ASSESSMENT PLAN

2019

University of Arkansas at Monticello

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The University of Arkansas at Monticello has developed a systematic approach to assessment that is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Angelo, 1995).

Purpose of Assessment

The purpose of assessment is to make data-driven decisions about instruction, budgeting, planning, and professional development utilizing student outcomes.

According to Dr. Bresciani (2006), assessment allows institutions to:

- Reinforce or emphasize the mission of your unit
- Improve programs and/or performance (formative)
- Compare a program's quality or value to the program's previously defined principles (summative)
- Inform planning
- Inform policy discussions at the local, state, regional, and national level
- Evaluate programs, not personnel
- Assist in the request for additional funds from the University and external community
- Assist in the re-allocation of resources
- Assist in meeting accreditation requirements, models of best practices, and national benchmarks Inform decision making
- Celebrate successes
- Manage expectations
- Reflect on the attitudes and approach we take in improving teaching and learning
- Create a culture of continuous improvement –a culture of accountability, of learning, and of improvement

Assessment History at UAM

Assessment at UAM has been especially strong at the program and course level. The Council on Assessment of Student Academic Achievement (CASAA) was formed in 1995. CASAA's purpose was to review and provide each academic unit with recommendations for improving assessment reporting. The membership included faculty members from all university units.

After the 2004 HLC Team Visit Report, the University began developing resources that would assist the academic units and faculty in the improvement of the assessment process. The goal

of the University was to develop an enhanced assessment program that would evaluate the effectiveness of all aspects of academic programs. The Assessment webpage was established to provide assessment resources to the academic units.

In the summer of 2017, the Vice Chancellor for Academic Affairs together with a task force re-evaluated and streamlined the annual reporting process of academic units. Until this time, deans annually completed multiple reports, including reports on annual assessment, viability, retention, faculty development funds, outside employment, an updated strategic plan and a review of the strategic plan from the previous year, as well as a summative Annual Report. Academic units now submit a single annual report that includes all of these components and all reportable data, including data from Blackboard and EAB. Academic Affairs continues to refine the structure of the report to best provide data that is meaningful, reliable and informs needed changes.

Assessment of UAM's co-curricular programs has been underway since 2012 with the adoption of the Council for the Advancement of Standards as well as the online Satisfaction Survey. However, it was not until Fall 2018 when the CASAA Committee was reorganized to form the University Assessment Committee (UAC) that the academic assessment and the co-curricular assessment systems were linked.

University-wide Student Learning Outcomes (SLOs) were adopted in January 2019. The same SLOs were adopted for the general education core in April 2019. The Institution also determined that the co-curricular areas, academic advising and career services, will be assessed annually for progress toward meeting the University-wide SLOs.

UAM continues its work to refine the institutional assessment processes.

University of Arkansas at Monticello

ACCREDITATION

The University of Arkansas at Monticello is accredited by The Higher Learning Commission, the Council for the Accreditation of Educator Preparation (CAEP) (formerly National Council for Accreditation of Teacher Education), the National Association of Schools of Music, the Accreditation Commission for Education in Nursing, (formerly National League for Nursing Accrediting Commission (NLNAC)), the Society of American Foresters, the Council on Social Work Education, and the Arkansas State Board of Nursing.

Technical programs have been approved by the Arkansas State Board of Nursing, the National Institute for Automotive Service Excellence, the Commission on Accreditation of Allied Health Education, the Arkansas Department of Human Services, and the Arkansas Department of Health.

The University offers certificates of proficiency and technical certificates as well as associate, baccalaureate, and master's degree programs.

Documents concerning accreditation are available for review upon request to the Vice Chancellor for Academic Affairs on the Monticello campus, the Vice Chancellor College of Technology at Crossett, or the Vice Chancellor College of Technology at McGehee.

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

- Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.

CORE VALUES

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.
- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view, and by promoting not only tolerance and acceptance, but support and advocacy.

STUDENT LEARNING OUTCOMES

- *Communication:* Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning:* Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC GOALS

Student Success—fulfilling academic and co-curricular needs

- Develop, deliver, and maintain quality academic programs.
- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
- Retain and recruit high achieving faculty and staff.
- Expand accessibility to academic programs.

Enrollment and Retention Gains

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.
- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students.
- Identify and enhance pipeline for recruiting.

Infrastructure Revitalization and Collaborations

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.
- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- Prepare and update University Master Plan.
- Partner with system and state legislators to maximize funding.
- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.

UNIVERSITY ASSESSMENT COMMITTEE

The University Assessment Committee (UAC) was established to provide leadership and assistance in developing and overseeing an institutionally effective assessment program, which will provide continuous self-evaluation and improvement across all academic and administrative units at UAM. The UAC's primary function is to serve in an advisory capacity and provide constructive feedback for program improvement and strategic planning.

> **Mission**: The UAC addresses and advances effective assessment of student learning at the University of Arkansas at Monticello.

The members of the UAC are appointed by the Chancellor at the beginning of each academic year. The Committee is chaired by the Associate Vice Chancellor for Academic Affairs (Ex-Officio), and includes four representatives recommended by the Vice Chancellor for Academic Affairs, one representative recommended by the Director of Athletics, one representative recommended by the Vice Chancellor for the College of Technology at Crossett, one representative recommended by the Vice Chancellor for the College of Technology at McGehee, two representatives recommended by the Vice Chancellor for Student Engagement, one representative recommended by the Vice Chancellor for Finance and Administration, the Director of Instructional Technology (Ex-Officio), the Director of Institutional Research (Ex-Officio), and other members selected by the Chancellor.

Assessment Procedures

OVERVIEW

Assessment occurs at the individual, class, program, academic unit, and university level. Analyses of these assessments provide critical data to measure progress toward meeting student learning outcomes.

Students are assessed multiple times throughout their educational experience. Faculty are responsible for delivering the course material and evaluating student learning through examinations, rubrics, surveys, pre- and post-tests, standardized tests, writing assignments and portfolios. The methods of assessment vary across the academic disciplines and departments. Faculty, program administrators, and university leadership collaborate to determine the assessment methodologies that are efficient and consistent with program objectives and goals.

The UAC provides leadership and assistance in the development and supervision of an institutional assessment program. The purpose of the team is to promote and encourage continuous self-evaluation and improvement across all academic and administrative units at UAM. The UAC serves in an advisory capacity to all units to ensure perpetual development of goals, desired outcomes, and assessment that monitors progress and documents results.

The Committee fulfills its mission by:

1. Developing, implementing, and maintaining learning assessment processes at the institutional level.
2. Reviewing institutional and program-level learning assessment reports.
3. Advising faculty, departments, and colleges on assessment procedures and methods.
4. Recommending to and collaborating with the committee chair to provide workshops and seminars for faculty.
5. Developing university-wide Student Learning Outcomes and, when adopted, overseeing the assessment of those SLOs.
6. Developing a plan for assessment of Student Learning Outcomes for non-academic units.

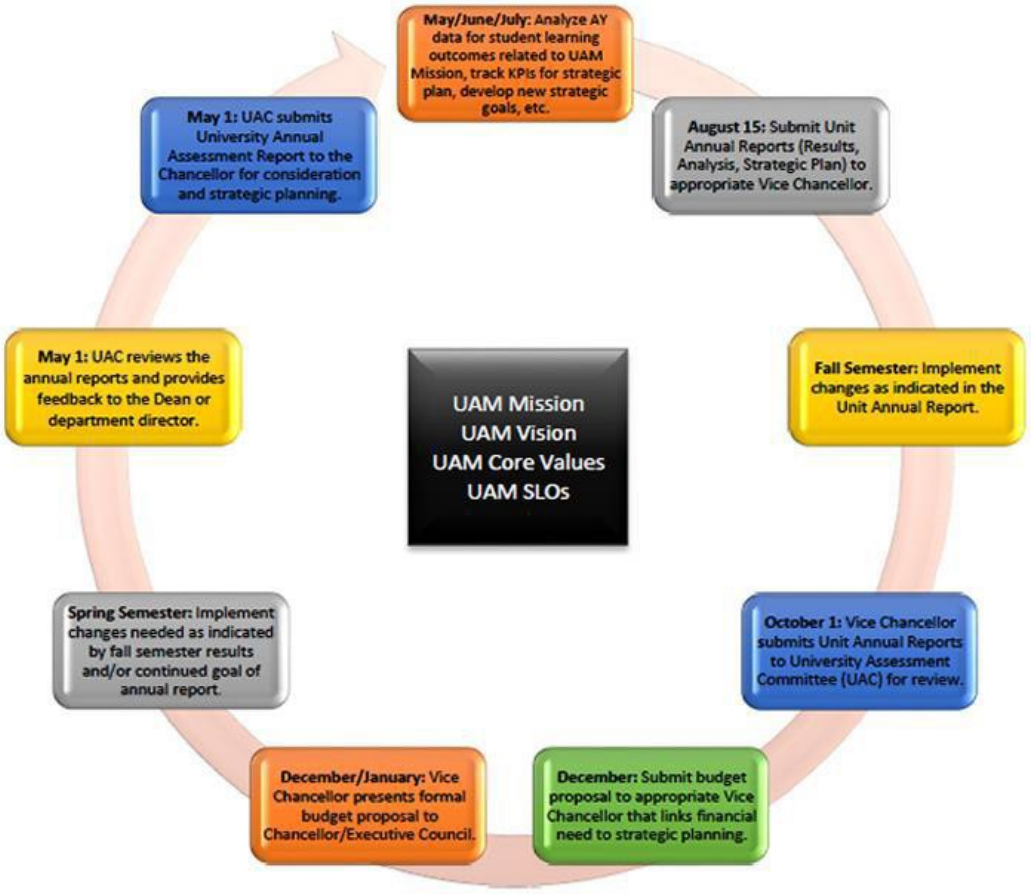
UNIT ASSESSMENT PLANS

Academic and administrative units develop assessment plans linked to the university mission, vision, goals found in the strategic plan. Each unit involves the appropriate faculty and/or staff for input in the development of the assessment plan. Reports are due to the UAC from all units by October 1 of each academic year.

The UAC develops tools to review each assessment plan and to report the results. The UAC provides feedback to the units and a final report to the Chancellor by May 1 of each academic year.

The assessment and review processes evolve to strengthen effectiveness and better ensure validity and reliability of the results over time to meet the university's ongoing needs.

ASSESSMENT CYCLE



1. A template is used for the Academic Annual Report and the Co-curricular Annual Report. The academic programs also perform a 5-year review of new programs and major modifications submitted to the UA Board of Trustees as well as a 10-year program review for all programs submitted to the Arkansas Department of Higher Education Coordinating Board. **See Appendix A for Annual Report Templates.**
2. The University SLOs and General Education Core SLOs are assessed within the annual reports of the school or college offering the courses. Additional information appears in the next section.
3. The Academic Annual Reports also include University SLOs assessment data for co-curricular programs housed in the unit.
4. Taylor Library, Academic Advising, and Career Services will submit distinct annual assessment reports to show progress toward meeting the University SLOs.
5. The methods used to measure the University SLOs are not meant to replace all other direct and indirect measures currently utilized by the units. The University SLO data will be an addition to the other assessment data gathered by units and program directors.

GENERAL EDUCATION ASSESSMENT

In spring 2019, the General Education Committee voted to move forward with adopting the University Student Learning Outcomes for the general education core curriculum. The UAM Assembly officially approved the SLOs on April 24, 2019.

To ensure that the SLO benchmarks are met, the general education faculty score the value rubrics aligned with the SLOs in the following classes. Students completing UAM's general education core must complete Composition II, communications, history or government, and fine arts appreciation, so each SLO is measured at least once per student.

General Education Core Course based Assessment of SLOs:

Prefix	Number	Name	SLO Scored
ENGL	1023	Composition II	Critical Thinking, Written Communication
ENGL	1043	Honors Composition II	Critical Thinking, Written Communication
COMM	1023	Public Speaking	Oral Communication
COMM	2203	Interpersonal Communication	Oral Communication
COMM	2283	Business and Professional Speech	Oral Communication
NRM	2063	Natural Resources Communication	Oral Communication
HIST	2213	American History I	Team Work
HIST	2223	American History II	Team Work
PSCI	2213	American National Government	Team Work
ART	1053	Art Appreciation	Global Learning
FA	1023	Film Appreciation	Global Learning
MUS	1113	Music Appreciation	Global Learning

The SLO rubric results are reported in the Academic Annual Report specific to the course. The scored rubrics are available for review in Blackboard for the General Education Committee and the UAC. **See Appendix B for the Value Rubrics.**

All of the SLOs are measured in the spring of AY2020 and reviewed in the AY2020 annual report. The findings of AY2020 will dictate the focus of the next assessment cycle. The goal is to review only two SLOs each academic year starting in AY2022.

	Primary Assessment	**Review Results and Create Improvement Plan *(if necessary)***	**Implement Improvement Plan or Initiate Follow-up Assessment**	**UAC Monitors Results Submitted in Blackboard**	**Review Results and Make Assessment Plan Revisions *(if necessary)***	**Follow-up Assessment**
Critical Thinking	Spring 2020	End of AY2020	AY2021	Mid-year AY2021	End of AY2021	AY2022
Communication	Spring 2020	End of AY2020	AY2021	Mid-year AY2021	End of AY2021	AY2022
Global Learning	Spring 2020	End of AY2020	AY2021	Mid-year AY2021	End of AY2021	AY2023
Team Work	Spring 2020	End of AY2020	AY2021	Mid-year AY2021	End of AY2021	AY2023

PROGRAM-EMBEDDED AND CO-CURRICULAR ASSESSMENT

The University SLOs are also assessed in discipline-specific coursework. The AACU rubrics will be scored in each course identified in **Appendix C**. UAM has also identified several co-curricular programs that will be assessed using the AACU rubrics. The programs are listed in **Appendix D**. The program-embedded and co-curricular assessment will follow the same schedule as general education.

ASSESSMENT MANAGEMENT SYSTEM

Outcomes assessment is an integrated Blackboard module licensed by UAM. Outcomes assessment extracts direct evidence of student learning from Blackboard Learn courses. By collecting student-submitted assignments from existing courses and facilitating a rubric-based secondary evaluation of them, UAM can demonstrate achievement of learning outcomes.

The AACU value rubrics are accessible to faculty in Blackboard Outcomes in the following phases.

> **PHASE I (AY2020):** Rubrics attached to general education courses designated to measure University SLOs.

PHASE II (AY2021): Rubrics attached to discipline-specific courses designated to measure University SLOs.

PHASE III (AY2022): Rubrics attached to all courses as they are loaded into Blackboard. Faculty determine if additional courses will measure University SLOs.

The UAC recommends that all faculty scoring the rubrics do so through Blackboard Outcomes as the opportunity becomes available. However, faculty also have a Word version of the rubrics for their use. Rubrics scored outside of Blackboard Outcomes are uploaded into the UAC Organization in Blackboard at the end of each semester.

The UAC requests that the co-curricular areas upload their scoring materials at the end of each semester as well.

In addition to University SLO assessment, Blackboard is the conduit for electronic surveys such as course evaluations and the UAM Graduate Survey.

Assessment Challenges Being Addressed

- The assessment plan is a new and evolving document. Revisions to address the needs of the University are expected and will materialize as the new system is utilized in the coming academic year.
- UAM is developing a series of assessment trainings and workshops to better equip the faculty and staff in the development and utilization of valid and reliable assessment techniques. The first training planned will help academic deans learn the scoring methods for the recently adopted value rubrics. Concurrent sessions on university assessment processes are being developed for faculty and staff during UAM's Professional Development Week. More training for faculty is planned for the fall 2019 semester, and training for Blackboard Outcomes will be a high priority for spring 2020.
- Since the Academic Annual Report has been in use for some time, UAM will continue growing its assessment efforts in the co-curricular areas by providing guidance to refine the co-curricular annual reports.

Evidence of Commitment to Assessment at UAM

CURRENT ASSESSMENT INITIATIVES

University Assessment Committee-

The formation of the UAC in 2018, clearly indicated UAM's commitment to university-wide assessment and that it is everyone's responsibility.

Conference Participation-

UAM sends members of the HLC Steering Committee to the HLC Annual Conference.

CAS Learning and Development Outcomes-

The offices housed within Student Engagement use the CAS SLOs and indirect measures to assess nonacademic programming, but the full CAS surveys are no longer utilized.

Novice Teacher Survey-

First-year teachers complete a "Novice Teacher Survey" in the spring at the end of the first year of teaching. The purpose of the survey is to identify novice teachers' perceptions of their educator preparation experience based on the four TESS "Framework for Teaching" domains that are part of the Arkansas Teacher Evaluation System. Based on the data over a 3-year period, UAM candidates rated their preparation higher than the state average. The data in 2017 were slightly lower than 2016 and 2015. The survey questions were modified in 2017 from the 2016 and 2015 survey. The School of Education will review the data closely in 2018 to determine if the change was due to survey modifications or if the candidates felt less prepared. All three years' candidates indicated that they were "adequately" to "well prepared".

American Chemical Society Standardized Final Exams –

General Chemistry and Organic Chemistry faculty use the ACS standardized final exams. Student performance on these exams is used to determine areas that need more class coverage, and ultimately what needs to be reduced.

Pre/Post Tests-

Many classes use pre/post tests to determine whether student learning outcomes are being met.

UAM Graduate Survey-

The UAM Graduate Survey has been collected for many years. In spring 2015, the survey was imported in Blackboard. The survey is released to students one week prior to the December and May Commencement ceremonies. In the past, the results of this survey were housed and reviewed by the Office of Academic Affairs; however, plans are now to disseminate the data to the appropriate unit, effective spring 2019.

National Survey of Student Engagement (NSSE)-

UAM participated in NSSE in 2014 and most recently in 2019.

NSSE provides participating institutions a variety of reports that compare their students' responses with those of students at self-selected groups of comparison institutions. Comparisons are available for ten Engagement Indicators, six High-Impact Practices, and all individual survey questions. Each November, NSSE also publishes its *Annual Results*, which reports topical research and trends in student engagement results.

Faculty Survey of Student Engagement (FSSE)-

FSSE complements the National Survey of Student Engagement (NSSE), which is administered to undergraduate students. FSSE measures faculty and instructor expectations for undergraduate student engagement in educational practices that are empirically linked with learning and development. FSSE's core instrument targets faculty members and other instructional staff who teach at least one undergraduate course in the current academic year. Since FSSE's inception, more than 291,000 faculty members from over 850 colleges and universities have participated in the survey. The FSSE and NSSE results will help UAM strengthen our Student Success Initiatives.

Website Survey-

The UAM website allows any visitor to rate their experience. This feedback allows Information Technology to make strategic plans to improve the website.

UAM Satisfaction Survey-

In 2012, UAM placed a Satisfaction Survey on the Student Engagement website. The survey allows for students and other stakeholders to submit feedback on the following areas to the Office of Student Affairs. The Office of Student Affairs shares the results with the appropriate office.

Academic Advising	ID Card System	Student Health
Admissions	Information Technology	Student Programs/Activities
Bookstore	Intramurals/Recreation	Testing Center
Career Services	Judicial Affairs	Tutoring Center
Cashier's Office	Student Affairs	University Reservations
Counseling Center	Public Safety	Wellness Center
Food Service	Registrar's Office	
Financial Aid	Residence Life	

PAST ASSESSMENT INITIATIVES

Council on Assessment of Student Academic Achievement-

UAM used CASAA as a mechanism to drive academic program assessment until Fall 2018.

Collegiate Assessment of Academic Proficiency (CAAP)-

This assessment method was used by UAM for several years. The results were not reliable because of low student engagement. The academic units have since been assessing the general education curriculum.

Survey of Student Perceptions of General Education-

In April 2004, 116 students were surveyed during the April 2004 administration of the CAAP examination. The survey included questions about the general education courses as well as the mission statement and other ancillary variables that peripherally affect

academic coursework. The data was used to compile recommendations for teaching strategies in general education courses.

CAS Learning and Development Outcomes-

The Council for the Advancement of Standards in Higher Education (CAS) promotes standards to enhance opportunities for student learning and development from higher education programs and services. From 2012-2015, the Vice Chancellor for Student Affairs asked all offices currently under Student Engagement to use of the CAS Learning and Development Outcomes across their different programs. The VC moved away from this initiative because the efforts failed to produce valuable data.

Bibliography

Angelo, T. (1995, November). Reassessing (and Defining) Assessment, *AAHE Bulletin*, 48(3), 7.

Bresciani, M.J. *You're Teaching… What are your Students Learning?* [PowerPoint slides], 2006. Retrieved from: http://interwork.sdsu.edu/elip/consultation/presentations/student_learning.pdf.

Appendix A – Report Templates

Academic Annual Report Template

Co-curricular Annual Report Template – The highlighted sections are revised by the co-curricular area to meet its needs.

University of Arkansas at Monticello
Academic Unit Annual Report

Unit:

Academic Year:

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? (insert strategic plan, goals and KPIs below)
(See Addendum 1)

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change

List, in Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

Table 2: Unit Student Learning Outcomes (See Addendum 2)

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan

1

University Assessment Report – The format of this report will change as data becomes available to measure the University Student Learning Outcomes.

Appendix B – Value Rubrics

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collectios of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing – in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes – to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

ORAL COMMUNICATION VALUE RUBRIC

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Appendix C – Course-based Assessment by Academic Unit

Every Academic Unit has agreed to measure the University SLOs using the AACU value rubrics.

School of Arts and Humanities

Program	Course Prefix	Course Number	Course Name	SLO Scored
Art	ART	3403	Art History I	Global Learning, Critical Thinking
Art	ART	4693	Senior Thesis	Communication, Teamwork
Communication	COMM	4653	Theories of Human Communication	Critical Thinking, Global Learning
Communication	COMM	4053	Modern Rhetoric	Communication, Team Work
English	ENGL	4763	Advanced Composition	Communication, Critical Thinking, Team Work, Global Learning
Modern Languages	FREN/SPAN	2213	Intermediate II	Global Learning, Communication, Critical Thinking, Team Work
Music	MUS	4751/4691	Wind Symphonic/Concert Choir	Teamwork
Music	MUS	3573	Music History II	Communication, Global Learning, Critical Thinking
Master of Fine Arts	ENGL	519V	MFA Thesis	Global Learning, Communication, Critical Thinking, Team Work
Master of Music	MUS	5906	Capstone Residency	Global Learning, Communication, Critical Thinking, Team Work

School of Business

Program	Prefix	Number	Name	SLO Scored
Business Core	ECON	2203	Principles of Macroeconomics	Teamwork
Business Core, Capstone course	MGMT	4653	Strategic Management	Critical Thinking, Global Learning
Business Core	GB	3233	Business Statistics II	Critical Thinking
Management	MGMT	4633	Human Resource Management	Team Work
Finance	FIN	4603	Financial Policy and Planning	Critical Thinking
Marketing	MKT	4623	Marketing Research (will depend on new faculty hired)	Critical Thinking
Accounting	ACCT	3403	Intermediate Accounting I	Critical Thinking

School of Computer Information Systems

Program	Prefix	Number	Name	SLO Scored
CIS	CIS	2203	Programming Logic and Design	Communication
CIS	CIS	3423	COBOL	Critical Thinking
CIS	CIS	4263	Ethics in Information Technology	Global Learning
CIS	CIS	4623	Database Management Systems	Team Work

School of Education

Program	Prefix	Number	Name	SLO Scored
K-6, Middle Childhood, Education Studies, Teaching & Learning	EDUC	2233	Instructional Technology	Communication
K-6, Middle Childhood, Education Studies, Teaching & Learning	EDUC	2253	Needs of Diverse Learners in Inclusive Settings	Global Learning
K-6, Middle Childhood, Education Studies, Teaching & Learning	EDUC	3583	Assessment Techniques	Critical Thinking
K-6, Middle Childhood	EDUC	460V	Clinical Internship I	Team Work
K-6, Middle Childhood	EDUC	463V	Clinical Internship II	Team Work
PE Non-licensure	PE	1443	Team Sports	Team Work
PE Non-licensure	PE	3303	Community Health	Global Learning
PE Non-licensure, PE Exercise Science	PE	3503	Adapted Physical Education	Communication

Program	Prefix	Number	Name	SLO Scored
PE Non-licensure, PE Exercise Science	PE	4603	Physical Education Tests and Measurements	Critical Thinking

College of Forestry, Agriculture and Natural Resources

Program	Prefix	Number	Name	SLO Scored
Agriculture	AGEC	2273	Agricultural Economics	Critical Thinking, Global Learning
Agriculture	AGRI	4771	Seminar	Communication
Agriculture	ANSC	1003	Principles of Animal Science	Critical Thinking, Teamwork
Natural Resources Mgmt.	NRM	2023	Human Dimensions in Natural Resources	Communication
Natural Resources Mgmt.	NRM	4043	Natural Resources Policy	Global Learning
Natural Resources Mgmt.	NRM	4063	Natural Resources Practicum	Teamwork, Critical Thinking
Land Surveying	SURV	3264	Route & Construction Surveying	Critical Thinking
Land Surveying	SURV	4183	Law and Professionalism in Geomatics	Global Learning
Land Surveying	SURV	4884	Surveying Practicum	Teamwork, Communication

School of Mathematical and Natural Sciences

Program	Prefix	Number	Name	SLO Scored
Biology	BIOL	2143	General Botany	Global Learning
Biology	BIOL	2171	General Botany Laboratory	Team Work
Biology	BIOL	3xx3	Biostatistics	Critical Thinking
Biology	BIOL	3484	General Ecology	Team Work

Program	Prefix	Number	Name	SLO Scored
Chemistry, Natural Science	CHEM	1121	General Chemistry I Laboratory	Team Work
Chemistry	CHEM	3414	Organic Chemistry II	Critical Thinking
Chemistry	CHEM	4742	Advanced Laboratory Techniques	Communication
Natural Science	ESCI	1081	Earth and Atmosphere Laboratory	Critical Thinking
Math	MATH	3495	Calculus II	Critical Thinking
Math	MATH	3545	Calculus III	Critical Thinking

School of Social and Behavioral Science

Program	Prefix	Number	Name	SLO Scored
Criminal Justice	CJ	4903	Criminal Justice Capstone	Communication
Criminal Justice	CJ	2153	Research Methods	Critical Thinking, Team Work
Criminal Justice	CJ	3233	Criminal Law	Global Learning
Psychology	PSY	3013	Research Methods II	Team Work
Psychology	PSY	2013	Research Methods I	Communication
Psychology	PSY	4643	Applied Human Service Skills	Global Learning
Psychology	PSY	2203	Statistical Methods	Critical Thinking
Social Work	SWK	3123	Cultural Diversity	Global Learning
Social Work	SWK	2143	Professional Writing	Communication
Social Work	SWK	4302	Social Work Field Practicum II Seminar	Team Work
Social Work	SWK	3243	Methods of Social Work Research I	Critical Thinking
Political Science	PSCI	2283	Research Methods in the Social Sciences	Critical Thinking, Team Work
Political Science	PSCI	3313	Statistics for the Social Sciences	Critical Thinking
Political Science	PSCI	2233	Comparative Politics	Global Learning

Program	Prefix	Number	Name	SLO Scored
History	HIST	2213	American History I (fall)	Team Work
History	HIST	2223	American History II (spring)	Team Work
History	HIST	1013	World History to 1500 (fall)	Global Learning
History	HIST	1023	World History Since 1500 (spring)	Global Learning
History	HIST	3513	Historiography and Historical Methods	Critical Thinking
History	HIST	4543	American West (every two years)	Communication

School of Nursing

Program	Prefix	Number	Name	SLO Scored
Nursing (pre-nursing)	NURS	1001	Essentials of Nursing	Critical Thinking, Global Learning
Nursing (pre-nursing)	NURS	1023	First Aid and CPR	Team Work
Nursing (AASN)	NURS	1015	Principles of Nursing Care I	Communication
Nursing (AASN)	NURS	124V	Principles of Nursing Care II	Communication
Nursing (AASN)	NURS	225V	Principles of Nursing Care III	Communication
Nursing (BSN)	NURS	3064	Healthy Aging	Communication
Nursing (BSN)	NURS	3103	Nursing Skills	Team Work
Nursing (BSN)	NURS	311V	Concepts in Nursing Care I	Communication
Nursing (BSN)	NURS	332V	Concepts in Nursing Care II	Communication
Nursing (BSN)	NURS	4153	Community Health Nursing	Team Work
Nursing (BSN)	NURS	444V	Concepts in Nursing Care III	Communication
Nursing (BSN)	NURS	4473	Nursing Research	Team Work
Nursing (BSN)	NURS	4504	Leadership and Management in Professional Nursing	Communication
Nursing (BSN)	NURS	452V	Concepts in Nursing Care IV	Communication

College of Technology - Crossett

Program	Prefix	Number	Name	SLO Scored
Tech Core	BUS	2003	Tech Business English	Communication
Tech Core	COM	1203	Tech Communication	Communication
Tech Core	CFA	1103	Tech Computer Fundamentals	Critical Thinking
Tech Core	MAT	1203	Technical Mathematics	Critical Thinking
Tech Core	MAT	2213	Advanced Industrial Mathematics	Critical Thinking
BUS CP	BUS	1123	Tech Accounting I	Critical Thinking
BUS CP	BUS	2613	Tech Small Business Management	Global Learning
BUS TC	BUS	1563	Tech Administrative Support Procedures	Team Work
BUS TC	BUS	2013	Tech Business Communication	Communication
Comp. Maint./Networking TC	COM	1102	Employability Skills/Ethics	Communication
CDA CP	ECED	1053	Environments in Early Childhood	Communication
E&I Adv TC	EIT	1122	Industrial Safety	Global Learning
E&I Adv TC	EIT	2155	Programmable Logic Controls	Critical Thinking
IE CP	ELM	1033	Industrial Diagrams	Communication
Elm TC	ELM	1043	Pneumatics and Hydraulics	Team Work
Elm TC	ELM	2084	Advanced Industrial Mechanics	Critical Thinking
HIT CP	HIT	1063	Tech Medical Office Procedures	Communication
HIT TC	HIT	2043	Tech Medical Coding II	Critical Thinking
ECE TC	HOEC	2013	Tech Literacy and Language Arts for Early Childhood	Team Work
ECE TC	HOEC	2173	Tech Children With Special Needs	Global Learning
HOSP CP	HOSP	1013	Hospitality, Travel, and Tourism	Global Learning
HOSP CP	HOSP	1033	Customer Service Relations	Communication
HVAC/R CP	HVAC/R	1033	HVAC/R Schematics	Critical Thinking
HVAC/R CP	COM	1102	Employability Skills/Ethics	Communication
Man Prin CP	IPT	1022	Industrial Safety for Manufacturing	Global Learning

Program	Prefix	Number	Name	SLO Scored
IPT TC	IPT	1053	Electricity for Manufacturing	Critical Thinking
Adv Manf TC	MANF	2063	Industrial Motors & Motor Controls	Team Work
NA CP	NA	1017	Nursing Assistant	Team Work
TC	NUR	2414	PN Clinical III	Communication, Critical Thinking
CP	WELD	1103	Blueprint Reading	Critical Thinking

College of Technology - McGehee

Program	Prefix	Number	Name	SLO Scored
Tech Core	BUS	2003	Tech Business English	Communication
Tech Core	COM	1203	Tech Communication	Communication
Tech Core	CFA	1103	Tech Computer Fundamentals	Critical Thinking
Tech Core	MAT	1203	Technical Mathematics	Critical Thinking
Tech Core	MAT	2213	Advanced Industrial Mathematics	Critical Thinking
AUTO CP	AUTO	1224	Electrical/Electronic Systems	Communication
AUTO CP	AUTO	1264	Brakes	Critical Thinking
AUTO TC	AUTO	1273	Manual Drive Train and Axles	Team Work
BUS CP	BUS	1123	Tech Accounting I	Critical Thinking
BUS TC	BUS	1563	Tech Administrative Support Procedures	Team Work
BUS TC	BUS	2013	Tech Business Communication	Communication
BUS TC	BUS	2613	Tech Small Business Management	Global Learning
HOSP TC/BUS TC	COM	1102	Employability Skills/Ethics	Communication
DTT TC	DTT	1034	Diesel Engines	Team Work
CDA CP	ECED	1053	Environments in Early Childhood	Communication
HIT CP	HIT	1063	Tech Medical Office Procedures	Communication
HIT TC	HIT	2043	Tech Medical Coding II	Critical Thinking
HEO TC	HEO	1033	Employability	Communication
HEO TC	HEO	2126	Construction Equipment II Internship	Team Work

Program	Prefix	Number	Name	SLO Scored
ECE TC	HOEC	2013	Tech Literacy and Language Arts for Early Childhood	Team Work
ECE TC	HOEC	2173	Tech Children With Special Needs	Global Learning
HOSP CP	HOSP	1013	Hospitality, Travel, and Tourism	Global Learning
HOSP CP/BUS TC	HOSP	1033	Customer Service Relations	Communication
NA CP	NA	1017	Nursing Assistant	Team Work
TC	NUR	2414	PN Clinical III	Communication, Critical Thinking
EMER TC	EMER	2334	Paramedic Internship II	Communication
CP	WELD	1103	Blueprint Reading	Critical Thinking

Appendix D: Co-curricular Assessment Mapping

UAM has adopted HLC's definition of co-curricular as the institution's definition with the following activities specifically designated as co-curricular.

Monticello Campus

School/College/Department	Program/Student Group Name	SLO Scored	Direct Assessment Measure
College of Forestry, Agriculture and Natural Resources	Quiz Bowl	Communication Critical Thinking Global Learning Team Work	AACU Value Rubric
School of Arts and Humanities	Debate	Communication Team Work	AACU Value Rubric
School of Arts and Humanities	Concert Choir	Team Work	AACU Value Rubric
School of Arts and Humanities	Marching Band	Team Work	AACU Value Rubric
Taylor Library*	See Below	See Below	ACRL Rubrics EAB Data NSSE Results
Office of Academic Advising	Academic Recovery Programming, if applicable	Communication Critical Thinking	AACU Value Rubric
Office of Career Services	Programming, if applicable	Communication Critical Thinking	AACU Value Rubric

Crossett Campus

School/College/Department	Program/Student Group Name	SLO Scored	Direct Assessment Measure
Career Pathways	Employability Skills	Communication Critical Thinking	AACU Value Rubric

*The Library has traditionally measured standard input data, including volumes received and expenditures, as well as output data such as books checked out, instruction sessions, and reference transactions. The staff has modified library hours over the past four years using gate counts, and usage data drive subscription decisions for journals and databases as the Library seeks to meet changing curricular needs. The Library is now adopting to use rubrics from the Association of College and Research Libraries to more accurately gauge its effectiveness, and looking to incorporate data from EAB and the spring 2019 NSSE in its activities.