

Essential Skills

Critical Thinking: Students will develop critical thinking skills.

Cultural Diversity: Students will develop awareness of diversity.

Oral Communication: Students will demonstrate oral communication skills.

Social Responsibility: Students will develop an awareness of social responsibility.

Written Communication: Students will illustrate writing skills.

Essential Skills Assessment by the Student Learning Assessment Team (SLAT)

SLAT is a committee of eight faculty members tasked with driving academic assessment at GCCC. This group includes broad representation from academic areas across campus.

SLAT has adopted the Board of Trustees' Essential Skills as the college's General Education Outcomes and has worked to develop an assessment plan based on them. SLAT's work is guided by the following Definition and Statement of Purpose to guide the work of General Education/Essential Skills Assessment:

Definition

General Education assessment considers broad student learning outcomes that apply to all students who graduate from GCCC and fulfill the mission statement of Garden City Community College: "Garden City Community College exists to produce positive contributors to the economic and social well-being of society." As these skills are essential for all learned persons, they cut across all disciplines and majors as well as co-curricular activities. Garden City Community College's Board of Trustees has approved the five Essential Skills — Critical Thinking, Cultural Diversity, Oral Communication, Social Responsibility, and Written Communication— as our institutional ends (institutional outcomes), and GCCC faculty have adopted the Essential Skills as our General Education outcomes.

Statement of Purpose:

Comprised of the fundamental outcomes of a GCCC education, the General Education program's outcomes represent accumulated skills (Essential Skills) one gains from his or her time spent at GCCC rather than a core set of shared courses. While these skills are shared across all majors and disciplines, the presentation of them varies as each discipline has respective expectations for each skill. For example, all students should be able to think critically, but critical thinking is expressed differently for nurses, physicists, welders, etc. Therefore, while the core curriculum often serves to introduce and reinforce these essential skills, the mastery and assessment of them occurs within each program's courses specifically as majors apply the essential skills within their chosen discipline.

As a whole, General Education is assessed like any other program at GCCC with the Essential Skills functioning as the General Education Program Learner Outcomes. Each fall, SLAT or a task force appointed by SLAT, creates the Gen Ed assessment plan. Each GCCC program reports the courses, measurement tools, semesters, and instructors in which each Essential Skills assessment will occur. Faculty in individual programs then evaluate the work of majors using adapted VALUE rubrics. The rubrics for each of the five Essential Skills are attached to this report. The VALUE rubrics were selected for use at GCCC because they are nationally

normed, enabling us to benchmark our progress against other institutions. They were developed by teams in two- and four-year institutions under the auspices of the Association of American Colleges and Universities (AAC&U).

Assessment Update

Since the last Board report, General Education assessment is becoming an embedded process with increasing faculty ownership. Institutional and program-level conversations have resulted in several improvements to the process. Notably the Social Responsibility rubric has been revised to more accurately reflect GCCC's emphasis on social and community involvement (moving away from "civic"-centered language), and the plus/minus scoring system was removed from the rubrics.

Currently, programs assess two Essential Skills each year. In addition, they preview at least one additional skill to add to their assessment rotation. This process involves interpreting rubrics for their programs and majors' needs including discussing targets, identifying where data will be collected, and creating appropriate assessment tools. This process results in increased faculty buy-in and more meaningful, program-specific assessment.

As General Education assessment continues, campus-wide conversations about student performance, institutional targets, and co-curricular assessment of the Essential Skills will unfold. In addition, work has begun on a set of three Employability Skills: Problem-Solving, Work Ethic, and Communication (draft rubrics and definitions are included below). These skills would apply to technical degrees (Associate in Applied Science and certificate programs) instead of the five Essential Skills. The Employability Skills cover much of the same skills as the five Essential Skills but interpret those skills (and additional skills) within the context of workforce expectations. These skills are currently being piloted in Spring 2021 with full implementation beginning Fall 2021.

The data presented below includes overall scoring for 2019-2020 and 2018-2019. While both years are presented, any comparisons between the year should be done cautiously. Both years represent initial data collection cycles with 2019-2020 additionally complicated by the swift and necessary transition to online learning due to COVID-19. Unfortunately, the timing of the transition left some programs with significant challenges as their assessment tools did not readily transfer into the online format. The 2019-2020 data is also disaggregated by academic program and sub-skill with average student scores (on a 0 to 4 scale) displayed for each. Although each sub-skill is rated on a 4-point scale, it is important to note that a score of less than a 4 does not indicate sub-par performance. Competency in each Essential Skill and sub-skill is determined on a program-by-program basis, taking into consideration program outcomes and student needs.

General Education Assessment Data (majors only)

Critical Thinking <i>21.25 pt. scale</i>	Explanation of Issues	Evidence	Influence of Context & Assumptions	Student's Position	Conclusions & Related Outcomes		Total
2018-2019 (5 programs)	3.09	3.10	2.75	2.69	3.12		14.75
2019-2020 (4 programs)	2.94	2.99	2.85	2.93	2.91		14.62
Cultural Diversity <i>25.5 pt. scale</i>	Knowledge: Cultural Self-Awareness	Knowledge: Cultural Worldview Frameworks	Skills: Empathy	Skills: Verbal & Non-Verbal Communication	Attitudes: Curiosity	Attitudes: Openness	Total
2018-2019 (5 programs)	2.34	2.43	2.30	2.51	2.24	2.62	14.44
2019-2020 (4 programs)	2.38	2.26	2.47	2.3	2.28	2.46	14.14
Oral Communication <i>21.25 pt. scale</i>	Organization	Language	Delivery	Supporting Material	Central Message		Total
2018-2019 (4 programs)	3.38	3.07	3.22	3.35	3.16		16.18
2019-2020 (5 programs)	3.57	3.53	3.43	3.39	3.39		17.31
Social Responsibility <i>25.5 pt. scale</i>	Diversity of Communities & Cultures	Analysis of Knowledge	Civic Identity & Commitment	Civic Communication	Civic Action & Reflection	Civic Contexts/ Structure	Total
2018-2019 (3 programs)	2.79	2.59	2.46	2.72	3.16	3.21	16.94
2019-2020 (2 programs)	3.08	2.79	3.18	3.04	2.78	2.74	17.6
Written Communication <i>21.25 pt. scale</i>	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics		Total
2018-2019 (7 programs)	3.11	3.01	3.05	2.78	2.90		14.69
2019-2020 (6 programs)	3.43	3.51	3.18	3.52	3.2		16.83

Essential Skill:**Critical Thinking (majors only)****Year:****2019-2020**

Program <i>21.25 point scale</i>	Explanation of Issues	Evidence	Influence of Context & Assumptions	Student's Position	Conclusions & Related Outcomes	Total
Auto	2.67	2.50	2.00	2.17	2.17	11.50
Nursing (Fall)	2.96	3.15	3.03	2.89	3.01	15.04
Nursing (Spring)	3.63	3.76	3.78	3.65	3.44	18.24
Education	3.00	3.00	3.00	3.50	3.50	16.00
EMT	2.44	2.53	2.44	2.44	2.44	12.31
Average	2.94	2.99	2.85	2.93	2.91	14.62

Program Insights

Nursing (Fall): The data provided appears a little skewed. We have already visited about reforming our clinical evaluation. We are looking at combining the clinical assignment grade sheet with the performance evaluation, creating a stronger assessment tool. As we do this, we will incorporate the critical thinking skills, so when we are grading, we will evaluate with the same understanding for each section. We do feel that clinicals is a great area to evaluate critical thinking and will continue to use this in the fall and spring.

Nursing (Spring): This information is consistent with our expectations at this level. A strong emphasis to increase understanding in the importance of gathering information and establishing a plan to care for patients.

Essential Skill:**Cultural Diversity (majors only)****Year:****2019-2020**

Program <i>25.5 point scale</i>	Knowledge: Cultural Self- Awareness	Knowledge: Cultural Worldview Frameworks	Skills: Empathy	Skills: Verbal & NonVerbal Communication	Attitudes: Curiosity	Attitudes: Openness	Total
Business (spring)	2.80	2.40	2.60	3.00	2.20	2.60	15.60
Business (fall)	2.58	2.58	2.75	2.50	2.58	2.42	15.41
Art	1.67	1.67	1.83	1.17	2.17	2.50	11.01
Criminal Justice (fall)	2.00	1.50	1.63	2.00	2.00	2.00	11.13
Criminal Justice (spring)	2.31	2.38	2.50	2.25	1.75	2.38	13.57
Nursing*	2.93	3.00	3.48	2.90	3.00	2.83	18.14
Average	2.38	2.26	2.47	2.30	2.28	2.46	14.14

Program Insights

Art: What this data shows is that this class and assignment is probably not the best to document for this assessment. I have assignments in two other classes that may be better for us to assess than this course. We originally chose this class as it's all sophomores; however, we should be able to get a bigger selection for this survey.

Nursing: We actually found it difficult to match up test questions with this rubric. With what we have, it indicates that we have a little more work to do in self-awareness and cultural/worldwide knowledge. We do not think that this is an accurate measurement tool for this essential skill, will look at other ideas/possibly courses to determine if there is a better tool.

Essential Skill: Oral Communication (majors only)**Year: 2019-2020**

Program <i>21.25 point scale</i>	Organization	Language	Delivery	Supporting Material	Central Message	Total
Drama	4.50	4.50	4.75	4.00	4.50	22.25
Cosmo (fall)	4.00	4.00	3.80	4.00	4.00	19.80
Cosmo (spring)	3.93	3.84	3.71	3.63	3.78	18.88
Education (spring)	3.50	3.50	2.75	3.00	3.00	15.75
Education (fall)	3.56	3.56	3.50	3.38	3.31	17.31
Business (spring)	2.74	2.74	2.71	2.69	2.76	13.64
John Deere	2.75	2.57	2.79	3.04	2.38	13.54
Average	3.57	3.53	3.43	3.39	3.39	17.31

Program Insights

Business (spring): My business major students did very well in their presentations despite the pandemic. Many of them were very creative on how they recorded themselves giving the presentation.

John Deere: I was surprised at the capability of some of my students to be able to speak in front of a group. Several did much better than expected and got a deserving score to go with it. We do 4 of these throughout the 2 years they are here. Public speaking is highly important with their jobs, so I need to ensure they are capable. The increase from the previous year is dramatic, and I only expect it to get better for the next report they have due.

Essential Skill:**Social Responsibility (majors only)****Year:****2019-2020**

Program <i>25.5 point scale</i>	Diversity of Communities & Cultures	Analysis of Knowledge	Civic Identity & Commitment	Civic Communication	Civic Action & Reflection	Civic Contexts/ Structure	Total
Nursing	3.76	3.57	3.76	3.87	3.76	3.47	22.22
Criminal Justice	2.40	2.00	2.60	2.20	1.80	2.00	13.00
Average	3.08	2.79	3.18	3.04	2.78	2.74	17.60

Program Insights

Criminal Justice: This assignment was supposed to be an actual community service event, but due to COVID-19, the students were unable to meet and host the event. Instead, I gave them an assignment and allowed them to answer questions and self-reflect. The scores in this data sheet do not reflect their own opinions, but instead how I scored them based on the assignment and knowledge of their participation. What the results of this skill mean to our program: Our students are doing community service as an assignment and not because they want to. They don't see the bigger picture of civic engagement and being socially responsible. I think we need to do a better job of expressing the importance of being engaged and not just incentivize them for doing the service.

Essential Skill:**Written Communication (majors only)****Year:****2019-2020**

Program <i>21.25 point scale</i>	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics	Total
Psychology (spring)	3.56	3.69	3.38	3.75	3.38	17.75
Animal Science	3.32	3.39	3.36	4.24	3.04	17.36
Computer Science (fall)	4.00	4.33	4.00	4.00	3.67	20.00
Computer Science (Spring)	4.33	4.67	4.00	4.33	4.00	21.33
Pre-Medicine (fall)	3.42	3.25	3.17	3.58	3.17	16.58
Pre-Medicine (spring)	3.75	3.75	2.75	4.00	3.75	18.00
Criminal Justice	2.86	3.00	2.71	2.29	2.57	13.43
Ag	2.17	2.00	2.04	2.00	2.00	15.31
Average	3.43	3.51	3.18	3.52	3.20	16.83

Program Insights

Pre-Medicine (Fall): As a whole, I am impressed with the BIOL 212 students' writing abilities. There were only a few papers that showed low levels of context/purpose for writing and content development. However, there were several low ratings within the genre/disciplinary conventions and the sources/evidence. Part of what I consider genre/disciplinary conventions is the ability to correctly use and cite academic references within an essay. I deducted points from students who did not use APA citations. That ties directly to the criterion sources and evidence. Students must use highly credible sources to receive high marks for this category. I deducted points from students who did not use academic journal articles. Most students showed adequate control of syntax and mechanics. As for the pre-medicine majors, the criteria averages are above adequate, but there was a great deal of individual variation, so it is difficult to say, "pre-med majors need to improve in such and such." I plan to adjust my approach in regard to citations. This past semester, the chapter discussion boards coached students on how to access academic journals and how to cite an academic journal article using APA for a works cited page. This year, I will start off with a few of those discussions and then quickly transition the students to reading and summarizing article abstracts and then combining multiple sources into a short one-page paper, so they can practice in-text citations.

Pre-Medicine (Spring): Last year I identified a weakness in student writing regarding finding and utilizing credible resources. In the fall 2019 semester, I started integrating lessons on how to find and cite peer-reviewed academic medical journal articles. I then increased this type of lesson expectation for the spring 2020 semester. I think it paid off. I feel confident that the majority of students who've taken the class can find good/reliable sources, but I think we still have some work to do on how to include those sources in an essay using in-text citations. To me, the 'Genre and Disciplinary Conventions' criterion includes "does the paper obey citation rules and present scientific-based facts and ideas?" To improve student understanding of in-text citations, I will modify the lessons I've been using in order to give students a chance to practice and receive feedback. I am slightly worried about the 'Control of Syntax and Mechanisms' criterion results even though the average looks decent. There are several students who very clearly struggle with basic sentence, paragraph, and essay structure. As a theme, I notice that students who've taken ENGL 101 perform better on written exams, discussion boards, and case studies. I plan to collect data next year to support or refute this observation and then make changes to the class prerequisites if needed.

Critical Thinking: Students will develop critical thinking skills.

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.

Critical Thinking:

	Capstone 4	Milestones 3	2	Benchmark 1	Score
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.	4 3 2 1 0
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	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.	4 3 2 1 0
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.	4 3 2 1 0
Student's position <i>(perspective, thesis/hypothesis)</i>	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.	4 3 2 1 0
Conclusions and related outcomes <i>(implications and consequences)</i>	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.	4 3 2 1 0

Cultural Diversity: Students will develop awareness of diversity.

Definition: Diversity awareness is created through "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage).

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	Score
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others).	4 3 2 1 0
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	4 3 2 1 0
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	4 3 2 1 0
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	4 3 2 1 0
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.	4 3 2 1 0
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends	Begins to initiate and develop interactions with culturally different	Expresses openness to most, if not all, interactions with culturally	Receptive to interacting with culturally different others. Has difficulty	4 3 2

	judgment in valuing her/his interactions with culturally different others.	others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	different others. Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.	suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.	1 0
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Oral Communication: Students will demonstrate oral communication skills.

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	2	Benchmark 1	Score
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.	4 3 2 1 0
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.	4 3 2 1 0
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.	4 3 2 1 0
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.	4 3 2 1 0
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.	4 3 2 1 0

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Social Responsibility: Students will develop an awareness of social responsibility.

Definition: Social responsibility is working to make a difference in our communities and developing knowledge, skills, values, and motivation to make that difference. In addition, social responsibility encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

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	Score
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	4 3 2 1 0
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to social responsibility and to one's own participation in the community.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to social responsibility and to one's own participation in the community.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to social responsibility and to one's own participation in the community.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to social responsibility and to one's own participation in the community.	4 3 2 1 0
Community Engagement and Commitment	Provides evidence of experience in community engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of social responsibility and continued commitment to the community.	Provides evidence of experience in community engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of social responsibility and commitment.	Evidence suggests involvement in community engagement activities is generated from expectations or course requirements rather than from a sense of social responsibility.	Provides little evidence of her/his experience in community engagement activities and does not connect experiences to social responsibility.	4 3 2 1 0
Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further community engagement	Effectively communicates in community context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in community context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in community context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	4 3 2 1 0
Social Responsibility and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple community engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of community action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in community focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some community activities but shows little internalized understanding of their aims or effects and little commitment to future action.	4 3 2 1 0
Community Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures to <i>achieve a community-focused aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures to <i>achieve a community-focused aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> community-focused contexts and structures.	Experiments with community-focused contexts and structures, <i>tries out a few to see what fits</i> .	4 3 2 1 0

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Written Communication: Students will illustrate writing skills.

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	Score
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	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).	4 3 2 1 0
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.	4 3 2 1 0
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	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.	4 3 2 1 0
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	4 3 2 1 0
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	4 3 2 1 0

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Employability Skills Preview

- Employability skills apply only to AAS & Certificate programs in the place of the Essential Skills.
- Criteria overlap with Essential Skills but are situated within a workforce framework.
- All rubrics are DRAFTS.
- The skills are being piloted in Spring 2021 with implementation scheduled for Fall 2021.

Employability Skills

Communication: Students will be able to communicate effectively.

Critical Thinking: Students will be able apply critical thinking skills in industry-specific situations.

Work Ethic: Students will be able to apply work ethic.

Employability Skill (PLO): Communication: Students will be able to communicate effectively.

Definition: Communication is the development of written or oral expression of ideas with the purpose of conveying a message. This communication may be written in a paper, email or other forms of writing or may be in an oral presentation, interview, or customer service experience.

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

Criteria	Program Application	Assignment	4-Exceeds	3-Meets	2-Below	1-Not Acceptable
Context and Purpose of Communication			Demonstrates thorough understanding of the context, audience, and purpose that is responsive to the assigned tasks and focuses all elements of the work.	Demonstrates adequate consideration of the context, audience and purpose and a clear focus on the assigned task (context, purpose, and audience align).	Demonstrates awareness of context, audience, and purpose to the assigned task.	Demonstrates minimal attention to context, audience, and purpose to the assigned task.
Language			Language choices are professional and enhance the effectiveness of the communication. Language is appropriate to the audience and virtually error free.	Language choices are thoughtful and generally support the effectiveness of the communication. Language is appropriate to the audience.	Language choices are partially professional and partially support the effectiveness of communication. Language is less than appropriate for the audience.	Language choices are unprofessional and unclear. Language is not appropriate to the audience.
Delivery			Delivery techniques (eye contact, gestures, or writing format) make the communication compelling and writer/speaker appears polished and confident.	Delivery techniques (eye contact, gestures, or writing format) make the communication "interesting" and writer/speaker appears confident.	Delivery techniques make the communication understandable and the writer/speaker appears tentative.	Delivery techniques detract from the understandability of the communication and the writer/speaker appears uncomfortable.
Central Message			Central message is precise and direct, to the point.	Central message is clear and consistent with the message.	Central message is basically understandable but lacks precision.	Central message is not understandable and not to the point.

Employability Skill (PLO): Critical Thinking: Students will be able to apply critical thinking skills in industry-specific situations.

Definition: Critical Thinking is the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer 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.

Criteria	Program Application	Assignment	4-Exceeds	3-Meets	2-Below	1-Not Acceptable
Inquire: Ask relevant questions (Brainstorming and Outlining)			Successfully asks relevant questions about the provided information.	Asks some questions relevant to the provided information.	Asks questions not relevant to the provided information.	Fails to ask questions relevant to the provided information.
Synthesis: Integrate/organize relevant information in its contextual framework. (Researching and Summarizing)			Information is clearly organized and integrated into a contextual framework.	Some information is organized and integrated into a contextual framework.	Information is organized but not integrated into a contextual framework.	Ideas are disjointed and presented without a contextual framework.
Analysis / Evaluations: Describe and assess relevant information (Explain how research is relevant to point / support)			Relevant information is presented in a comprehensive, inter-related, topical, and meaningful way.	Most relevant information is presented in a comprehensive, inter-related, topical, and meaningful way.	Relevant information is presented in a comprehensive, inter-related, topical, and meaningful way.	Cannot list any relevant information; unable to make any judgement.
Innovation / Application: Articulate and apply information in a novel way (Overall Work)			Independently arrives at conclusions that are original and well-developed.	Often arrives at conclusions with minimal support.	Produces unique ideas, but only with significant guidance and encouragement.	Does not arrive at any unique conclusions; ideas are mundane and predictable.

Employability Skill (PLO): Work Ethic: Students will be able to apply work ethic.

Definition: Work Ethic is a belief in work as a moral good: a set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.

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

Criteria	Program Application	Assignment	4-Exceeds	3-Meets	2-Below	1-Not Acceptable
Employability Skills: - attendance - character - appearance			Attends all classes, displays impeccable character, dresses per industry standard always.	Attends classes required by syllabus, displays good character, dresses per industry standard when required.	Attends classes but does not communicate absences with instructor, displays less than good character, occasionally dresses per industry standard.	Attends less classes than acceptable, displays poor character, does not dress per industry standard.
Community Skills: - teamwork - cooperation - respect			Always a team worker with excellent attitude, always cooperates with others, always shows respect to all.	Team worker with positive attitude when required, cooperates with others when required and shows respect to all when required.	Team worker with positive attitude in personally favorable situations, cooperates with others in personally favorable situations, and shows respect in personally favorable situations.	Non-team worker with negative attitude, does not cooperate with others, does not show respect.
Performance Skills: - productivity - organization - industry skills			Exceedingly productive, superiorly organized, shows more skill than required by industry standards.	Average productivity level, average organization skills, skill level meets industry standards.	Below average productivity level, organizational skills need improvement, skill level slightly below industry standards.	Poor productivity level, poor organizational skills, poor skill level well below industry standards.