for a single language skill or rubric data for a single learning goal on a rotating schedule established by the department and the Core Committee.

DISTRIBUTION COURSES

process in development

PHILOSOPHY CORE COURSES

Each instructor will participate with at least one core course each semester. Any courses by instructors teaching the senior seminar will be removed from the pool of possible courses for the semester.

THEOLOGY AND RELIGIOUS STUDIES CORE COURSES
tbd

CREATIVE AND PERFORMING ARTS COURSES (CAPA)

For CAPA courses with more traditional assignments, the typical assessment procedure is followed; however, for more performance-focused CAPA courses, instructors may evaluate their students' learning using an Instructor Rating Form and submit that in lieu of scores and access to student work. Where possible, instructors are asked to record a summative performance. CAPA courses will use the same sampling procedure as the Category Courses above.

CAPSTONE COURSES

Capstone courses are not assessed by the core committee.

For any sections with twenty or more students enrolled, instructors completing this assessment work are allowed to provide data and work from a sample of fifteen students. The assessment office will provide the instructor with the names and IDs of the students for whom data are to be reported.

At the end of the semester, faculty teaching in all categories will also be asked to provide feedback for the Core Committee. The assessment process will be included in the topics queried.

Cross-Course Assessment Work

CATEGORY COURSES (QA, EGC, LINK, ISJ, CAPA)

Each spring semester in each of these categories, five instructors will be chosen randomly from the ones required to participate in instructor assessment in the current semester or the previous fall semester. Each instructor chosen and the category's director will be provided with a small sample of student work from the category for use in norming, which they will read and score on the rubric. Additionally, each instructor and the director will receive two class sets of student work in such a way that each member receives the same sets as one other member. This work will typically be taken from courses offered over the most recent three semesters. The work will be assessed for a particular learning goal, selected in a rotation established by the Core Committee.

WRITING + SPEECH (FW/ AW, COMM 125/OP)

Writing and Speech will follow the same instructor selection procedure as the Category courses above. The work evaluated will be selected from a particular level each year. One year, foundational courses will be assessed, the next year courses in the major.

INFORMATION LITERACY

Cross-course assessment work in information literacy will be conducted by the assessment office in conjunction with the library's representative on the Core Committee.

DISTRIBUTION COURSES

process in development

DEPARTMENTAL COURSES (LANGUAGES, PL, TRS)

Any cross-course assessment conducted is organized and structured by the department itself. Cross-course assessment is not required for departmental courses.

CAPSTONE COURSES

Capstone courses are not assessed by the core committee.

During a designated morning during the week between exams and commencement, the instructors will meet to norm the rubric. They will each compare their rubrics scores for all of the assignments in the norming set and discuss their scores to resolve any differences, so that everyone is giving the same work a similar score. Each member will then work with the group member with the same sets of student work to give each item rubric scores on which they agree.

Sub-Committee Assessment Meetings

CATEGORY COURSES (QA, EGC, LINK, ISJ, CAPA) + WRITING + SPEECH

During the afternoon following the Cross-Course Assessment work, the category directors will hold an assessment meeting (open to instructors who have taught in the category as well as other interested parties) to examine aggregated data from the instructors' and the cross-course assessment work and the feedback in order to make recommendations for improvements to the process and to the curriculum itself (learning goals, recommended pedagogy, faculty development, policies, etc.).

INFORMATION LITERACY + DEPARTMENTAL COURSES (LANGUAGES, PL, TRS)

A "Sub-Committee" Report is assembled by the library or departmental assessment coordinator each year.

DISTRIBUTION COURSES

process in development

Core Committee Assessment Meeting

During a subsequent designated half-day during the same week or at the first meeting of the subsequent fall semester, the entire Core Committee will hold an open meeting to review the work of the sub-committees and accept, modify, or reject the sub-committee recommendations. A record of this meeting will serve as the Annual Assessment Report for the Integrated Core, which will be available for faculty review and comment.

Institutional Assessment Committee Review

Early in the subsequent fall semester, the Institutional Assessment Committee will review all Annual Assessment Reports, providing feedback and suggestions to their originators.

Core Committee Actions

Once the Institutional Assessment Committee has provided feedback to the Core Committee, the Core Committee can then begin to act on the Annual Report and

subsequent faculty input to potentially make changes to assessment processes and/or elements of the curriculum.

Foundational Competencies: Written Expression

9/3/17

Exceeded (5)

Met (3)

Not Met (1)

	Exceeded (5)	Met (3)	Not Met (1)
<p>Articulate an Argument</p> <p>4B1c</p>	<p>The writer demonstrates a <u>thorough understanding of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and <u>thoroughly</u> developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style</u>.</p>	<p>The writer demonstrates an <u>adequate consideration of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style</u>.</p>	<p>The writer demonstrates <u>minimal or no attention to</u> context, audience, and purpose in selecting a topic and/or the topic may be <u>unsuitable</u>, and/or the writer <u>may not</u> develop or support an argument through appropriate <u>organization and presentation</u>.</p>
<p>Sources, Evidence, and Documentation</p> <p>4B5</p>	<p>The writer <u>supports</u> the argument with <u>compelling evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>high-quality, credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with <u>no errors</u>.</p>	<p>The writer <u>supports</u> the argument with <u>evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with no more than a <u>few errors of formatting. (All important citation information is present)</u>.</p>	<p>The writer <u>attempts to support</u> the argument with <u>evidence</u> drawn from sources, which are documented using a <u>citation style. Formatting errors may occur, but all important citation information is present</u>.</p> <p>The writer <u>fails to support</u> the argument with evidence from sources, which are documented <u>inconsistently</u>, or <u>some important citation information is missing</u>.</p>
<p>Control of Syntax and Mechanics</p> <p>4B4</p>	<p>The writer uses <u>graceful</u> language that <u>skillfully communicates</u> meaning to readers <u>with clarity and fluency</u>, and writing is <u>virtually error-free</u>.</p>	<p>The writer uses <u>straightforward</u> language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, and writing has <u>few errors</u>.</p>	<p>The writer uses language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, although writing may include <u>some errors</u>.</p> <p>The writer uses language that <u>sometimes impedes</u> meaning for readers because of <u>major and frequent errors</u>.</p>

Note: The word *argument* as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like *controlling idea*, *thesis statement*, and *main idea*.

Foundational Competencies: Oral Expression

Informative Rubric

For each of the criteria, determine whether the performance was *excellent*, *satisfactory*, or *unsatisfactory*.

Topic & Thesis	
Salience & Sincerity	Clearly reveals topic's importance and best interest of audience
Limited Effectively	Arguments limited in meaningful way
Clarity of Purpose	Speech's purpose is clear to audience at appropriate time
Demonstrates Knowledge	Shows detailed knowledge of topic
Support	
Appropriate Quantity	Uses required number of sources in the speech
Appropriate Quality	Sources are qualified, recent, unbiased and relevant; used appropriately
Appropriate Documentation	Cited correctly within speech and/or VA; boosts speaker's credibility
Organization	
Effective Introduction	Captures attention, previews points, focuses speech
Effective Conclusion	Summarizes points, signals end, leaves strong impression
Effective Focus of Ideas	Focuses on a few "best reasons", not tangential ideas
Effective Development of Ideas	Provides clear claims, quality support, with reasons appropriate to audience
Delivery	
Vocal Variety	Changes in pitch, volume and rate keep speech interesting
Conversational Style	Speaker talks with audience, not at them
Facial Expressions & Eye Contact	Consistent with content; adds to speech; maintains eye contact; scans
Physical Delivery	Movement/gestures are meaningful; add interest to speech; don't distract
Language	
Accurate	Uses terms which clearly and accurately explains concepts
Effective	Uses terms which foster understanding of concepts
Appropriate	Uses audience appropriate language; not offensive or awkward
Visual Aids	
Effective Visuals	Conveys relevant information or illustrates concepts

Aesthetic Visuals	Well designed, easy to follow, aesthetically pleasing
Effective Use of Visuals	Highlights key elements, achieves desired response
Enhances Credibility	VA demonstrates speaker's knowledge, appropriateness and/or sincerity
Q & A	
Accurate	Demonstrates content knowledge
Confident	Articulate & responsive answers
Appropriate	Tone is consistent with s of audience/occasion
Professionalism	Speaker maintains poise, control, eye contact

Argumentative Rubric

For each of the criteria, determine whether the performance was *excellent*, *satisfactory*, or *unsatisfactory*.

Topic & Thesis	
Salience & Sincerity	Clearly reveals topic's importance and best interest of audience
Limited Effectively	Arguments limited in meaningful way
Clarity of Purpose	Speech's purpose is clear to audience at appropriate time
Demonstrates Knowledge	Shows detailed knowledge of topic
Support	
Appropriate Quantity	Uses required number of sources in the speech
Appropriate Quality	Sources are qualified, recent, unbiased and relevant; used appropriately
Appropriate Documentation	Cited correctly within speech and/or VA; boosts speaker's credibility
Organization	
Effective Introduction	Captures attention, previews points, focuses speech
Effective Conclusion	Summarizes points, signals end, leaves strong impression
Effective Focus of Ideas	Focuses on a few "best reasons", not tangential ideas
Effective Development of Ideas	Provides clear claims, quality support, with reasons appropriate to audience
Delivery	
Vocal Variety	Changes in pitch, volume and rate keep speech interesting
Conversational Style	Speaker talks with audience, not at them

Facial Expressions & Eye Contact	Consistent with content; adds to speech; maintains eye contact; scans
Physical Delivery	Movement/gestures are meaningful; add interest to speech; don't distract
Language	
Accurate	Uses terms which clearly and accurately explains concepts
Effective	Uses terms which foster understanding of concepts
Appropriate	Uses audience appropriate language; not offensive or awkward
Technology	
Connects Efficiently	Connects quickly and without problems
Uses Effectively	Stays on camera, uses "space" well
Records Accurately	Speech is recorded to correct file with appropriate label

Persuasive Rubric

For each of the criteria, determine whether the performance was *excellent*, *satisfactory*, or *unsatisfactory*.

Topic & Thesis	
Salience & Sincerity	Clearly reveals topic's importance and best interest of audience
Limited Effectively	Arguments limited in meaningful way
Clarity of Purpose	Speech's purpose is clear to audience at appropriate time
Demonstrates Knowledge	Shows detailed knowledge of topic
Support	
Appropriate Quantity	Uses required number of sources in the speech
Appropriate Quality	Sources are qualified, recent, unbiased and relevant; used appropriately
Appropriate Documentation	Cited correctly within speech and/or VA; boosts speaker's credibility
Organization	
Effective Introduction	Captures attention, previews points, focuses speech
Effective Conclusion	Summarizes points, signals end, leaves strong impression
Effective Focus of Ideas	Focuses on a few "best reasons", not tangential ideas
Effective Development of Ideas	Provides clear claims, quality support, with reasons appropriate to audience
Technology	

Connects Efficiently	Connects quickly and without problems
Uses Effectively	Navigates own device fluidly for VAs
Records Accurately	Speech is recorded to correct file with appropriate label
Delivery	
Vocal Variety	Changes in pitch, volume and rate keep speech interesting
Conversational Style	Speaker talks with audience, not at them
Facial Expressions & Eye Contact	Consistent with content; adds to speech; maintains eye contact; scans
Physical Delivery	Movement/gestures are meaningful; add interest to speech; don't distract
Language	
Accurate	Uses terms which clearly and accurately explains concepts
Effective	Uses terms which foster understanding of concepts
Appropriate	Uses audience appropriate language; not offensive or awkward
Visual Aids	
Effective Visuals	Conveys relevant information or illustrates concepts
Aesthetic Visuals	Well designed, easy to follow, aesthetically pleasing
Effective Use of Visuals	Highlights key elements, achieves desired response
Enhances Credibility	VA demonstrates speaker's knowledge, appropriateness and/or sincerity
Q & A	
Accurate	Demonstrates content knowledge
Confident	Articulate & responsive answers
Appropriate	Tone is consistent with s of audience/occasion
Professionalism	Speaker maintains poise, control, eye contact

Sub-Committee Rubric

For each of the competencies, determine whether the performance was *excellent*, *satisfactory*, or *unsatisfactory*.

Competency One: Chooses and narrows a topic appropriately for the audience & occasion

Competency Two: Communicates the thesis/specific purpose in a manner appropriate for the audience & occasion

Competency Three: Provides supporting material appropriate for the audience & occasion

Competency Four: Uses an organizational pattern appropriate to the topic, audience, occasion, & purpose

Competency Five: Uses language appropriate to the audience & occasion

Competency Six: Uses vocal variety in rate, pitch, & intensity (volume) to heighten & maintain interest appropriate to the audience & occasion

Competency Seven: Uses pronunciation, grammar, & articulation appropriate to the audience & occasion

Competency Eight: Uses physical behaviors that support the verbal message

Competency Nine: Provides electronic and/or non-electronic presentational aids appropriate for the audience & occasion

Competency Ten: Demonstrates "a good person speaking well" through ethical goals, idea development, language choice and presentation

Foundational Competencies: Quantitative Analysis

5/23/17

		Exceeded (5)	Met (3)	Not Met (1)
Find and pose precise questions that can be appropriately analyzed by quantitative methods	2A3	Identifies questions to be analyzed by more advanced quantitative methods; Identifies an appropriate and thorough quantitative methodology for analyzing the questions	Identifies questions to be analyzed by straightforward quantitative methods; Identifies an appropriate methodology for analyzing the questions	Identifies questions that cannot be analyzed by quantitative methods; Provides an incorrect quantitative methodology or fails to include a quantitative methodology for analyzing the questions
Think critically about quantitative statements	2B1	Includes evidence of advanced critical thinking, and all of the possible conclusions are presented and are reasonable and correct; all conclusions are discussed in the context of the problem without errors	Includes evidence of critical thinking, and most of the possible conclusions are presented and are reasonable and correct; most conclusions are discussed in proper context of the problem with, at most, only minor errors	Includes minimal or no evidence of critical thinking, but many conclusions reached are unreasonable and/or not correct; Fails to discuss conclusions in the context of the problem or discusses them with significant errors
Recognize sources of error	2B2	Correctly recognizes all possible sources of error, and uses the appropriate terminology without errors	Correctly recognizes most of the possible sources of error, and uses the appropriate terminology with at most, only minor errors	Correctly recognizes only a few sources of error, with incorrect or misused terminology
Represent data	2C2	Represents all data using appropriate and correctly executed techniques without errors or omissions	Represents most data using appropriate and correctly executed techniques, with, at most, only minor errors in execution or omissions	Represents only a few data using a mix of appropriate and misused or incorrectly used techniques and/or significant omissions are present
Draw inference from data	2D1b	All inferences drawn from data are appropriate and correct.	Any/most inferences drawn from data are appropriate and correct with, at most only minor errors.	Only a few, in any, inferences are drawn from data and/or includes those drawn using incorrect techniques.

Foundational Competencies: Technological/Information Literacy
Information Literacy in First-Year Writing

9/26/16

	Exceeded (5)	Met (3)	Not Met (1)
Access 4C1	Student uses sources that are available through the library (physically or online); student explores the searching mechanics of information resources (advanced searching, limits vocabulary, etc.).	Student work shows evidence of library use (physically or online); student selects sources that demonstrate basic searching principles.	Student does not show evidence of library use (physically or online); student selects sources found through elementary search strategies.
Source Type 4C2	Student understands the difference between primary, secondary, and tertiary sources (encyclopedia article, <i>CQ Researcher</i> , etc.) and uses each appropriately.	Student may understand the difference between primary, secondary, and tertiary sources (e.g. encyclopedia article, <i>CQ Researcher</i> , etc.), but uses one type of source when another is available or more appropriate.	Student confuses primary, secondary, and tertiary sources.
Source Suitability 4C3	Student uses sources relevant to supporting the argument; student uses only credible or authoritative sources; student recognizes bias and deals with it appropriately.	Student uses some sources that are not relevant to supporting the argument; student uses a combination of credible or authoritative sources and questionable sources; student partially recognizes and deals with bias.	Student uses sources that are not relevant to supporting the argument; student does not use credible or authoritative sources; student fails to recognize bias.
Argument & Evidence 4C4	Student develops meaningful insights based upon a variety of sources and perspectives; demonstrates sophisticated level of creative, critical synthesis (makes purposeful extractions from sources, actively applies and analyzes evidence, etc.); accurately represents major or leading positions in the argument.	Student develops some insights showing engagement with some sources and perspectives, but tends toward summary rather than higher-level synthesis; represents some positions, with varying degrees of accuracy -- may fail to acknowledge some major perspectives.	Student does not develop insight, or does not include a range of sources and perspectives; Demonstrates little or no synthesis of arguments or ideas; unable to integrate sources with each other or with his/her own argument; misrepresents other positions on the topic, or fails to identify or acknowledge other views.
Ethical Use 4C5	Properly identifies all sources of information and ideas according to the standards of ethical use and intellectual property -- there are no noticeable errors; bibliography and in-text citing are consistent with each other and are in proper formatting for the subject area; effectively paraphrases, summarizes, and quotes from original sources, using student's original language.	Properly identifies all sources of information and ideas according to the standards of ethical use - - there may be minor errors; includes a bibliography or in-text citations which may contain minor formatting errors or omissions; attempts to paraphrase or summarize cited materials, but poorly worded/ rephrased.	Fails to identify sources of information and ideas according to the standards of ethical use; does not include a functional bibliography or in-text citations; uses wording and ideas from other sources without adequate paraphrasing. Uses source material as indirect quote without adequate paraphrasing.

Language

Speaking, Writing, Listening, and Reading

In lieu of a rubric, the language sections are using the [ACTFL Proficiency Guidelines 2012](#) to describe the expected levels of performance in speaking, writing, listening, and reading.

Each language section has established expected proficiency levels for the 102 and 201 levels.

	Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Arabic					
102	Novice High	Novice High	Novice High	Novice High	Novice High
201	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid
Chinese					
102	Novice High	Novice High	Novice High	Novice High	Novice High
201	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid
French					
102	Novice High	Novice High	Novice High	Novice High	Novice High
201	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid
Greek					
102	NA	NA	Intermediate Low	NA	Intermediate Low
201	NA	NA	NA	NA	NA
German					
102	Novice High	Novice High	Novice High	Novice High	Novice High
201	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid
Italian					
102	Novice High	Novice High	Novice High	Novice High	Novice High
201	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid
Japanese					
102	Novice High	Novice High	Novice High	Novice High	Novice High
201	Intermediate Mid	Intermediate Low	Intermediate Mid	Intermediate Low	Intermediate Mid
Latin					
102	NA	NA	Intermediate Low	NA	Intermediate Low
201	NA	NA	Intermediate Mid	NA	Intermediate Mid
Russian					
102	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High
201	NA	NA	NA	NA	NA
Slovak					
102	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High
201	NA	NA	NA	NA	NA
Spanish					
102	Novice High	Novice High	Novice High	Novice High	Novice High
201	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate Low	Intermediate Mid

Integrated Courses
Integration

8/29/16

	Exceeded (5)	Met (3)	Not Met (1)
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context to those from a different academic or experiential context to analyze complex issues or solve problems, with sufficient support.	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context in a different academic or experiential context to convey knowledge or explain issues.	Does not effectively apply or connect skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context to a new context or may do so at a superficial level.
1C2a			

	Exceeded (5)	Met (3)	Not Met (1)
<p>Articulate an Argument</p> <p>4B1c</p>	<p>The writer demonstrates a <u>thorough understanding of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and <u>thoroughly</u> developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style</u>.</p>	<p>The writer demonstrates an <u>adequate consideration of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style</u>.</p>	<p>The writer demonstrates an <u>awareness of</u> context, audience, and purpose in selecting a topic and <u>attempting to</u> develop and support an argument through appropriate <u>organization, presentation, and content knowledge</u>.</p> <p>The writer demonstrates <u>minimal or no attention to</u> context, audience, and purpose in selecting a topic and/or the topic may be <u>unsuitable</u>, and/or the writer <u>may not</u> develop or support an argument through appropriate <u>organization and presentation</u>.</p>
<p>Sources, Evidence, and Documentation</p> <p>4B5</p>	<p>The writer <u>supports</u> the argument with <u>compelling evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>high-quality, credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with <u>no errors</u>.</p>	<p>The writer <u>supports</u> the argument with <u>evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with no more than a <u>few errors of formatting</u>. (<u>All important citation information is present</u>).</p>	<p>The writer <u>attempts to support</u> the argument with <u>evidence</u> drawn from sources, which are documented using a <u>citation style</u>. <u>Formatting errors may occur, but all important citation information is present</u>.</p> <p>The writer <u>fails to support</u> the argument with evidence from sources, which are documented <u>inconsistently</u>, or <u>some important citation information is missing</u>.</p>
<p>Control of Syntax and Mechanics</p> <p>4B4</p>	<p>The writer uses <u>graceful</u> language that <u>skillfully communicates</u> meaning to readers <u>with clarity and fluency</u>, and writing is <u>virtually error-free</u>.</p>	<p>The writer uses <u>straightforward</u> language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, and writing has <u>few errors</u>.</p>	<p>The writer uses language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, although writing may include <u>some errors</u>.</p> <p>The writer uses language that <u>sometimes impedes</u> meaning for readers because of <u>major and frequent errors</u>.</p>

Note: The word *argument* as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like *controlling idea*, *thesis statement*, and *main idea*.

Engaging the Global Community
Global

9/3/17

	Exceeded (5)	Met (3)	Not Met (1)
Student understands the world's diverse cultures, environments, practices, or values. 5A1	<i>Analyzes and interprets</i> examples of the world's diversity of cultures, environments, practices, and values.	<i>Identifies and describes</i> examples of the world's diversity of cultures, environments, practices, and values .	<i>Makes no, little, or superficial reference to</i> examples of the world's diversity of cultures, environments, practices, and values.
Student understands that global systems, institutions, or relationships of power exist in a historical or geographical context and that individual and collective decisions have global implications. 5B3	<i>Analyzes and interprets</i> global systems, institutions or relationships of power in a historical or geographical context, and the global implications of individual or collective decisions.	<i>Identifies and describes</i> global systems, institutions or relationships of power in a historical or geographical context, and the global implications of individual or collective decisions.	<i>Makes no, little, or superficial reference to</i> global systems, institutions or relationships of power in a historical or geographical context, and the global implications of individual or collective decisions.

	Exceeded (5)	Met (3)	Not Met (1)
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic, experiential, or cultural context to those from a different academic, experiential, or cultural context to analyze complex issues or solve problems, with sufficient support.	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic, experiential, or cultural context in a different academic, experiential, or cultural context to convey knowledge or explain issues.	Does not effectively apply or connect skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic, experiential, or cultural context to a new context or may do so at a superficial level.
1C2a			

	Exceeded (5)	Met (3)	Not Met (1)
<p>Student identifies and understands the fundamental elements of a problem or question to be considered critically.</p> <p>2A1</p>	<p>Can articulate (clarify and describe) the nature of the problem or question comprehensively, explaining the relevant information necessary for full understanding.</p>	<p>Can articulate (clarify or describe) the nature of the problem or question but some key elements (terms, ideas) are yet undefined and unexplored.</p>	<p>Cannot articulate (clarify or describe) the nature of the problem or question and its elements (terms, key ideas, etc.).</p>
<p>Student interprets relevant data/evidence.</p> <p>2D1a</p>	<p>Takes information from sources with enough interpretation/evaluation to produce a coherent analysis or synthesis.</p>	<p>Takes information from sources with some interpretation/evaluation to begin developing a coherent analysis or synthesis.</p>	<p>Takes information from sources without any interpretation/evaluation.</p>
<p>Student reaches logical conclusions.</p> <p>3B5a</p>	<p>Conclusions are logical, correct/plausible, complete, explained thoroughly and supported with evidence.</p>	<p>Conclusions are sound, with either minor errors, omissions, incomplete explanations and/or evidence.</p>	<p>Conclusions provided suffer from significant errors and omissions; explanations are incorrect and/or evidence is missing.</p>

Note: When used on the same assignment as the writing rubric, the row below may substitute for both 2D1a on this rubric and 4B5 on the Writing rubric

<p>Writing + Critical: Evidence</p> <p>2D1a + 4B5</p>	<p>The writer <u>supports</u> the argument via <u>thorough interpretation or evaluation of compelling evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>high-quality, credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with <u>no errors</u>.</p>	<p>The writer <u>supports</u> the argument via <u>some interpretation or evaluation of evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u>, with no more than a <u>few errors of formatting</u>. <u>(All important citation information is present)</u>.</p>	<p>The writer <u>attempts to support</u> the argument with <u>evidence</u> (possibly with a <u>lack of interpretation or evaluation</u>) drawn from sources, which are documented using a <u>citation style</u>. <u>Formatting errors may occur, but all important citation information is present</u>.</p>
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Jesuit Heritage: Philosophy
Knowledge and Reality Courses

10/17/2016

	Exceeded (5)	Met (3)	Not Met (1)
Identify and understand the fundamental elements of a problem 2A	Identifies and explains the key elements of the philosophical problem(s) presented/discussed in the assignment (written or audio-visual) clearly and accurately	Identifies and explains, in a satisfactory way, some key elements of the philosophical problem(s) presented/discussed in the assignment	Does not identify and/or explain, in a satisfactory way, the key elements of the philosophical problem(s) presented/discussed in the assignment
Demonstrate the ability to analyze multiple forms of expression (such as oral, written, digital, or visual) 2C	Identifies the key claim(s), argument(s) or position(s) presented and explains the philosophical significance of the assignment clearly and accurately	Identifies some claims, arguments or positions presented and/or explains, in a satisfactory way, the philosophical significance of the assignment	Does not identify the claims, arguments or positions and/or explain, in a satisfactory way, the philosophical significance of the assignment
Develop critical thinking skills 2D	States and explains the merits and faults of the position(s) presented/discussed in the assignment clearly and accurately	States and explains, in a satisfactory way, some merits and faults of the position(s) presented/discussed in the assignment	Does not state and/or explain, in a satisfactory way, the merits and faults of the position(s) presented/discussed in the assignment

		Exceeded (5)	Met (3)	Not Met (1)
Identify ethical questions.	7A	Identifies the relevant issue(s) in the assignment (written or audio-visual) and explains the issue(s) clearly and accurately	Identifies some relevant issue(s) and has some clarity and/or accuracy problems	Does not identify the relevant issue(s) and/or has serious clarity and/or accuracy problems
Analyze and assess ethical theories	7B	Provides clear and effective evaluation of competing positions regarding the issue(s) in the assignment and formulates original and sophisticated arguments regarding the issue(s)	Provides relatively clear and satisfactory evaluation of competing positions and formulates satisfactory arguments	Does not provide satisfactory evaluation of competing positions and/or does not formulate satisfactory arguments
Apply ethical frameworks to personal, professional, and institutional dilemmas	7C	Identifies relevant course material and formulates clearly and accurately how that material speaks to the issue(s) of the assignment	Identifies relevant course material but has some problems formulating how that material speaks to the issue(s)	Does not identify relevant course material and/or has serious problems formulating how that material speaks to the issue(s)

Jesuit Heritage: Theology and Religious Studies

Students in TRS 101 will have successfully met *all five* learning goals at an *introductory* level. Students in TRS 200- and 300-level courses will have successfully met *one or more* of the learning goals at an *intermediate* level.

	Masters	Advanced	Intermediate	Introductory
1. Understand the religious dimensions of human experience, history, and cultures.	1. Exhibits a nuanced understanding of the key terms and methodologies of the diverse subfields within the academic study of religion, including knowledge of diversity and development within these subfields; is able to articulate and apply in depth a particular methodology to a specific religious question or topic.	1. Understands the key terms and methodologies of the diverse subfields within the academic study of religion (including biblical studies, ethics, historical approaches, and systematic theology) and is able to articulate his or her own methodological approach.	1. Understands the basic terms in the academic study of religion and is able to apply them to specific religious traditions and to her or his own experiences and worldview.	1. Defines basic terms such as symbol, myth, ritual, revelation, and faith; articulates the fundamental questions, commitments and beliefs that influence his or her own worldview.
2. Critically analyze religious expressions in sacred texts, art, ritual practices, and ethical commitments.	2. Critically analyzes religious texts, art, doctrines, practices, and other expressions in light of their historical, cultural, and social contexts; understands the methods, sources, and research tools necessary for academic research of these expressions.	2. Applies a variety of interpretative methods (including historical-critical methods) to the Bible and to the sacred texts of at least one other religious tradition; able to assess the strengths and weakness of these methods.	2. Applies historical-critical methods to interpret sacred texts from a particular religious tradition and recognizes how these methods differ from other modes of interpretation.	2. Understands different ways of reading the Bible, including historical-critical approaches; is able to explain how a particular religious expression (biblical or other) relates to its historical, cultural, or social context.
3. Respect cultural and religious diversity in local and global contexts.	3. Demonstrates a deep awareness of multiple religious worldviews and is able to engage in the kind of inter-religious dialogue that leads to mutual respect and understanding.	3. Compares and contrasts the beliefs, practices, or worldview of at least two religious traditions in a way that models respectful interaction with people, ideas, and cultures that are different.	3. Respectfully articulates the beliefs, practices, or worldview of a non-Christian religious tradition with an awareness of the internal diversity and the various cultural, social, and historical influences within that tradition.	3. Respectfully articulates the basic beliefs, practices, or worldview found within at least one non-Christian religious tradition.

4. Appreciate the relationship between religious commitment and efforts to address injustice and live ethically.

4. Assesses and applies multiple religious or ethical frameworks to complex issues, with an awareness of the various interrelated causes of injustice and a commitment to respond evidenced in action for the common good.

4. Assesses and applies multiple religious or ethical frameworks to complex issues, with an awareness of the root causes of injustice and a commitment to address these issues and contribute to the common good.

4. Applies a religious or ethical framework to the analysis of one social justice issue or ethical dilemma, marked by deepening empathy and growing awareness of his or her own relation to structures of injustice.

4. Draws initial connections between religion, ethics, and the root causes of social injustice, in a way that evidences empathy and reflection about her or his possible contribution to the common good.

5. Recognize the ways in which the Catholic Christian tradition addresses the fundamental questions of human existence.

5. Exhibits a nuanced understanding of the key terms and methodologies within Catholic systematic theology, and the ability to address strengths and weaknesses of differing theological approaches.

5. Understands Catholic theological approaches to multiple fundamental questions and how these questions are related to one another.

5. Understands Catholic theological approaches to a fundamental human question in light of historical, cultural, and social contexts.

5. Understands contemporary Catholic appreciation for interreligious dialogue.

Jesuit Heritage: Issues in Social Justice

10/3/16

	Exceeded (5)	Met (3)	Not Met (1)
Understand and respect human and cultural differences 5A	Skillfully communicates nuanced understanding of and respect for differences among individuals and groups.	Communicates understanding of and respect for differences among individuals and groups.	Does not effectively communicate an understanding of and respect for differences among individuals and groups.
Examine the conditions that have given rise to injustice 6D	Fully and clearly demonstrates a nuanced understanding of the historical/structural conditions that have given rise to injustice.	Understands the historical/structural conditions that have given rise to injustice	Fails to demonstrate an understanding of the historical/structural conditions that have given rise to injustice.
Understand the consequences of injustice 6E	Clearly identifies and explains an injustice and articulates the consequences of that injustice.	Recognizes an injustice and articulates the consequences of that injustice	Fails to recognize an injustice and articulate the consequences of that injustice.

Jesuit Heritage: Creative and Performing Arts

9/26/16

	Exceeded (5)	Met (3)	Not Met (1)
<p>Analysis of Text/Art Form</p> <p><i>Demonstrate the ability to analyze multiple forms of expression (such as oral, written, digital, or visual); and</i></p> <p><i>Develop critical thinking skills</i></p> <p>2C1</p>	<p>Offers in-depth analysis and interpretation of the text/art form. Demonstrates a sophisticated use of details from the text/art form as support</p>	<p>Offers an accurate analysis and interpretation of the text/art form with some use of details from the text/art form as support.</p>	<p>Demonstrates only a minimal or surface understanding of the text/art form, but fails offer analysis or interpretation</p>
<p>Aesthetic Perception</p> <p><i>Articulate an appreciation of understanding the arts through a consideration of the creative process</i></p> <p>2E1</p>	<p>Analyzes the emotional impact of artistic works and coherently explains personal reaction.</p>	<p>Describes the emotional impact of artistic works and articulates personal reaction.</p>	<p>Refers to the emotional impact of artistic work and states personal reaction.</p>
<p><i>Respect innovation and creativity by demonstrating a basic conceptual analysis of aesthetic expression.</i></p> <p>3A</p>	<p>Effectively relates aesthetics and design principles to the ideas communicated using correct terminology.</p>	<p>Relates aesthetics and design principles to the ideas communicated using correct terminology most of the time.</p>	<p>Occasionally relates aesthetics and design principles to the ideas communicated using some correct terminology.</p>

Instructors are also asked to rate the students' performance using the same scale as the rubric on the following learning goals:

2c. *Engagement in the creative process*

3. *Respect innovation and creativity*

4. *Demonstrating the diverse nature, meanings and functions of creative endeavors through the practice of literature, music, theatrical and visual arts and related forms of expression*

Requirements in the Major: Additional Writing Course

9/3/17

	Exceeded (5)	Met (3)	Not Met (1)
<p>Articulate an Argument</p> <p>4B1c</p>	<p>The writer demonstrates a <u>thorough understanding of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and <u>thoroughly</u> developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style.</u></p>	<p>The writer demonstrates an <u>adequate consideration of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style.</u></p>	<p>The writer demonstrates <u>minimal or no attention to</u> context, audience, and purpose in selecting a topic and/or the topic may be <u>unsuitable</u>, and/or the writer <u>may not</u> develop or support an argument through appropriate <u>organization and presentation.</u></p>
<p>Sources, Evidence, and Documentation</p> <p>4B5</p>	<p>The writer <u>supports</u> the argument with <u>compelling evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>high-quality, credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with <u>no errors.</u></p>	<p>The writer <u>supports</u> the argument with <u>evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with no more than a <u>few errors of formatting. (All important citation information is present).</u></p>	<p>The writer <u>attempts to support</u> the argument with <u>evidence</u> drawn from sources, which are documented using a <u>citation style. Formatting errors may occur, but all important citation information is present.</u></p> <p>The writer <u>fails to support</u> the argument with evidence from sources, which are documented <u>inconsistently, or some important citation information is missing.</u></p>
<p>Control of Syntax and Mechanics</p> <p>4B4</p>	<p>The writer uses <u>graceful</u> language that <u>skillfully communicates</u> meaning to readers <u>with clarity and fluency</u>, and writing is <u>virtually error-free.</u></p>	<p>The writer uses <u>straightforward</u> language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, and writing has <u>few errors.</u></p>	<p>The writer uses language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, although writing may include <u>some errors.</u></p> <p>The writer uses language that <u>sometimes impedes</u> meaning for readers because of <u>major and frequent errors.</u></p>

Note: The word *argument* as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like *controlling idea*, *thesis statement*, and *main idea*.

Requirements in the Major: Oral Presentation

10/18/2016

	Exceeded (5)	Met (3)	Not Met (1)
Thesis Defense 4A1	<ul style="list-style-type: none"> The speaker focuses the topic in a salient way related to audience needs and reasoning was universally sound and both quantity and quality of support were sufficient to enhance credibility and sources are cited effectively. 	<ul style="list-style-type: none"> The speaker focuses the topic in a salient way related to audience needs and uses sufficient evidence and reasoning to demonstrate competence of the topic and sources are cited. 	<ul style="list-style-type: none"> The speaker fails to focus the topic in a way which is salient and related to audience needs, or the speaker fails to provide enough quality evidence and reasoning to demonstrate competence of the topic, or sources are not cited.
Structure 4A2	<ul style="list-style-type: none"> The speaker developed the topic in the allotted time and the speaker's introduction and conclusion not only included all relevant elements, but also enhanced the overall presentation. 	<ul style="list-style-type: none"> The speaker developed the topic in the allotted time; and the speaker includes all relevant elements of the introduction (garner attention, preview, provided a clear thesis) and the conclusion (signaled end, summarized and ended with a final thought). 	<ul style="list-style-type: none"> The speaker failed to develop the topic within the allotted time; or the speaker failed to include one or more relevant elements of the introduction (garner attention, preview, provided a clear thesis); or the speaker failed to include one or more relevant elements of the conclusion (signaled end, summarized and ended with a final thought).
Delivery 4A3	<ul style="list-style-type: none"> The speaker was extemporaneous and dynamic and verbal and nonverbal behavior enhanced the presentation. 	<ul style="list-style-type: none"> The speaker was extemporaneous in delivery and speech rate and volume were appropriate. Nonverbal behavior did not distract from the presentation. 	<ul style="list-style-type: none"> The speaker was monotone or read large portions of the speech, or the speaker's rate or volume was inappropriate, or the nonverbal behavior distracted from the presentation.

Thesis Defense: The speaker clearly articulates a salient, focused thesis related directly to audience needs. The speaker uses enough credible evidence to be convincing and logical inferences are clear and justifiable. Personal credibility is demonstrated through command of the topic. Evidence is properly cited either internally or on visual aids.

Structure: The speaker uses the allotted time to effectively introduce and conclude a topic while effectively developing a focused set of meaningful arguments. The introduction garners audience interest, identifies a thesis and previews the main points. The conclusion signals the ending, summarizes main points and leaves the presentation with a strong final message. The body effectively focuses the topic through judicious choice of a few basic lines of support which bolster the thesis.

Delivery: The speaker uses vocal variety, a conversational style, facial expressions and movement to capture the audience's attention while demonstrating command over the speech's concepts. The voice should vary speaking rate, volume and pauses to maintain interest and appropriateness. An extemporaneous style comes across as prepared and conversational, but not memorized or read, and as speaking with (as opposed to "at") the audience. Speakers should maintain eye contact with the audience at least 75% of the time and facial expressions should be illuminating and consistent with the verbal message. Gestures, movement, posture and general appearance should help maintain interest in the speaker and the speech.