Program goal:

Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first-year seminar.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Cultivate Scholarly and Academic Success: The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.	Fails to develop metacognitive skills through academic engagement; fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Defines different metacognitive skills, lists appropriate achievement strategies, and defines college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Explains how metacognitive skills effect their learning and academic success, begins to implement appropriate achievement strategies and college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Interprets how academic exploration shapes their identity as a student-scholar, implements appropriate achievement strategies, and demonstrates college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Constructs their identity as a student-scholar, adapts academic skills to support their academic achievement, and consistently demonstrates college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.
SLO2: Engagement with the University Community: The student engages in opportunities for learning beyond the classroom.	Fails to create relationships with peers, staff, and faculty; fails to use appropriate campus resources, participate in academic and co-curricular activities, or recognize the purpose and traditions of the Commonwealth University's campuses and of higher education generally.	Describes how relationships with peers, staff, and faculty are important to their student experience, lists appropriate campus resources important to their success, attends campus academic and co-curricular activities, and defines the purpose and traditions of the Commonwealth University's campuses and of higher education generally.	Identifies peers, staff, and faculty with whom to build relationships, identifies appropriate campus resources and begins to use them, attends academic and co-curricular activities on campus and in the community, and interprets the purpose and traditions of the Commonwealth University's campuses and of higher education generally.	Initiates relationships with peers, staff, and faculty, explores how to use campus resources appropriately; attends and interprets how academic and co-curricular activities on campus and in the community apply to their class themes, and distinguishes how the purpose and traditions of the Commonwealth University's campuses and of higher education generally apply to their experience as a CU student.	Develops relationships with peers, staff, and faculty, evaluates and assembles appropriate campus resources for specific needs; attends and examines how academic and co-curricular activities on campus and in the community positively impact their success, and incorporates the purpose and traditions of the Commonwealth University's campuses and of higher education generally into their identity as a CU student.

	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO3: Foster Personal Development and Wellness The student develops strategies and goals to support their personal wellness and academic and professional success.	Fails to identify appropriate time-management strategies or relevant academic policies and resources; fails to develop professional goals, or recognize how personal wellness contributes to their academic success and professional goals.	Defines time-management strategies, and relevant academic policies and resources related to their academic success; identifies potential professional goals, and recognizes that personal wellness contributes to their academic success and professional goals.	Identifies time-management strategies, relevant academic policies and resources related to their academic success; examines their interest in different professional goals, and explains how personal wellness contributes to academic success and professional goals.	Implements time-management strategies, connects how relevant academic policies and resources relate to their academic success; develops professional goals, and interprets how personal wellness contributes to their academic success and professional goals.	Uses time-management strategies consistently, applies relevant academic policies and resources to support their academic success; explores means to achieve professional goals, and uses their academic and wellness skills to attain those goals.
SLO4: Promote Understanding of Diversity and Social Responsibility The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.	Fails to define concepts of diversity, inequality, privilege, and diverse perspectives; does not examine aspects of the shared human experience, nor demonstrate principles of responsible citizenship within and beyond the campus community.	Defines concepts of diversity, inequality, privilege, and diverse perspectives; defines aspects of the shared human experience, and recognizes principles of responsible citizenship within and beyond the campus community.	Explains concepts of diversity, inequality, privilege, and diverse perspectives, examines aspects of the shared human experience and define their relevant values, assumptions and relationships with others, identifies strategies to act upon principles of responsible citizenship within and beyond the campus community.	Interprets concepts of diversity, inequality, privilege, and diverse perspectives, compares and contrasts how their experience connects to a shared human experience, and interprets how that impacts their values, assumptions and relationships with others, and demonstrates responsible citizenship within and beyond the campus community.	Evaluates concepts of diversity, inequality, privilege, and diverse perspectives; assesses how their values, assumptions and relationships with others changes based on their understanding of a shared human experience, and consistently demonstrates responsible citizenship within and beyond the campus community.

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WRITTEN COMMUNICATION CURRICULUM RUBRIC (W)

Program goal:

Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication of ideas.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Logic and Order *The student produces clearly worded and organized text that conveys the logic used to make an assertion.*	Fails to demonstrate awareness of the correct form or structure.	Begins to develop a sense of order to convey an idea, and basic organizational structure is apparent.	Shows awareness of the correct form or structure, and logic is employed to make an assertion.	Presents a clear organizational pattern for the reader, with consistent and effective use of logic and structure to support assertion.	Superior development of organizational patterns, and excellent use of logic throughout the writing assignment to support assertion.
SLO2: Sources and Evidence The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions.	Fails to use evidence to support assertions.	Uses scarce support to explain or substantiate assertions; attempts to document sources.	Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions.	Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline.	Uses advanced reasoning and engaging scholarly evidence to supports original argument; carefully documents evidence in accordance with disciplinary conventions.
SLO3: Control of Language and Syntax The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.	Fails to convey meaning due to lack of control.	Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is readable with few exceptions, but contains some errors in usage and grammar.	Thoughtfully controls language that is correct, edited, proofread, and contains very few errors.

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ORAL COMMUNICATION CURRICULUM RUBRIC (O)

Program goal:
Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Organization The student clearly organizes text to convey a central message.	Fails to demonstrate an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, central message not conveyed.	Employs some elements of organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, and central message conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) with cohesive content and compelling central message.
SLO2: Supporting Material The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.	Fails to use supporting materials or establish the presenter's credibility/ authority on the topic.	Uses insufficient supporting materials to document information or analysis, and establish the presenter's credibility/authority on the topic.	Uses some appropriate supporting materials to document information or analysis, and begin to establish the presenter's credibility/authority on the topic.	Uses sufficient supporting materials to document information or analysis, and establish the presenter's credibility/authority on the topic.	Uses a variety of well-chosen supporting materials to document information or analysis, and convincingly establish the presenter's credibility/authority on the topic.
SLO3: Delivery The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness.	Fails to use delivery techniques that minimize distraction and promote understanding of the presentation.	Uses delivery techniques that occasionally detract from the understandability of the presentation, speaker appears uncomfortable.	Uses delivery techniques that make the presentation understandable, but speaker appears tentative.	Uses delivery techniques that make the presentation understandable and interesting, and speaker appears comfortable.	Uses delivery techniques that make the presentation compelling, and speaker appears polished and confident.

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Program goal:
Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Knowledge & Understanding The student demonstrates knowledge and understanding of major historical themes or trends.	Fails to demonstrate awareness of the major historical themes or trends.	Demonstrates a limited awareness of major historical themes or trends.	Describes some historical background support in discussion of major historical themes or trends.	Applies appropriate historical background that supports discussion of major historical themes or trends.	Incorporates appropriate and thorough historical background that supports discussion of major historical themes or trends.
SLO2: Sources and Evidence The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.	Fails to use evidence of any kind; disciplinary standards not carefully followed.	Uses limited historical evidence to explain ideas with little to no understanding of the roles of chronology, causation, and context ; disciplinary standards not carefully followed.	Uses some historical evidence to further explore ideas that are not fully integrated or coherent with respect to chronology, causation, and context ; shows awareness of disciplinary standards.	Uses persuasive historical evidence that is well integrated with respect to chronology, causation, and context to support the development of ideas; disciplinary standards are followed.	Uses persuasive and appropriate historical evidence that is expertly drawn upon with respect to chronology, causation, and context to advance coherent ideas; disciplinary standards are carefully followed.
SLO3: Application of Language and Critical Thinking Skills in an Historical Context The student uses language that is organized and clear and demonstrates an ability to draw comparisons and/or construct historical arguments.	Fails to establish historical comparisons or connections and meaning is lost by lack of language control.	Presents limited understanding of historical comparisons or connections and meaning is partially lost by lack of language control.	Illustrates language and analysis that are largely clear, but some gaps in syntax, analytical rigor, and/or historical knowledge are still a distraction.	Applies language that is readable and historical analysis is logical with few errors or conceptual gaps.	Incorporates language that is correct, edited, proofread, and contains no or very few errors; analysis incorporates an ability to make sophisticated comparisons and connections.

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QUANTITATIVE REASONING CURRICULUM RUBRIC   (Q)

Program goal:
Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Interpretation The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).	Fails to demonstrate ability to explain information presented in mathematical forms.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about the information.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Provides accurate explanation of information presented in mathematical forms.	Provides accurate explanation of information presented in mathematical forms and develops appropriate inferences based on that information.
SLO2: Analysis The student is able to perform calculations and draw appropriate conclusions based on them.	Fails to demonstrate the ability to perform appropriate calculations.	Calculations attempted are both unsuccessful and not comprehensive; tentative judgments are drawn from the calculations, but uncertain about drawing conclusions.	Calculations attempted are either unsuccessful or not comprehensive; commonsense judgments or plausible conclusions are drawn from the calculations.	Calculations attempted are essentially correct and comprehensive; competent judgments or reasonable conclusions are drawn from the calculations.	Calculations attempted are correct and comprehensive, and presented elegantly; thoughtful judgments or insightful conclusion are drawn from the calculations.
SLO3: Communication The student can express quantitative evidence in support of an argument (considering what evidence is used, and how evidence is formatted, presented, and contextualized).	Fails to demonstrate the ability to present an argument for which quantitative evidence is pertinent.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate numerical support.	Uses quantitative information, but does not effectively connect it to the argument.	Uses quantitative information in connection with the argument, though evidence may be presented in a less-than-completely effective format or some parts of the explication may be uneven.	Uses quantitative information in connection with the argument and presents it in an effective format; explicates with consistently high quality.

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Diversity Curriculum Rubric (D)

Program goal:
Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Human Diversity The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.	Fails to demonstrate knowledge of human diversity and does not recognize impact.	Demonstrates minimal knowledge of human diversity but cannot draw conclusions regarding impact.	Applies knowledge of human diversity but not enough to fully support conclusions or viewpoints about impact.	Analyzes the impact of human diversity on behavior, supporting relevant conclusions or viewpoints.	Synthesizes knowledge of human diversity and its impact on behavior that is broad-based with depth, fully supporting relevant conclusions or viewpoints.
SLO2: Roots of Inequality The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.	Fails to recognize roots of inequality and need for social justice.	Demonstrates minimal understanding of the roots of inequality and the need for social justice.	Illustrates some understanding of historical or cultural roots of inequality and expresses need for social justice.	Integrates multiple facets of historical and cultural roots of inequality and expresses need for social justice.	Reflects thoroughly on historical and cultural roots of inequality, responding to the need for social justice.
SLO3: Awareness The student demonstrates awareness of and manages the influence of personal biases.	Fails to express awareness of biases.	Identifies minimal awareness of own biases, even those shared with own cultural group.	Analyzes own biases, expresses preference for those shared with own cultural group.	Examines new perspectives about own biases; seeks out complexities that new perspectives offer.	Integrates insights into own biases; aware of how context shapes them, can recognize and respond to biases in self and others.

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Program goal:

Guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Factors and Interactions The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions (i.e., and/or inequality, complexity, instability) among/between groups, cultures, states, regions or nations.	Fails to understand the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Understands but is unable to compare and contrast the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Describes an understanding of the factors that allows them to compare and contrast the possible range of interactions among/between groups, cultures, states, regions or nations.	Analyzes and evaluates the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Produces sophisticated and workable solutions to address complex social problems through analysis and synthesis of the study of such factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.
SLO2: Representation and Sources The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.	Fails to understand or use appropriate quantitative data representations or qualitative sources in even relatively simple cases.	Understands when quantitative data representations and/or qualitative sources in relatively simple cases are appropriate.	Explains which kind of quantitative data and/or qualitative sources are appropriate for relatively simple cases.	Evaluates the pros and cons of the appropriateness of quantitative data representations and/or qualitative sources in more complex cases.	Synthesizes across various quantitative data representations and/or qualitative sources to develop a conclusion.
SLO3: Perspectives The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.	Fails to exhibit understanding of the interrelationships among multiple perspectives when exploring subjects within natural and/or human systems.	Identifies multiple perspectives while maintaining a value preference for own perspective when exploring subjects within natural and/or human systems.	Identifies and explains multiple perspectives in a neutral way when exploring subjects within natural and/or human systems.	Evaluates and applies multiple perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions, acknowledging own.	Synthesizes multiple perspectives when exploring subjects within natural and/or human systems, including critique of own perspective.

See the glossary or other rubrics for definitions of program goal, student learning objective, student learning outcome, and competency.

FOREIGN LANGUAGE CURRICULUM RUBRIC   (F)

Program goal:
Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Oral Communication The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.	Fails to demonstrate attainment of oral achievement when engaged in a simple conversation. Most of the utterances are made in English, sometimes with a translation into L1.	Uses mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. Uses memorized questions from the textbook. When having difficulty, negotiation of meaning is initiated, but not sustained. With difficulty, can handle simple transactions that were introduced in class.	Attempts to use sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. Attempts to ask both memorized questions and questions of his/her own. Negotiation of meaning is used. With relative easiness, can handle simple transactions that were introduced in class.	Demonstrates the ability to use complete sentences when dealing with some familiar topics. Uses mainly memorized words and phrases. Asks and answers simple questions although not always accurately. Can handle unknown simple transactions with some difficulty.	Skillful use of original sentence level text to express ideas and thoughts orally on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Negotiates meaning effectively. Asks and answers simple questions accurately. Can handle an unknown simple transaction with accuracy.
SLO2: Written Communication The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.	Fails to demonstrate attainment of writing achievement when engaged in a simple writing task. Most of the sentences are done in English, sometimes with a translation into L1.	Writes mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. With difficulty, can handle simple writing tasks that were introduced in class.	Attempts to write sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. With relative easiness, can handle simple writing tasks that were introduced in class.	Demonstrates the ability to use complete sentences when writing about familiar topics. Uses mainly memorized words and phrases. Can handle unknown simple writing tasks with some difficulty.	Skillful use of original sentence level text to express ideas and thoughts in writing on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Can handle an unknown simple writing task with accuracy.
SLO3: Cultural Awareness The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.	Fails to demonstrate target culture awareness. Unable to identify key products and the relationship with the practices and the perspectives of the target culture.	Identifies, but cannot explain the relationship of a few cultural products with the practices and the perspectives of the target culture.	Identifies and explains minimally the relationship of some cultural products with the practices and the perspectives of the target culture.	Identifies and explains the relationship of the most familiar cultural products with the practices and the perspectives of the target culture.	Identifies and explains in detail the relationship of well-known and less well-known cultural products with the practices and the perspectives of the target culture.

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CITIZENSHIP AND SOCIETY CURRICULUM RUBRIC (S)

Program goal:
Guide and prompt students to understand responsible citizenship, how society protects or fails to protect basic rights, and the avenues for individual or collective action.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Civil Rights and Liberties The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.	Fails to demonstrate understanding of the ways societies protect individual rights.	Defines the ways societies protect individual rights, but with errors or gaps.	Consistently defines and recognizes concepts of individual rights, with some errors and attempts to apply these concepts to address contemporary problems.	Explains civil rights and civil liberties with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues.	Clearly explains and applies concepts of civil rights and civil liberties to evaluate and address ethical and practical issues.
SLO2: Individual and Collective Action The student understands how societies and communities address collective issues.	Fails to demonstrate understanding of how societies and communities address collective action problems.	Defines how societies address collective action problems, but with errors or gaps.	Consistently defines and recognizes concepts of collective action problems, with some errors and attempts to apply these concepts to address contemporary problems.	Explains individual and collective action with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.	Clearly explains individual and collective action and applies them to evaluate and address ethical and practical issues.
SLO3: Responsibilities of Citizenship The student understands that individuals and societies have responsibilities to each other and to the common good.	Fails to demonstrate understanding of the responsibilities for individuals and societies toward the common good.	Defines responsibilities for individuals and societies toward the common good, but with errors or gaps.	Consistently defines and recognizes responsibilities for individuals and societies toward the common good, with some errors and attempts to apply these concepts to address contemporary problems.	Explains responsibilities for individuals and societies toward the common good, with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.	Clearly explains responsibilities for individuals and societies toward the common good, and applies them to evaluate and address ethical and practical issues.

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ETHICAL REASONING CURRICULUM RUBRIC   (E)

Program goal:
Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Conceptualization The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole	Fails to identify the theory's essential moral principle or value.	Identifies the theory's essential moral principle or value, but cannot explain it or relate it to the theory as a whole.	Identifies the theory's essential moral principle or value, but explains it incompletely and does not relate it to the theory as a whole.	Identifies and explains the theory's essential moral principle or value, but does not relate it to the theory as a whole.	Identifies and explains the theory's essential moral principle or value, and relates it correctly to the theory as a whole.
SLO2: Application The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.	Fails to apply the moral principle or value to an action, decision, or issue.	Applies the moral principle or value to an action, decision, or issue in an incomplete way and cannot generate the correct moral judgment or explain its implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment, but cannot explain the implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment, but explains the implications incompletely.	Applies the moral principle or value to an action, decision, or issue, and generates the correct moral judgment, as well as explains the implications completely.
SLO3: Comparison and Evaluation The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.	Fails to identify similarities and differences between the theories or guidelines and fails to identify the strengths and weaknesses of the ethical theories or guidelines.	Identifies either similarities or differences between the ethical theories or guidelines or the strengths and weaknesses of the ethical theories or guidelines.	Identifies both similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines.	Compares similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines.	Compares similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines and evaluates the ethical theories or guidelines based upon their strengths and weaknesses.

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Program goal:
Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.

Student learning objective	Level of competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Conceptualization The student identifies and explains an essential concept, as well as the relation to other relevant concepts	The student fails to identify the concept.	Identifies the concept, but the explanation is inaccurate, incomplete, and not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate, but incomplete and not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate and complete, but it is not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate, complete, and related correctly to other relevant concepts.
SLO2: Analysis The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.	Fails to identify the basic parts of the concept.	Identifies the basic parts of the concept, but cannot restate their relation to each other and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and restates their relation to each other in an incomplete way and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and summarizes their relation to each other completely, but cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and establishes their relation to each other completely, and demonstrates understanding of the concept based upon the analysis.
SLO3: Evaluation The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.	Fails to apply the concept to a case or issue.	Applies the concept to the case or issue, but cannot demonstrate the significance or value of the case or issue in relation to the concept, and cannot analyze the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately but incompletely, and cannot analyze the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, but cannot analyze the implications completely.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, as well as distinguishes the implications accurately and completely.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully. CU's expectation is that students will perform at or above the level of **Proficient.**

Program goal:
Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Scientific Method The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.	The student fails to demonstrate understanding of the scientific method.	Recalls some steps of the scientific method but does not understand how experimentation or empirical observations are used for the development, testing, and application of models, theories, or laws.	Recalls all steps of the scientific method and begins to offer an explanation of how experimentation or empirical observations are used for the development, testing, and application of models, theories, or laws.	Accurately explains how experimentation or empirical observations associated with the scientific method are used for the development, testing, and application of models, theories, or laws.	Thoroughly explains and evaluates which results from experimentation or empirical observations are most significant in the development, testing, and application of models, theories, or laws.
SLO2: Scientific Principles The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.	Fails to demonstrate understanding of scientific principles and theories.	Defines some basic scientific principles and theories, with some errors in understanding.	Accurately describes basic scientific principles and theories and able to make some connections to their origins.	Explains more complex scientific principles and theories as well as their origins.	Goes beyond explanation and synthesizes complex scientific principles and theories with clear understanding of their origins.
SLO3: Data and Problem-Solving The student critically evaluates scientific information and/or solves problems using scientific data.	Fails to critically evaluate scientific information and/or solve problems.	Begins to recognize when scientific information is either accurate or flawed or begins to identify the appropriate way to use scientific data to solve a problem.	Consistently recognizes when scientific information is either accurate or flawed and attempts to develop solutions to problems with some errors in logic or calculations.	Provides an accurate interpretation of scientific information or develops solutions to problems with few errors and draws reasonable conclusions from the solution.	Critically analyzes scientific information and thoughtfully solves problems using scientific data and makes intuitive conclusions from the solution. Generalizes patterns of data to larger systems.

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TECHNOLOGY CURRICULUM RUBRIC (T)

Program goal:
Guide and prompt students to achieve technological competency through appropriate use of common software to gather, analyze, and manipulate data.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Information Technology The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology).	The student fails to demonstrate knowledge of a range of computer technologies to complete projects and tasks	Demonstrates minimal knowledge of a range of computer technologies to complete projects and tasks	Applies general knowledge of a range of computer technologies to complete projects and tasks	Applies specific knowledge of a range of computer technologies to complete projects and tasks	Applies advanced features of computer technologies to complete projects and tasks
SLO2: Software and systems The student is able to use software and systems to collect, gather and analyze data for projects and tasks.	Fails to demonstrate the use of software and systems to collect, gather and analyze data for projects and tasks	Demonstrates minimal use of software and systems to collect, gather and analyze data for projects and tasks	Applies general use of software and systems to collect, gather and analyze data for projects and tasks	Applies specific use of software and systems to collect, gather and analyze data for projects and tasks	Applies advanced features of software and systems to collect, gather and analyze data for projects and tasks
SLO3: Appropriate Use The student is able to apply an awareness of ethics and/or security standards while using information technology.	Fails to demonstrate an awareness of ethical and/or security standards when using technology	Demonstrates an awareness of ethical and/or security standards when using technology	Applies general awareness of ethical and/or security standards when using technology	Applies specific awareness of ethical and/or security standards when using technology	Evaluates ethical and/or security dilemmas and makes informed decisions when using technology

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LITERATURE CURRICULUM RUBRIC (F)

Program goal:
Guide and prompt students to comprehend, analyze, and determine the significance of works of literature.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Comprehension The student comprehends the text.	The student fails to comprehend the text(s).	Demonstrates minimal comprehension of the text(s).	Demonstrates incomplete comprehension of the text(s).	Demonstrates satisfactory comprehension of the text(s).	Demonstrates thorough comprehension of the text by using general background knowledge and/or contextual material to draw more complex inferences.
SLO2: Analysis The student identifies and explains relations among ideas, text structure, or other textual features to show how they support an advanced understanding of the text as a whole or of its parts.	Fails to identify the literary elements of the text(s).	Identifies a few literary elements of the text(s).	Identifies several literary elements of the text(s).	Identifies and explains multiple literary elements of the text(s).	Articulates a sophisticated explanation and evaluation of relationships among ideas and texts.
SLO3: Interpretation and Significance The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.	Fails to articulate an understanding of the text(s) or to use interpretive strategies to move beyond summary.	Begins to articulate an understanding of the text(s) and employs minimal interpretive strategies to draw conclusions and move beyond summary.	Employs some interpretive strategies to read texts closely and critically; draws some conclusions about texts that move beyond summary.	Exhibits an understanding of how to read primary texts closely and critically; regularly interprets and draws conclusions about texts that move beyond summary.	Articulates a sophisticated understanding of multiple ways of reading primary texts closely and critically; consistently and effectively interprets and draws conclusions about texts that move beyond summary.

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Arts CURRICULUM RUBRIC   (A)

Program goal:
Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Descriptive Communication The student communicates clearly and precisely, with sufficient observational detail about the work of art.	Fails to demonstrate an ability to describe the artistic work.	Begins to demonstrate an organized approach to communication, but the description is vague or subjective with an absence of concrete detail.	Demonstrates consistent application of organization and uses some details to describe the work of art through choices that are accurate and mostly appropriate to the artistic discipline.	Demonstrates clear organization with appropriate and sufficient detail to objectively describe the work of art.	Demonstrates skillful use of communication style, organization, detail and disciplinary conventions to concisely, thoroughly, and objectively describe the work of art.
SLO2: Analysis and Context The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.	Fails to identify the artistic elements of the work.	Employs some analytical tools to identify artistic elements, however some aspects of the analysis or citations are incorrect, incomplete or vague.	Employs some analytic tools to identify artistic elements, with clear and accurate use of disciplinary vocabulary and documentation of sources.	Employs analytical tools and source materials to successfully identify and prioritize artistic elements, as they provide accurate and discipline appropriate evaluation of the work's structure and genesis.	Employs analytical tools and diverse sources to masterfully identify and prioritize artistic elements, as they provide accurate and original evaluation of the work, cited according to the highest standards of the academic discipline.
SLO3: Interpretation and Response The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].	Fails to provide interpretation or expression of meaning.	Begins to assign a personal response to the work, although the interpretive expression is vague, generalized or clichéd.	Exhibits a clear and personal response to the work that conveys some meaning, or relevance of the work	Demonstrates a consistently clear, personal and confident response to the work while thoughtfully articulating the relevance of the work.	Demonstrates a personal response to the work that is thought provoking, perceptive, articulate and provides evidence to validate or to challenge existing interpretations or inferences about the work.

See the glossary or other rubrics for definitions of program goal, student learning objective, student learning outcome, and competency.

CREATIVE CURRICULUM RUBRIC   (C)

Program goal:

Guide and prompt students to demonstrate and apply creative competencies, problem solving and preparation in the realization of a creative work.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Creative Competencies The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the artistic work.	Fails to demonstrate the discipline specific artistic or creative competencies appropriate for realization of the work.	Begins to demonstrate discipline specific artistic or creative competencies which are appropriate for the realization of the work.	Demonstrates satisfactory competencies necessary for realizing the work of art, however the work would benefit from further development of these competencies.	Demonstrates proficiency in discipline specific competencies appropriate for realizing the work.	Demonstrates consistency and mastery of those discipline specific competencies necessary for realizing the work.
SLO2: Problem Solving and Process The student demonstrates the ability to successfully imagine, plan and cultivate a work.	Fails to apply a process or plan for exploration appropriate for the scope of the work.	Applies a process for exploration, however only a single approach is considered and the plan is not sufficiently thought out.	Applies multiple approaches of process and preparation, capable of predicting some potential problems presented by the project without the skill or experience to cope with unexpected challenges.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as the skill to cope with challenges and adjust work accordingly.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as flexibility in the face of change. Possesses the ability to articulate choices and recognize consequences to develop new and successful strategies.
SLO3: Creativity and Transformation The student exhibits a unique interpretive and conceptual approach to creating a work	Fails to exhibit any unique interpretive or conceptual approach.	Relies on a predictable collection of familiar and clichéd ideas or approaches.	Exhibits some examples of novel ideas or unique approaches, however ideas may lack coherence or need more development.	Creates a new and expressive approach that displays unity and coherence, and on an interpretive level these expressive touches make a familiar work appear new and vital.	Creates a new direction in the realization of the project that moves beyond clichés and constraints, exhibiting a degree of risk or tackling controversial topics. The final project is highly expressive, imaginative, coherent, and leaves a lasting impression.

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