

<b>ASSESSMENT GOALS FOR GENERAL EDUCATION</b>
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Area/Course	Goal(s)	Outcomes	Criteria
<b>English Composition (6-8)</b>	“. . . to learn to write clearly, concisely, and creatively in a variety of formats.”	Writer will be able to create <u>explicit/implicit</u> thesis statement.	Writer created <u>explicit/implicit</u> thesis statement. <i>The thesis can clearly be detected.</i>
		Writer will be able to develop a distinguishable introduction, body, and conclusion.	Writer developed a distinguishable introduction, body, and conclusion.
		Writer will be able to illustrate appropriate ideas through the use of specific examples and details.	Writer illustrated appropriate ideas through the use of specific examples and details. <i>The writer used multiple examples, illustrations, and supporting details to explain and develop the topic sentences.</i>
		Writer will be able to demonstrate control of standard usage of grammar and mechanics.	Writer demonstrated control of standard usage of grammar and mechanics. <i>The essay has few lapses in the uses of standard grammar and mechanics.</i>
		Writer will be able to support argument with valid scholarly sources.	Writer supported argument with valid scholarly sources. <i>The essay does not rely on information from any sources that are obviously skewed or slanted. The essay may be informed by articles accessed through reputable electronic databases, but it may <u>not</u> be primarily informed by personal or commercial web pages.</i>
		Writer will be able to demonstrate the ability to integrate source material	Writer demonstrated the ability to integrate source material

		appropriately.	appropriately. <i>The essay synthesizes information from multiple sources.</i>
		Writer will be able to provide appropriate documentation.	Writer provided appropriate documentation. <i>The essay includes in-text documentation, notes, and/or bibliography that adheres to an appropriate style manual.</i>
<b>Quantitative Reasoning (3)</b>	“... addresses the nature of mathematical thought and its impact on modern life. ... each course contains active communication about mathematics, ... exercises designed to stimulate critical thinking, the use of mathematically-related technology, and an emphasis on problem solving. In addition, each course stresses data and data analysis, demonstrates the application of mathematics to a variety of disciplines, and incorporates activity-based learning.”	1. The student will be able to describe problem solving using correct mathematical terminology.	Student used correct mathematical terminology. Student described problem solving process accurately.
		2. The student will be able to interpret a mathematical statement using complete sentences.	The student interpreted a mathematical statement using complete sentences.

			The student interpreted written text as a mathematical statement.
		3. The student will be able to demonstrate critical thinking skills using mathematics.	The student determined what the question was asking. The student distinguished relevant information from irrelevant information. The student made logical connections between the given information and the solution process. The student provided an accurate answer to the problem.
		4. The student will be able to solve application problems.	The student applied appropriate problem solving strategy The student solved the problem.
		5. The student will be able to analyze data.	The student determined the type of data given. The student made appropriate calculations. The student represented the data via graphs, charts etc. The student used appropriate methods to analyze and interpret data.
<b>Fine and Performing Arts</b>	“ . . . a greater appreciation of how the arts contribute to an		

(3)	enriches quality of life.”		
<b>ARTH 101</b>	The course is designed to help students develop their perceptual skills in the field of the arts. Throughout the course students will be introduced to important artists, art works, and stylistic developments. Students will gain both an appreciation of the major forms of the visual arts and an understanding of the various media and techniques associated art with the creation of art works.	<ol style="list-style-type: none"> <li>1. Student is able to master the relevant art vocabulary and concepts integral to understanding the production and appreciation of the visual arts.</li> <li>2. Student is able to understand the cultural and historical significance of art.</li> <li>3. Student is able to identify major works of art by artist, style and period.</li> <li>4. Student is able to communicate clearly about the visual arts with both the spoken and written word</li> <li>5. Student is able to articulate how the cultural context contribute to the meaning of artworks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student employed relevant art vocabulary and concepts for the analysis of works of art.</li> <li>2. Student related works of art to cultural and socio-historical developments.</li> <li>3. Student was knowledgeable about major works of art, artists, styles and periods.</li> <li>4. Student presented analysis of artworks in a clearly organized short essay.</li> <li>5.1 Student related artworks to cultural contexts</li> <li>5.2 Student was able to use reliable resources in order to better understand the cultural context in which the artwork was created</li> <li>5.3 Student was able to assess and summarize their research</li> </ol>
<b>Social Sciences (3)</b>	“ . . . introduces you to the breadth and depth of the influence the social sciences have on contemporary life. Courses reflect an		

	interdisciplinary or cross-disciplinary approach with the expectation of increasing your awareness of the interconnectedness of the social sciences.”		
<b>PSYC 101</b>	Introduce and engage student in the study of psychology as a science. Give student an understanding of the factors that attempt to explain observable behavior and the relationship to the unseen processes, both mental and physical, which occur with the organism and to external events in the environment. Your scientific reasoning, critical analysis, and logical thinking skills will be enhanced and practiced through exposure to psychological research. Student will demonstrate the ability to utilize research databases and read and understand scientific research articles.	(1) Student will be able to describe psychological theories, principles and concepts relevant to the following topics: history and methods, physiology (biology of behavior, consciousness), perception, cognition (learning, thought, language), social, organizational, developmental, personality and psychopathology and its treatment	Student described psychological theories and concepts considered relevant to varied topics under umbrella of psychology.
		(2a) Student will be able to articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.	Student articulated an understanding of classical <del>and contemporary</del> research in the primary psychological subfields.
		(2b)	Student articulated an understanding

			of classical and contemporary research in the primary psychological subfields.
		(3) Student will be able to apply basic psychological principles to human history, or current events or daily human experience.	Student applied principles of basic psychology to human history, current events, and experiences of daily life.
		(4a) Student will be able to recognize diversity and individual differences in a variety of contexts in human behavior??.	In a variety of contexts, the student was able to recognize diversity and individual differences.
		(4a) Student will be able to and similarities in a variety of contexts in human behavior?.	In a variety of contexts, the student was able to recognize possible similarities in human behavior.
		(5a) Student will be able to assess and critically analyze theories, research methods and findings (outcomes) and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.	Student was able to use a variety of communication vehicles to secure, assess, and critically analyze psychological theories, research methods and results. Student used research databases to secure current research materials.
			Student accurately summarized psychological research studies.
			Student analyzed/assessed psychological research studies.
<b>SOCI 101</b>		(1) Student will be able to describe the sociological perspective, the theoretical	Student described the sociological perspective, the primary theoretical

		foundations (Functionalism, Conflict, and Symbolic Interactionism), and the contributions of major theorists to the development of these perspectives. (E)	foundations and the history and impact of major theorists' contributions.
		(2a) Student will be able to articulate knowledge the ways in which sociologists gather, interpret, and evaluate quantitative data,	Student articulated an understanding of how quantitative and qualitative research methods are used by sociologists to gather, interpret, and evaluate data.
		(2b) Student will be able to articulate knowledge the ways in which sociologists gather, interpret, and evaluate qualitative data.	
		(3) Student will be able to identify how various components of culture impact human behavior and world view. (E)	Student identified cultural components, and overall impact on shaping an individual's understanding of the world and behavior.
		(4) Student will be able to recognize the elements of social structure and the organization of society. (E)	Student recognized social structure and organization elements of society.
		(5) Student will be able to assess and critically analyze the major theories of crime, deviance, and systems of social control.	Student assessed and critically analyzed major sociological theories.
		(6) Student will be able to define systems of	Student defined all systems of

		stratification, including global inequality, racial stratification, social class, and gender stratification.	stratification
		(7) Student will be able to describe major social institutions, such as marriage and the family, religion, politics, the economy, health care, and/or education.	Student defined all major social institutions.
		(8) Student will discuss topics such as population, urbanization, the environment, war/terrorism, and the major theories of social change.	Student was able to discuss various topics, including population, urbanization, environment, war/terrorism, and the major social change theories.
<b>Natural Sciences (6)</b>	“ . . . natural science . . . address scientific reasoning.”		
<b>Course: NTSC 110S</b>	“scientific reasoning and methodology”		
		1. Student demonstrates an understanding of scientific explanation	Student’s writing exhibits an ability to recognize or formulate a scientific hypothesis or theory
		2. Student demonstrates an understanding of scientific reasoning by arriving at an appropriate conclusion	Student’s writing exhibits an ability to reach an appropriate conclusion based on whether data and prediction agree
		3. Student demonstrates an understanding of scientific prediction	Student is able to recognize or formulate a scientific prediction
		4. Student demonstrates effective written or oral communication skills	Student’s writing or speech exhibits: a. clarity b. organization

			<ul style="list-style-type: none"> <li>c. ideas being developed and supported</li> <li>d. correct use of standard English</li> </ul>
		5. Student demonstrates an understanding of experimental design	Student is able to recognize or design or carry out an effective experimental setup
<b>Cultural Perspectives [Western] (3)</b>	“ . . . help you understand aspects of western and non-western cultures and to appreciate the multicultural nature of modern society. . . . each [course] instills some comprehension of the complex historical, cultural, or sociological contexts which inform contemporary experience.”		
<b>IDST 225S</b>	This course is an interdisciplinary introduction to the major thoughts important in the development of western civilization.	<ol style="list-style-type: none"> <li>1. Describe the cultural values of civilizations beginning with ancient Greece and Rome and extending up to the 21<sup>st</sup> century.</li> <li>2. Interpret the themes communicated in different types of artistic works to understand how they reflect the values of the different western cultures.</li> <li>3. Examine cultural images and ideas for insights they may give us into</li> </ol>	<ol style="list-style-type: none"> <li>1. The student recognized cultural values from different civilizations and in different historical periods.</li> <li>2. The student explained how different types of art works reflect values of different western cultures.</li> <li>3. Student recognized relevant conventions used in literary texts.</li> <li>4. Student explained how</li> </ol>

		our modern world today. 4. Identify the elements of literary and film genres. 5. Examine arts and artifacts as expressions of historical and cultural change.	artistic products (texts) reflect historical/cultural change.
<b>Cultural Perspectives [Non-western] (3)</b>			
<b>ARTH 366</b>	The course will develop and increase the understanding of Non Western cultures while exposing students to the cultural and religious influences that served to shape the arts of the Far East. Within the frame of the importance of a liberal arts education, students will be exposed to non-Western values and belief systems, they are important tools that will allow one to observe and better understand Far Eastern Art.	1. Student is able to identify major artworks of Asian art by name, style, period & location.	1. Student recognized major artworks of Asian art by name, style, period & location.
		2. Student is able to employ the basic vocabulary and concepts integral to understanding the production and appreciation of the visual arts.	2. Student employed various knowledge bases in order to evaluate artistic production.
		3. Student is able to recognize the role	3. Student was able to recognize

		of cultural institutions and their impact on artistic production.	the role of cultural institutions and their impact on artistic production.
		<p>4. Student is able to recognize the connection between philosophical values and artistic production.</p> <hr/> <p>5. Student is able to recognize how Asian traditions influence the creation of works of art.</p> <hr/> <p>6. Student is able to write a written report about the visual arts.</p>	<p>4. Students identified philosophical Asian values.</p> <hr/> <p>5. Students recognized the role of Asian tradition in the creation of works of art.</p> <hr/> <p>6. Student employed knowledge of Asian philosophical and spiritual beliefs in the analysis of an artwork</p>
<b>IDST 227S</b>	This course is an interdisciplinary introduction to the major thoughts of non-western civilizations.	1. Interpret the themes communicated in various types of literary texts to understand how they reflect the values of the different non-western cultures.	Student identified distinctive non-western cultural values in a text.
		1. Compare and contrast how western and non-western cultures deal with similar themes and values in their arts, literature and philosophy.	
		2. Examine literary texts as expressions of modern historical and cultural change.	
		3. Describe unique aspects and “aesthetics” of the literary, musical	Student identified culturally unique aesthetic elements in a

		and film texts of the major culture areas.	text.
<b>Ethics (3)</b>	<p>First, students are introduced to the most influential moral theories of Western civilization. These theories attempt to answer what constitutes the good life and what makes an action ethical, as well as introduce ways of reasoning about the moral life. Secondly, students learn how these theories affect how we think about public life, including the relationship of morality to law and public policy. Third, students engage in a thorough and careful analysis of contemporary moral issues in order to arrive at a rationally defensible, well-informed conclusion within a context of open and civil dialogue with others. Evaluation is based, first and foremost, on how well students reason about moral issues, not on the particular conclusions.</p>	<p>(1) investigate three of the major schools of ethical thought -- virtue ethics (Aristotle and (arguably) Christian ethics), utilitarianism (Mill), and deontology (Kant) -- in order to understand why people think the way they do about particular ethical issues. By studying these major schools, you will be in a better position to evaluate and defend your own moral beliefs, and to understand the moral beliefs of others, and</p>	
		(2) investigate and analyze some of the major controversies in American society,	

		including abortion and gay marriage. This section of the course will give you some experience with reason and argument in a public setting, as well as acquaint you with the central issues.	
		<p>In addition to these goals, this course fulfills the Ethics requirement of SSU's General Education Program. The following objectives for this course fall under the goals set forth for the SSU's General Education Program (see pp. 57-59 of the 2005-2007 SSU Catalog):</p> <ul style="list-style-type: none"> <li>• To give you the necessary background to understand some of our deepest philosophical disagreements (breadth of knowledge beyond a specific discipline).</li> <li>• To introduce students to philosophical reflection and investigation (critical thinking).</li> <li>• To enable students to develop their own philosophical outlook verbally and in writing (oral and written communication).</li> </ul>	
<b>Category: Natural Sciences (6 hrs)</b>	"scientific reasoning"		
		1. Student demonstrates an understanding of scientific explanation	Student's writing exhibits an ability to recognize or formulate a scientific hypothesis or theory
		2. Student demonstrates an	Student's writing exhibits an

		understanding of scientific reasoning by arriving at an appropriate conclusion	ability to reach an appropriate conclusion based on whether data and prediction agree
		3. Student demonstrates an understanding of scientific prediction	Student is able to recognize or formulate a scientific prediction
		4. Student demonstrates effective written or oral communication skills	Student's writing or speech exhibits: <ul style="list-style-type: none"> <li>e. clarity</li> <li>f. organization</li> <li>g. ideas being developed and supported</li> <li>h. correct use of standard English</li> </ul>
Capstone (4)	<p>Goals: Senior Seminar gives you the opportunity to write, speak, think, analyze, synthesize, and integrate. A central part of the seminar is the research and writing of a major paper and an oral presentation of your findings.</p> <p>Senior Seminar provides an opportunity for students to place their chosen field of study in an interdisciplinary context with intellectual, ethical, and historical perspectives. The seminar focuses on the synthesis and integration of various concepts by applying them to the</p>	<p>Outcomes(DRAFT):</p> <p>1. Writer will be able to provide evidence in support of stated position (taken from course description).</p>	

	analysis and solution of problems chosen in the context of their academic disciplines. Oral and written presentations of a persuasive paper are required.		
		2. Writer will be able to address arguments counter to the stated position (taken from syllabus).	
		3. Writer will be able to be able to provide appropriate documentation (taken from assessment rubric for ENGL 112S).	
		4. Paper is persuasive in nature (taken from course description).	
		5. Paper is written to a general audience (taken from syllabus).	
		6. An effective oral presentation accompanies the paper (taken from course description, category description, and syllabus).	
		7. The paper is interdisciplinary in nature (taken from course description).	
		8. Writer will be able to demonstrate control of standard usage and grammar	

		and mechanics (taken from assessment rubric for ENGL 112S).	
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