Component II. Core Objective Assessment Plan – Part B

B. Describe the institution’s plan for assessment of each Core Objective. The assessment of the Core Curriculum is an evaluation of attainment of the Core Objectives.
With the introduction of its revised Texas Core Curriculum on October 27, 2011, the Texas Higher Education Coordinating Board (THECB) established six core objectives—Communication (Written, Oral, and Visual), Critical Thinking, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility. In addition, the THECB issued guidelines for assessment of these objectives intended to help the institutions determine and document the extent to which students are attaining core skills. Part of this process includes the expectation that colleges will use the results of their findings to improve student learning.

New to this assessment process is the specification that an institution assesses core objectives within foundational component areas. For information purposes, the courses included in the Dallas County Community College District (DCCCD) Core are mapped to their associated Foundational Component Areas and Core Objectives (Appendix A). This cross-disciplinary cooperation presents unique opportunities and challenges for faculty. Within this proposal, there are required professional development activities for faculty, charged by the Academic Vice Presidents’ Council, to introduce them to this interdisciplinary model. (For details, see Appendix B.)

The Core Curriculum Evaluation Committee herein submits the following plan to assess the objectives of the core curriculum:

I. Assessment Methods - Explanations of measures, methodology, frequency and timeline of assessment in order to determine the extent to which students in the DCCCD have obtained the Core Objectives. For clarity in understanding terminology, a Glossary is attached in Appendix C.

A. Measures

Each course in the Core Curriculum has a set of statements shared by all instructors of the course that identify the most important concepts the students should achieve upon completion of the course. These course student learning outcomes guide the content of the course. Each college of the DCCCD currently measures these outcomes in its core courses, evaluates those findings, and designs ways to improve student learning.

In addition to these course level outcomes, students must learn a certain set of competencies, the Core Objectives prescribed by the THECB. Assessments of these competencies may be embedded in the same tests, assignments, or projects that measure the course level student learning outcomes. Because the DCCCD is required to submit a single report to the THECB in 2020 on the extent
to which its students have attained the Core Objectives and/or improved these skills, the Core Curriculum Evaluation Committee proposes the following:

1. Use of common rubrics

A common rubric will enable the colleges to conduct a uniform analysis of each Core Objective for a collective report to the THECB in 2020. The VALUE rubrics associated with each Core Objective provide the criteria or dimensions for assessment.

For most Core Objectives, multiple VALUE rubrics are available (Appendix D). Under these circumstances, the disciplines within a component area have agreed to use the same rubric over the duration of the assessment cycle, 2014-2020.

2. Function of the Foundational Component Area Teams

The Academic Discipline Committees, by design, focus on discipline issues only. However, assessments of the new core objectives cross discipline lines. For this reason, it is important for multiple disciplines to meet together to explore assessment designs for each Core Objective to be addressed within the component area. These ad hoc larger groups, called Foundational Component Area Teams, consist of the Academic Discipline Committee representatives plus additional discipline faculty. These teams were open to all faculty.

The teams have addressed each Core Objective assigned to the component area in which their course is listed. In addition to discussing assessment measures and sharing ideas, these larger teams decided among the VALUE rubrics listed in Appendix D. In three cases (Aural Communication, Visual Communication, and Empirical Skills), the Foundational Component Area teams needed to locate or create a rubric because a VALUE rubric does not currently exist.

To be clear, these teams did not have to create a common assignment. Each discipline at each college will create its own assignments and artifacts that can be measured with the chosen rubric. The Foundational Component Area teams agreed on which rubrics to use when there were several choices, e.g. Personal Responsibility. Additionally, the teams agreed upon a set of minimum requirements for the assignments, such as number of pages, citations, and/or a group of specific questions.
After the Foundational Component Area teams made their decisions on the rubrics and minimum requirements to be used in measuring their Core Objectives, each Academic Discipline Committee completed a Core Objective Assessment Report for each of its courses in the Core. The report template is attached in Appendix E. The summary for assessing Core Objectives is attached in Appendix F. Participation of faculty from all seven colleges and all core disciplines is shown in rosters of work sessions conducted between September 6, 2013 and October 4, 2013, in Appendix G.

These reports were completed by October 15, 2013, and submitted to Karen Mongo as chair of the Core Curriculum Evaluation Committee. They were filed in an open source location.

**Communication Core Objective Special Directions:**

Courses in the Communication Foundational Component Area (FCA)—ENGL 1301 and ENGL 1302 and related 090 courses, SPCH 1311, SPCH 1315, SPCH 1321, Foreign Language and Sign Language—must assess oral, aural, written, and visual literacy skills as listed in the component description. These artifacts will satisfy both the FCA assessment and the Core Objective assessment.

To comply with the description of the Communication Core Objective, all other courses in the Core selected two of the three skills of written, oral, and visual communication to assess formally.

3. **Descriptions of Assignments Used for Assessment**

   For the purpose of making one report from the DCCCD to the THECB, artifacts—students’ demonstrations of learning—will be analyzed to determine the Core Objective skill attainment. The assignments given by faculty to evaluate the students’ grasp of the outcomes at the course level make the best artifacts because students have an incentive to do well—their grades. Such assignments can include written essays or research papers; lab reports; videos of speeches or presentations; journal entries; projects; embedded test questions; and locally designed tests. Selecting artifacts from regular assignments eliminates the need for faculty to create extra work.

   The artifacts collected by the DCCCD will align with the descriptions as adapted from Stephen F. Austin University’s suggestions:

   **Critical Thinking Skills:** assignments that allow students to demonstrate the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Critical thinking
can be demonstrated in assignments that require students to complete analyses of texts, data, or issues. Assignments focused on the evaluation of information sources and student reflection may also be appropriate.

Communication Skills: any assignment that requires students to present a grammatically correct essay or speech effectively organized with an introduction, conclusion, thesis statement, supportive reasoning and appropriately documented evidence. If the assignment is an oral presentation, the assignment should also require effective verbal and nonverbal delivery. Visual design elements should be incorporated into communication assignments. Visual elements include, but are not limited to photographs, graphs, tables, charts, slides, videos, and presentation graphics.

Empirical and Quantitative Skills: assignments where logic, scientific, or mathematical analysis may be required. Empirical skills must address the thinking process as it is demonstrated through observation, experimentation, and/or experience and that can be demonstrated through quantitative data and/or qualitative reasoning. Quantitative skills will ideally demonstrate a student’s higher-order thinking capabilities through the use of applied logic and/or analytical assignments that have a purpose beyond merely providing the ‘right’ answer.

Teamwork: assignments that demonstrate the quality of the teamwork process rather than the end result. Assignments will demonstrate evidence of an individual’s contribution and interaction within a team.

Personal Responsibility: assignments that require students to reason about ethical human conduct. Assignments may involve, but are not limited to, requiring students to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

Social Responsibility: assignments that provide students the opportunity to demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and/or global communities. Assignments also allow students to demonstrate the cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts (Bennett, 2008). Assignments may involve, but are not limited to, service learning projects, volunteering, civic
awareness activities, political involvement, reflective learning activities, discussions about race/ethnic relations, and diversity experiences.

B. Collection of Data
The District assessment coordinator will work with District Institutional Research and the College assessment leaders to create a query with the following components:

A stratified, random sample to include

- Students from each component area being assessed
  Explanation: For the universal objectives of Critical Thinking and Communication, students can be enrolled in any core course. For the remaining objectives, the query will select from only the courses assessing the mandated objective.
- Students with 15 or fewer semester credit hours (GPA 2)
- Students with 16-30 semester credit hours (GPA 2)
- Students with 31 or more semester credit hours (GPA 2)
- Students enrolled in various modalities (to include online, traditional, and dual credit courses)

The design of this query is intended to capture a student’s development of skills as he/she progresses through the Core at the college. A baseline will be established during the first assessment cycle of 2014 and 2015 by collecting examples of student work from core curriculum courses and assessing these examples with a common set of rubrics.

The District assessment coordinator will collaborate with the College assessment leaders
- to distribute the request for and the collection of artifacts and/or data and
- to determine hardware and software requirements to collect assessments and
- to store artifacts and results securely.

Submission Page
The College assessment leaders will ask faculty to attach a Submission Page (Appendix H) to each artifact in order to code the artifacts for Scoring Day.
Scoring Days
The College assessment leaders will organize one or more “Scoring Days” during which submissions will be read and scored. The “Scoring Days” will begin with calibration of scorers followed by the actual scoring of artifacts.
II.  Frequency/Timeline/Criteria/Targets - Explanation of targets or benchmarks of Core Objective attainment

<table>
<thead>
<tr>
<th>Core Objectives to be Assessed</th>
<th>Collect Artifacts</th>
<th>Scoring Days</th>
<th>Targets/Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Fall 2014</td>
<td>Spring 2015</td>
<td>Benchmark from Baseline Data</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Fall 2015</td>
<td>Spring 2016</td>
<td>Benchmark from Baseline Data</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Fall 2016</td>
<td>Spring 2017</td>
<td>First Improvement Cycle</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Fall 2017</td>
<td>Spring 2018</td>
<td>First Improvement Cycle</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td></td>
<td></td>
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<tr>
<td>Social Responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Fall 2018</td>
<td>Spring 2019</td>
<td>Second Improvement Cycle</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Fall 2019</td>
<td>Spring 2020</td>
<td>Second Improvement Cycle</td>
</tr>
<tr>
<td>Personal Responsibility</td>
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<td></td>
<td></td>
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<tr>
<td>Social Responsibility</td>
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</tr>
</tbody>
</table>

III.  Results - Evidence of attainment of the six Core Objectives

The results from Scoring Day will be tabulated by the College assessment leaders and shared with the District assessment coordinator for the THECB reports. These college reports will include the range of scores and an average for each of the criteria being assessed.

IV.  Analysis - Interpretation of assessment information

Faculty and College assessment leaders at each college will meet to review the results from Scoring Day and interpret what these results mean for student learning at their respective colleges. An analysis report will be returned to the District assessment coordinator and shared with the Academic Discipline Committees where they will discuss strategies for improvement. These reports will be filed in an open source location and compiled into the District report to the THECB in 2020.
V. Actions and Follow-ups - Use of results for improving student learning

Each college will develop an appropriate action plan for improving student learning, using a template to be developed by the CCEC. College assessment leaders will submit these action plans to the District assessment coordinator. These plans will be filed in an open source location and compiled into the District report to the THECB in 2020.
Appendices

Appendix A:  Core ObjectivesMapped to Foundational Component Areas
Appendix B:  Charge to Faculty from Academic Vice President’s Council
Appendix C:  Glossary of Terms
Appendix D:  VALUE Rubrics by Core Objective
Appendix E:  Core Objective Assessment Report Template
Appendix F:  Summary for Assessing Core Objectives
Appendix G:  Roster of Faculty Participation in Work Sessions
Appendix H:  Submission Page
Appendix A

CORE OBJECTIVE COMPONENT AREA MAPPING FOR THE CORE CURRICULUM
### Appendix A  Core Objective Component Area Mapping for the Core Curriculum

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>SCH</th>
<th>CT</th>
<th>COM</th>
<th>EQS</th>
<th>TW</th>
<th>SR</th>
<th>PR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>010 Communication</strong></td>
<td>6</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>O</td>
<td>•</td>
<td>O</td>
</tr>
<tr>
<td><strong>020 Mathematics</strong></td>
<td>3</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td><strong>030 Life and Physical Sciences</strong></td>
<td>8</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td><strong>040 Language, Philosophy &amp; Culture</strong></td>
<td>3</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td><strong>050 Creative Arts</strong></td>
<td>3</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>O</td>
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<td>O</td>
</tr>
</tbody>
</table>

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Each of the following courses is required:

**ENGL 1301, ENGL 1302**

Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

One course from the following is required:

**MATH 1314, 1316, 1324, 1332, 1350, 2342**

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

Two courses from the following are required:

**ANTH 2401; BIOL 1406, 1407, 1408, 1409, 1411, 2401, 2402, 2406, 2416, 2420, 2421; CHEM 1405, 1406, 1407, 1411, 1412, 2423, 2425; ENVR 1401, 1402; GEOL 1401, 1402, 1403, 1404, 1405, 1445, 1447; PHYS 1401, 1402, 1403, 1404, 1405, 1407, 1415, 1417, 2425, 2426**

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

One course from the following is required:

**ENGL 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, 2333, 2342, 2343, 2351; HUMA 1302, 1305, 2319; PHIL 1301, 1304, 1316, 1317, 2303, 2306, 2307, 2316, 2317, 2318, 2321; 2000 level Foreign Language 2311, 2312; SGNL 2301, 2302**

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

One course from the following is required:

**ARTS 1301, 1303, 1304; DANC 2303; DRAM 1310, 2361, 2366; HUMA 1311, 1315; MUSI 1306, 1308, 1309, 1310**
### Appendix A  Core Objective Component Area Mapping for the Core Curriculum

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>SCH</th>
<th>CT</th>
<th>COM</th>
<th>EQS</th>
<th>TW</th>
<th>SR</th>
<th>PR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>060 American History</strong></td>
<td>6</td>
<td>•</td>
<td>•</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>•</td>
</tr>
</tbody>
</table>

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

Select:

HIST 1301 along with one course from the following is required:  HIST 1302, 2301, 2328, 2381

| **070 Government/Political Science** | 6 | • | • | O | O | • | • |

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

Each of the following courses is required:

GOVT 2305, 2306

| **080 Social and Behavioral Sciences** | 3 | • | • | • | O | • | O |

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

One course from the following is required:

ANTH 2302, 2346, 2351; BIOL 1322; BUSI 1307; COMM 1307; CRIJ 1301, 1307; ECON 1301, 2301, 2302, 2311; GEOG 1302, 1303, 2312; GOVT 2304, 2311; HIST 2313, 2314, 2321, 2322, 2327; PHED 1304; PSYC 2301, 2306, 2314, 2316; SOCI 1301, 1306, 2301, 2306, 2319; TECA 1303, 1354

| **090 Component Area Option** | 4 | • | • | O | O | O | O |

a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas

b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:

(i) Meet(s) the definition specified for one or more of the foundational component areas; and

(ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.

One course from the following is required:

SPCH 1311, 1315, 1321; Foreign Language 1311, 1312; SGNL 1301, 1302

AND one course from the following is required:

COMM 1129; DANC 1101, 1110, 1112, 1122, 1141, 1145, 1147, 1149, 1151, 1153; DRAM 1120, 1121, 1161, 1162; MUSE 1122, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1151, 1152, 1153, 2123, 2141; MUSI 1181, 1183, 1192; PHED 1100, 1119, 1120, 1121, 1123, 1124, 1164
Appendix B

CHARGE TO FACULTY
Appendix B

Charge to Faculty from the Academic Vice Presidents Council

With the introduction of its revised Texas Core Curriculum on October 27, 2011, the Texas Higher Education Coordinating Board (THECB) established six core objectives—Communication (Written, Oral, and Visual), Critical Thinking, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

In addition, the THECB issued guidelines for assessment of these objectives intended to help the institutions determine and document the extent to which students are attaining core skills. Part of this process includes the expectation that colleges will use the results of their findings to improve student learning.

New to this assessment process is the specification that an institution assess core objectives within foundational component areas; this cross disciplinary cooperation presents unique challenges for faculty. The combination of disciplines can be seen in a map of the DCCCD courses in the new Core as associated with their Foundational Component Areas and their assigned Core Objectives (Appendix A).

To support faculty in gaining a perspective on possible teaching and assessing techniques and identifying best practices, the Core Curriculum Evaluation Committee (CCEC) recommended and the Academic Vice Presidents charged the Academic Discipline Committees to attend a series of professional development work sessions developed and facilitated by the CCEC.

1. Encourage discipline faculty from each college to serve on ad hoc Foundational Component Area Teams for the purpose of examining appropriate VALUE rubrics for assessment of Core Objectives and identifying minimum criteria for assessment instruments.

2. Task Foundational Component Area team members with attending their respective information work sessions for each of their prescribed Core Objectives.

<table>
<thead>
<tr>
<th>Core Workshops</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Assessment Institute</td>
<td>Friday, August 16, 2013 from 8:30 AM – 5:00 PM</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Friday, September 6, 2013 from 1:00 PM – 3:00 PM</td>
</tr>
<tr>
<td>Communication</td>
<td>Friday, September 13, 2013 from 1:00 PM – 3:00 PM</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>Friday, September 20, 2013 from 1:00 PM – 3:00 PM</td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>Friday, October 4, 2013 from 1:00 PM – 3:00 PM</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td></td>
</tr>
</tbody>
</table>

Complete the Core Objective Assessment Report Forms (Appendix C) for each core course in the discipline and for each objective assigned to the discipline and submit them to Karen Mongo, chair of the Core Curriculum Evaluation Committee, by October 15, 2013.
Appendix C

GLOSSARY OF TERMS
Appendix C

Glossary of Terms

State Level Usage of Terms

Academic Course Guide Manual (ACGM)

“The Lower-Division Academic Course Guide Manual (ACGM) is the official list of approved courses for general academic transfer to public universities that may be offered for state funding by public community and technical colleges in Texas. The ACGM lists courses alphabetically by discipline.” (THECB, ACGM)

Core Objectives

Core Objectives are broad skills designed to be introduced and reinforced throughout the curriculum. “Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities” (Texas Administrative Code)

Foundational Component Area

The Texas Administrative Code states “each institution's core curriculum will be composed of courses that adhere to the content description, core objectives, and semester credit hour (SCH) requirements for a specific component areas. The foundational component areas are:

- Communications (6 SCH)
- Mathematics (3 SCH)
- Life and Physical Sciences (6 SCH)
- Language, Philosophy, and Culture (3 SCH)
- Creative Arts (3SCH)
- American History (6 SCH)
- Government/Political Science (6 SCH)
- Social and Behavioral Science (3 SCH)
- Component Area Option (6 SCH)
Appendix C (continued)

Student Learning Outcomes
“Student learning outcomes describe what students should be able to demonstrate in terms of knowledge, skills, and attitudes upon completion of a course. When offering the courses, institutions must include all topics in the ACGM description and provide instruction to cover and assess all of the learning outcomes. Institutions may not delete any topics in the course descriptions or any of the student learning outcomes as provided in the ACGM” (THECB, ACGM).

District Level Usage of Terms

Academic Discipline Committee
The Academic Discipline Committees are comprised of one faculty representative from each college in the DCCCD teaching the same subjects by the categories of discipline areas.

Artifact
An artifact is an example or evidence of a student’s work, preferably a representative example of the skill the student can demonstrate. In all cases of assessment, the student’s confidential information must be maintained. Artifact evaluations serve an institutional purpose collectively, not individually.

Assessment
An assessment is an evaluation of student learning. It is an attempt to answer the questions of “how well are students learning,” “how can this learning be demonstrated,” and “how can learning be improved.” Assessment is not one test; it is a process.

Direct assessment is the evidence of learning gained from students’ actual work. Course level assessment is an examination of the specific parts of a course’s expectations called student learning outcomes.

Assessment Loop involves the following:
1. Setting goals, asking questions
2. Gathering evidence
3. Interpreting findings
4. Using findings for improvement

Source: The Art & Science of Assessing General Education Outcomes, AAC&U

Benchmark
A benchmark is a point of reference for comparison. Assessment allows a discipline to compare scores of beginning students with those students having more semester credit hours or the skills our students have before instruction with those they attain during the course. Benchmarks can also be used to compare scores of students at one point of time versus a later time, after improvements or interventions have been introduced. Targets for improvement can be set once initial benchmarks have been established.
Appendix C (continued)

Calibration
Calibration, in relation to assessment, suggests that readers will attempt to standardize their evaluations by determining the deviation from a standard.

Measures
Measures are instruments such as exams, surveys, and student produced works that are used uniformly across sections of a course to assess student learning outcomes.

Rubric
A rubric is a table of dimensions and scales with descriptions of levels of performance. Merilee Griffin adds more “heart” to the definition, however, in AAC&U’s publication entitled Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics: “Ultimately, our rubric is the very best of our collective professional and intellectual selves…. It is the finest description of what we think is important for our students guided by the highest and most carefully considered values in our professional practice. It is what we promise to teach.”

Scoring Day
Scoring Day is a time when readers will gather to calibrate their understanding of a rubric’s scale and then read or score the submitted artifacts.

Visual Communication
Visual Communication is the expression or exposition of an idea, thought, emotion or theory where the intended audience receives this communication through the act of seeing. Examples of Visual Communication include images and objects, body gestures and body stances, typography design and graphic design, graphs, charts and data plots. Visual Communication can be literal or symbolic, realistic or abstract per the purposes of the communication. Visual Communication is often utilized to support and inform other types of communication such as oral and written, but can stand alone as a unique form of expression.
Appendix D

VALUE Rubrics for Core Objectives
Appendix D

VALUE Rubrics for Core Objectives

These rubrics are useful for assessing **Critical Thinking**:  
- *Critical Thinking*  
- *Creative Thinking*

These rubrics are useful for assessing **Communication**:  
- *Information Literacy*  
- *Reading*  
- *Oral Communication*  
- *Written Communication*

This rubric is useful for assessing **Empirical and Quantitative Skills**:  
- *Quantitative Literacy*

This rubric is useful for assessing **Teamwork**:  
- *Teamwork*

These rubrics are useful for assessing **Social Responsibility**:  
- *Inquiry & Analysis*  
- *Problem Solving*  
- *Civic Knowledge & Engagement*  
- *Intercultural Knowledge & Competence*

These rubrics are useful for assessing **Personal Responsibility**:  
- *Ethical Reasoning*  
- *Foundations & Skills for Lifelong Learning*  
- *Integrative & Applied Learning*
Appendix E

Core Objective Assessment Report

Please complete the following form for each discipline in the 2014 Core Curriculum with a separate form for each of the Foundational Component Area’s assigned core objectives. Refer to the “Core Objectives Mapped to Foundational Component Areas” table to ensure that required core objectives are addressed. Forms should be completed and submitted electronically to Karen Mongo by October 15, 2013.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Disciplines represented:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendees Names &amp; Colleges:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundational Component Area (Identify with X)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>American History</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Government/Political Science</td>
</tr>
<tr>
<td>Language, Philosophy and Culture</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Component Area Option: (Identify below)</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required or Optional Core Objective</th>
<th>Assignment Measuring Mastery of Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify objective with X</td>
<td>Provide the <strong>minimum criteria</strong> for the assignment that will be used for demonstrating objective mastery and the <strong>rubric</strong> that can be applied to evaluation.</td>
</tr>
<tr>
<td>Critical Thinking – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
<td></td>
</tr>
<tr>
<td>Communication – to include effective development, interpretation and expression of ideas through</td>
<td></td>
</tr>
<tr>
<td>- Written communication</td>
<td></td>
</tr>
<tr>
<td>- Oral communication</td>
<td></td>
</tr>
<tr>
<td>- Aural communication</td>
<td></td>
</tr>
<tr>
<td>- Visual communication</td>
<td></td>
</tr>
<tr>
<td>Select two of the three and <strong>complete separate forms</strong>.</td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
<td></td>
</tr>
<tr>
<td>Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility – to include the ability to connect choices, actions &amp; consequences to ethical decision-making</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

ASSESSMENT REPORT FOR CORE OBJECTIVES:

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Note: The statement below with an asterisk (*) is applicable to those references to Foreign Language courses shown in all core objectives areas listed above with the exception of Empirical and Quantitative Skills.

STATEMENT: *Refers to Foreign Language courses in Arabic (ARAB), Chinese (CHIN), Czechoslovakian (CZEC), French (FREN), German (GERM), Greek (GREE), Italian (ITAL), Japanese (JAPN), Korean (KORE), Latin (LATI), Portuguese (PORT), Russian (RUSS), Spanish (SPAN), Vietnamese (VIET)
## ASSESSMENT REPORT FOR CORE OBJECTIVE: CRITICAL THINKING

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| 010 Communication           | ENGL 1301, ENGL 1302 | A written assignment meeting the following minimum criteria:  
- Minimum of one page, or paragraph (ranging from 200-300 words) prepared with a word processor  
- Utilization of one source  
- Clearly defined, central or controlling idea |
| 020 Mathematics             | MATH 1314, MATH 1316, MATH 1324, MATH 1332, MATH 1350, MATH 2342 | An application problem in which students identify unknowns and other information provided, stating appropriate formulas or relationships. Final solution must be stated in such a way as to answer the question posed and be a complete English sentence. Appropriate visual charts, graphs or diagrams must be used. A MATH/DMAT Curriculum Committee rubric will be developed and provided by May 2014. |
| 030 Life and Physical Science | ANTH 2401, BIOL 1406, 1407, BIOL 1408, 1409, BIOL 1411, BIOL 2401, 2402, BIOL 2406, BIOL 2416, BIOL 2420, 2421, CHEM 1405, CHEM 1406, CHEM 1407, CHEM 1411, 1412, CHEM 2423, CHEM 2425, ENVR 1401, 1402, GEOL 1401, 1402, GEOL 1403, 1404, GEOL 1445, GEOL 1447, PHYS 1401, 1402, PHYS 1403, 1404, PHYS 1405, PHYS 1407, PHYS 1415, PHYS 1417, PHYS 2425, PHYS 2426 | A written assignment meeting the following minimum criteria:  
- A document such as a lab report, paper, power point, case study  
- Submitted and stored electronically on eCampus  
- Using correctly cited sources  

Rubric: AACU Critical Thinking Value Rubric  
The minimum criteria would be for students to collectively score well at the benchmark level. |
| 040 Language, Philosophy and Culture | ENGL 2321, ENGL 2322, ENGL 2323, ENGL 2326, ENGL 2327, ENGL 2328, ENGL 2331, ENGL 2332, ENGL 2333, ENGL 2342, ENGL 2343, ENGL 2351, HUMA 1302, HUMA 1305, HUMA 2319 | A written assignment meeting the following minimum criteria:  
- Minimum of 500-600 words, prepared with a word processor  
- Research or critical reflection on course-specific topic selected by instructor |
### ASSESSMENT REPORT FOR CORE OBJECTIVE: CRITICAL THINKING (continued)

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>050 Creative Arts</strong></td>
<td>ARTS 1301 HUMA 1311</td>
<td>A written assignment</td>
</tr>
<tr>
<td></td>
<td>ARTS 1303 HUMA 1315</td>
<td>- Based on student attendance at an intercultural live performance or museum exhibition in their community.</td>
</tr>
<tr>
<td></td>
<td>ARTS 1304 MUSI 1306</td>
<td>- A critical analysis with personal reflection that demonstrates comprehension of event.</td>
</tr>
<tr>
<td></td>
<td>DANC 2303 MUSI 1308</td>
<td>- The date, place, and time of the event will be cited as source material.</td>
</tr>
<tr>
<td></td>
<td>DRAM 1310 MUSI 1309</td>
<td>- A minimum of 300 words, typed, double-spaced 12 point font.</td>
</tr>
<tr>
<td></td>
<td>DRAM 2361 MUSI 1310</td>
<td>- Measured with objective standards of Creative Thinking VALUE rubric.</td>
</tr>
<tr>
<td></td>
<td>DRAM 2366</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST 1301 along with one course from the following is required:</td>
<td>A written assignment</td>
</tr>
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<td>HIST 1302</td>
<td>- A minimum of two pages (around 800 words without citations) prepared with a word processor analyzing and interpreting the historical significance of primary documents in an essay or short answer format; including stating a position, drawing conclusions, using evidence and separating opinions from arguments.</td>
</tr>
<tr>
<td></td>
<td>HIST 2301</td>
<td>- Submission/storage of the assignment on eCampus.</td>
</tr>
<tr>
<td></td>
<td>HIST 2328</td>
<td>- The utilization of primary historical sources with proper citations.</td>
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<tr>
<td></td>
<td>HIST 2381</td>
<td></td>
</tr>
<tr>
<td><strong>070 Government/Political Science</strong></td>
<td>GOVT 2305 GOVT 2306</td>
<td>A written assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A minimum of two pages (around 800 words without citations) prepared with a word processor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Submission/storage of the assignment on eCampus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The utilization of peer-reviewed scholarly sources with proper citations.</td>
</tr>
</tbody>
</table>
### ASSESSMENT REPORT FOR CORE OBJECTIVE: CRITICAL THINKING (continued)

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| 080 Social and Behavioral Sciences | ANTH 2302, HIST 2313; ANTH 2346, HIST 2314; ANTH 2351, HIST 2321; BIOL 1322, HIST 2322; BUSI 1307, HIST 2327; COMM 1307, PHED 1304; CRIJ 1301, PSYC 2301; CRIJ 1307, PSYC 2306; ECON 1301, PSYC 2314; ECON 2301, PSYC 2316; ECON 2302, SOCI 1301; ECON 2311, SOCI 1306; GEOG 1302, SOCI 2301; GEOG 1303, SOCI 2306; GEOG 2312, SOCI 2319; GOVT 2304, TECA 1303; GOVT 2311, TECA 1354 | A written assignment meeting the following minimum criteria:  
- 250 words on a course related topic  
- Prepared and submitted electronically  
- Using standard written English |
| 090 Component Area Option (3SCH) | SPCH 1311, SPCH 1315, SPCH 1321; FOREIGN LANGS 1311*, FOREIGN LANGS 1312*; SGNL 1301, SGNL 1302 | A written assignment meeting the following minimum criteria:  
- Minimum of one page, or paragraph (ranging from 200-300 words) prepared with a word processor  
- Utilization of one source  
- Clearly defined, central or controlling idea |
| 090 Component Area Option (1SCH) | COMM 1129, DRAM 1162, MUSI 1181; DANC 1101, MUEH 1122, MUSI 1183; DANC 1110, MUEH 1131, MUSI 1192; DANC 1112, MUEH 1132, PHED1100; DANC 1122, MUEH 1133, PHED 1119; DANC 1141, MUEH 1134, PHED 1120; DANC 1145, MUEH 1136, PHED 1121; DANC 1147, MUEH 1137, PHED 1123; DANC 1149, MUEH 1151, PHED 1124; DANC 1151, MUEH 1152, PHED 1164; DANC 1153, MUEH 1153; DRAM 1120, MUEH 1153; DRAM 1121, MUEH 2123; DRAM 1161, MUEH 2141 | A written assignment meeting the following minimum criteria:  
- Minimum of 250 words on a course related topic  
- Prepared and submitted electronically  
- Using standard written English |
Appendix F

**ASSESSMENT REPORT FOR CORE OBJECTIVE: COMMUNICATION**

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| **010 Communication** | ENGL 1301, ENGL 1302 | Courses will adjust skill level of assessments to align with SLOs of the most current ACGM and Tier in the Core. **Written:**  
- Minimum of 200-300 words, prepared with a word processor  
- With adequate support that includes at least one source  
- Clearly defined, central or controlling idea  
**Oral presentation:**  
- Minimum of 2 minutes, on the topic of the written assignment  
- Visual element included in the oral assignment  
**Aural communication:**  
- Listen to a narrative or dialogue  
- Respond to 8-10 objective questions that will measure listening comprehension skills |
| **020 Mathematics** | MATH 1314, MATH 1316, MATH 1324, MATH 1332, MATH 1350, MATH 2342 | Written:  
- An application problem in which students identify unknowns and other information provided, stating appropriate formulas or relationships. Final solution must be stated in such a way as to answer the question posed and be a complete English sentence.  
**Visual:**  
- Appropriate visual charts, graphs or diagrams must be used.  
**Written and Visual:**  
- These artifacts will be evaluated with a MATH/DMAT District Curriculum Committee developed combined communication rubric. |
| **030 Life and Physical Science** | ANTH 2401, B1OL 1406, 1407, B1OL 1408, 1409, B1OL 1411, B1OL 2401, 2402, B1OL 2406, B1OL 2416, B1OL 2420, 2421, CHEM 1405, CHEM 1406, CHEM 1407, CHEM 1411, 1412, CHEM 2423, CHEM 2425, ENVR 1401, 1402, GEOL 1401, 1402, GEOL 1403, 1404, GEOL 1445, GEOL 1447, PHYS 1401, 1402, PHYS 1403, 1404, PHYS 1405, PHYS 1407, PHYS 1415, PHYS 1417, PHYS 2425, PHYS 2426 | Written:  
- A document such as a lab report, paper, power point, case study  
- Submitted and stored electronically on eCampus  
- Using correctly cited sources  
**Rubric:**  
- AAC&U Written Communication rubric  
- The minimum criteria would be for students to collectively score well at the benchmark level.  
**Visual:**  
- Rubric: The DCCCD Geology Curriculum Committee will develop a rubric for Visual Communication.
## ASSESSMENT REPORT FOR CORE OBJECTIVE: COMMUNICATION (continued)

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
</tr>
</thead>
</table>
| 040 Language, Philosophy and Culture | ENGL 2321 PHIL 1301  
ENGL 2322 PHIL 1304  
ENGL 2323 PHIL 1316  
ENGL 2326 PHIL 1317  
ENGL 2327 PHIL 2303  
ENGL 2328 PHIL 2306  
ENGL 2331 PHIL 2307  
ENGL 2332 PHIL 2316  
ENGL 2333 PHIL 2317  
ENGL 2342 PHIL 2318  
ENGL 2343 PHIL 2321  
ENGL 2351 FOREIGN LANGS 2311*  
HUMA 1302 FOREIGN LANGS 2312*  
HUMA 1305 SGNL 2301  
HUMA 2319 SGNL 2302 |
| Minimum Assessment Requirements |
| Courses will adjust skill level of assessments to align with SLOs of the most current ACGM and Tier in the Core. |
| Written: Produce one coherent oral and/or written artifact with a minimum of 300 words using evidence and containing one clearly defined and controlled central idea. |
| 050 Creative Arts | ARTS 1301 HUMA 1311  
ARTS 1303 HUMA 1315  
ARTS 1304 MUSI 1306  
DANC 2303 MUSI 1308  
DRAM 1310 MUSI 1309  
DRAM 2361 MUSI 1310  
DRAM 2366 |
| Students will complete this assignment either as an individual or as group project (2 or more persons). Depending on the discipline, the paper is supported with either an Oral Communication Presentation or Visual Communication Presentation (images contained in the paper and/or presented as a powerpoint). |
| 060 American History | HIST 1301 along with one course from the following is required:  
HIST 1302  
HIST 2301  
HIST 2328  
HIST 2381 |
| Written Communication |
| • A minimum of two pages (around 800 words without citations) prepared with a word processor analyzing and interpreting the historical significance of primary and secondary sources in an essay or short answer format; includes stating a position, drawing conclusions, using evidence and separating opinions from arguments. |
| • Students will convey historical arguments in written form with an emphasis upon audience and purpose, content development, and control of syntax and mechanics |
| • Submission/storage of the assignment on eCampus. |
| • The utilization of peer-reviewed scholarly sources with proper citations. |
| Visual Communication |
| • Students will interpret primary and/or secondary visual sources in making historical arguments within their written responses. |
## ASSESSMENT REPORT FOR CORE OBJECTIVE: COMMUNICATION (continued)

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| **070** Government/Political Science | GOVT 2305  
GOVT 2306 | A written assignment:  
- A minimum of two pages (around 800 words without citations) prepared with a word processor.  
- Submission/storage of the assignment on eCampus.  
- The utilization of peer-reviewed scholarly sources with proper citations.  
Visual Communication:  
- A minimum of 25 words interpreting a visual artifact related to the course content prepared with a word processor.  
- Submission/storage of the assignment on eCampus. |
| **080** Social and Behavioral Sciences | ANTH 2302  
ANTH 2346  
ANTH 2351  
BIOL 1322  
BUSI 1307  
COMM 1307  
CRJ 1301  
CRJ 1307  
ECON 1301  
ECON 2301  
ECON 2302  
ECON 2311  
GEOG 1302  
GEOG 1303  
GEOG 2312  
GOVT 2304  
GOVT 2311 | Written:  
- Minimum 250 word paper using standard written English on a course content related topic  
Oral:  
- Minimum 3 minute presentation with clearly defined introduction, body, conclusion and course content appropriate delivery  
Visual:  
- Minimum 25 word interpretation of visual artifact related to course content  
Note: SOCI will not assess Oral. |
| **090** Component Area Option (3SCH) | SPCH 1311  
SPCH 1315  
SPCH 1321  
FOREIGN LANGS 1311*  
FOREIGN LANGS 1312*  
SGNL 1301  
SGNL 1302 | Written:  
- Minimum of 200-300 words, prepared with a word processor  
- With adequate support that includes at least one source  
- Clearly defined, central or controlling idea  
Oral presentation:  
- Minimum of 2 minutes, on the topic of the written assignment  
Visual:  
- Element included in the oral assignment  
Aural:  
- Listen to a narrative or dialogue  
- Respond to 8-10 objective questions that will measure listening comprehension skills |
<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>090 Component Area Option (15CH)</td>
<td>COMM 1129 DRAM 1162 MUSI 1181</td>
<td>Courses will adjust skill level of assessments to align with SLOs of the most current ACGM and Tier in the Core.</td>
</tr>
<tr>
<td></td>
<td>DANC 1101 MUEN 1122 MUSI 1183</td>
<td>Written:</td>
</tr>
<tr>
<td></td>
<td>DANC 1110 MUEN 1131 MUSI 1192</td>
<td>• Minimum 250 word paper using standard written English on a course content related topic</td>
</tr>
<tr>
<td></td>
<td>DANC 1112 MUEN 1132 PHED1100</td>
<td>Oral:</td>
</tr>
<tr>
<td></td>
<td>DANC 1122 MUEN 1133 PHED 1119</td>
<td>• Minimum 3 minute presentation with clearly defined introduction, body, conclusion and course content appropriate delivery</td>
</tr>
<tr>
<td></td>
<td>DANC 1141 MUEN 1134 PHED 1120</td>
<td>Visual:</td>
</tr>
<tr>
<td></td>
<td>DANC 1145 MUEN 1135 PHED 1121</td>
<td>• Minimum 25 word interpretation of visual artifact related to course content</td>
</tr>
<tr>
<td></td>
<td>DANC 1147 MUEN 1136 PHED 1123</td>
<td></td>
</tr>
</tbody>
</table>
## ASSESSMENT REPORT FOR CORE OBJECTIVE: EMPIRICAL and QUANTITATIVE SKILLS

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>020 Mathematics</td>
<td>MATH 1314, MATH 1316, MATH 1324, MATH 1332, MATH 1350, MATH 2342</td>
<td>An application problem in which students identify unknowns and other information provided stating appropriate formulas or relationships. Final solution must be stated in such a way as to answer the question posed and be a complete English sentence. Appropriate visual charts, graphs or diagrams must be used. A MATH/DMAT Curriculum Committee rubric will be developed and provided by May 2014.</td>
</tr>
<tr>
<td>030 Life and Physical Science</td>
<td>ANTH 2401, BIOL 1406, 1407, BIOL 1408, 1409, BIOL 1411, BIOL 2401, 2402, BIOL 2406, BIOL 2416, BIOL 2420, 2421, CHEM 1405, CHEM 1406, CHEM 1407, CHEM 1411, 1412, CHEM 2423, CHEM 2425</td>
<td>Submit a written document such as a lab report, paper, power point, case study; submitted and stored electronically on eCampus; use correctly cited sources. Rubric: AACU Quantitative Literacy VALUE rubric. The minimum criteria would be for students to collectively score well at the benchmark level.</td>
</tr>
<tr>
<td>080 Social and Behavioral Sciences</td>
<td>ANTH 2302, ANTH 2346, ANTH 2351, BIOL 1322, BUSI 1307, COMM 1307, CRJ 1301, CRJ 1307, ECON 1301, ECON 2301, ECON 2302, ECON 2311, GEOG 1302, GEOG 1303, GEOG 2312, GOVT 2304, GOVT 2311</td>
<td>Minimum 25 word interpretation of a visual artifact (data or graph), prepared and submitted electronically on a course related topic using standard written English.</td>
</tr>
</tbody>
</table>
## ASSESSMENT REPORT FOR CORE OBJECTIVE:
**EMPIRICAL and QUANTITATIVE SKILLS (continued)**

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>090 Component Area Option (1 SCH)</td>
<td>COMM 1129  DRAM 1162  MUSI 1181</td>
<td>Courses will adjust skill level of assessments to align with SLOs of the most current ACGM and Tier in the Core.</td>
</tr>
<tr>
<td></td>
<td>DANC 1101  MUEN 1122  MUSI 1183</td>
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<td>DANC 1110  MUEN 1131  MUSI 1192</td>
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<td>DANC 1112  MUEN 1132  PHED 1100</td>
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<td>DANC 1122  MUEN 1133  PHED 1119</td>
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<td>DANC 1141  MUEN 1134  PHED 1120</td>
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<td>DANC 1145  MUEN 1135  PHED 1121</td>
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<td>DANC 1147  MUEN 1136  PHED 1123</td>
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<td>DANC 1149  MUEN 1137  PHED 1124</td>
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<td></td>
<td>DANC 1151  MUEN 1151  PHED 1164</td>
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<td>DANC 1153  MUEN 1152</td>
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<tr>
<td></td>
<td>DRAM 1120  MUEN 1153</td>
<td></td>
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<td></td>
<td>DRAM 1121  MUEN 2123</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DRAM 1161  MUEN 2141</td>
<td>Minimum 25 word interpretation of a visual artifact (data or graph), prepared and submitted electronically on a course related topic using standard written English</td>
</tr>
</tbody>
</table>
## ASSESSMENT REPORT FOR CORE OBJECTIVE: TEAMWORK

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>010 Communication</strong></td>
<td>ENGL 1301, ENGL 1302</td>
<td><strong>Teamwork activities consist of the following minimum criteria:</strong>&lt;br&gt;• Team consists of a minimum of three class members&lt;br&gt;• Team should engage in at least two team interactions&lt;br&gt;• Consist of one (or more) of the following three sources of evaluation, using the Teamwork Value Rubric as a guideline:&lt;br&gt;  o student’s self-reflection about her/his contribution to team’s functioning;&lt;br&gt;  o evaluation or feedback from fellow team members about student’s contribution to the team’s functioning;&lt;br&gt;  o or the evaluation of an outside observer regarding student’s contribution to a team’s functioning, e.g. the instructor</td>
</tr>
<tr>
<td><strong>030 Life and Physical Science</strong></td>
<td>ANTH 2401, BIO 1406, 1407, BIO 1408, 1409, BIO 1411, BIO 2401, 2402, BIO 2406, BIO 2416, BIO 2420, 2421, CHEM 1405, CHEM 1406, CHEM 1407, CHEM 1411, 1412, CHEM 2423, CHEM 2425, ENV 1401, 1402, GEOL 1401, 1402, GEOL 1403, 1404, GEOL 1445, GEOL 1447, PHYS 1401, 1402, PHYS 1403, 1404, PHYS 1405, PHYS 1407, PHYS 1415, PHYS 1417, PHYS 2425, PHYS 2426</td>
<td><strong>A group activity in which a student will self-evaluate with comments on how she/he contributed to team meetings, facilitated the contributions of team members, and made individual contributions outside of team meetings. The AACU Teamwork Value Rubric will be used. The minimum criteria would be for students to collectively score well at the benchmark level.</strong></td>
</tr>
<tr>
<td><strong>050 Creative Arts</strong></td>
<td>ARTS 1301, ARTS 1303, ARTS 1304, DANC 2303, DRAM 1310, DRAM 2361, DRAM 2366, HUMA 1311, HUMA 1315, MUSI 1306, MUSI 1308, MUSI 1309, MUSI 1310</td>
<td><strong>Team project with firm deadline</strong>&lt;br&gt;Each team member presents artifacts of contributions&lt;br&gt;Each team member completes teamwork evaluation form which incorporates the benchmark of the VALUE rubric.</td>
</tr>
</tbody>
</table>
### Foundational Component Area

<table>
<thead>
<tr>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| Teamwork activities consist of the following minimum criteria:  
- Team consists of a minimum of three class members  
- Team should engage in at least two team interactions  
- Consist of one (or more) of the following three sources of evaluation, using the Teamwork Value Rubric as a guideline:  
  - Student’s self-reflection about her/his contribution to team’s functioning;  
  - Evaluation or feedback from fellow team members about student’s contribution to the team’s functioning;  
  - Or the evaluation of an outside observer regarding student’s contribution to a team’s functioning, e.g. the instructor. |

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| 090 Component Area Option (3SCH) | SPCH 1311  
SPCH 1315  
SPCH 1321  
FOREIGN LANGS 1311*  
FOREIGN LANGS 1312*  
SGNL 1301  
SGNL 1302 | Courses will adjust skill level of assessments to align with SLOs of the most current ACGM and Tier in the Core. |
## ASSESSMENT REPORT FOR CORE OBJECTIVE: SOCIAL RESPONSIBILITY

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| **040 Language, Philosophy and Culture** | ENGL 2321 PHIL 1301  <br> ENGL 2322 PHIL 1304  <br> ENGL 2323 PHIL 1316  <br> ENGL 2326 PHIL 1317  <br> ENGL 2327 PHIL 2303  <br> ENGL 2328 PHIL 2306  <br> ENGL 2331 PHIL 2307  <br> ENGL 2332 PHIL 2316  <br> ENGL 2333 PHIL 2317  <br> ENGL 2342 PHIL 2318  <br> ENGL 2343 PHIL 2321  <br> ENGL 2351 FOREIGN LANGS 2311*  <br> HUMA 1302 FOREIGN LANGS 2312*  <br> HUMA 1305 SGNL 2301  <br> HUMA 2319 SGNL 2302 | An essay in which the student is asked to draw contrasts between two different cultures:  
- minimum two pages  
- double-spaced  
- twelve point font  
- 1 inch margins  
- course related topic  
- academic research required  
- personal reflection explaining how learning can be applied  
Scored with the VALUE rubric for Intercultural Knowledge and Competence |
| **050 Creative Arts** | ARTS 1301 HUMA 1311  <br> ARTS 1303 HUMA 1315  <br> ARTS 1304 MUSI 1306  <br> DANC 2303 MUSI 1308  <br> DRAM 1310 MUSI 1309  <br> DRAM 2361 MUSI 1310  <br> DRAM 2366 | By attending a theater production, visiting a museum, attending a dance performance, dramatic production, or musical performance, the student(s) supports the arts community. Student submissions are expected to reflect an understanding of intercultural values and ideas expressed by the creative artists. Write a critical analysis with personal reflection that will demonstrate comprehension of this event and its impact on the community. |
| **060 American History** | HIST 1301 along with one course from the following is required:  
HIST 1302  
HIST 2301  
HIST 2328  
HIST 2381 | A minimum of two pages (around 800 words without citations) prepared with a word processor analyzing and interpreting the historical significance of primary and secondary sources in an essay or short answer format; including stating a position, drawing conclusions, using evidence and separating opinions from arguments.  
Question prompts will require students to identify historical knowledge that is relevant to civic engagement, and to one’s own participation in civic life, and demonstrate knowledge of the complexity of the elements important to various cultures in U.S. history. |
### ASSESSMENT REPORT FOR CORE OBJECTIVE: SOCIAL RESPONSIBILITY (continued)

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| 070 Government/Political Science | GOVT 2305, GOVT 2306 | Minimum criteria to create assessments to later be judged on VALUE rubrics: Service learning, voter registration, meeting attendance (school board, city council), sustainability and current events. Locally developed assessment activities will have the following minimum standards across the DCCCD effective Fall 2014:
- A minimum of two pages (around 800 words without citations) prepared with a word processor.
- Submission/storage of the assignment on eCampus.
The utilization of peer-reviewed scholarly sources with proper citations. |
| 080 Social and Behavioral Sciences | ANTH 2302, ANTH 2346, ANTH 2351, BIOL 1322, BUSI 1307, COMM 1307, CRJ 1301, CRJ 1307, ECON 1301, ECON 2301, ECON 2302, ECON 2311, GEOG 1302, GEOG 1303, GEOG 2312, GOVT 2304, GOVT 2311, HIST 2313, HIST 2314, HIST 2321, HIST 2322, HIST 2327, PHED 1304, PSYC 2301, PSYC 2306, PSYC 2314, PSYC 2316, PSYC 2314, SOCI 1301, SOCI 1306, SOCI 2301, SOCI 2306, SOCI 2319, TECA 1303, TECA 1354 | A minimum 250 word, typed analysis on topic related to course content, using standard written English, submitted electronically. Graded with VALUE rubric for Inquiry and Analysis. |
**ASSESSMENT REPORT FOR CORE OBJECTIVE: SOCIAL RESPONSIBILITY (continued)**

<table>
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<th>Foundational Component Area</th>
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<td>090 Component Area Option (15CH)</td>
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## ASSESSMENT REPORT FOR CORE OBJECTIVE: PERSONAL RESPONSIBILITY

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
</table>
| **010 Communication**       | ENGL 1301, ENGL 1302 | Personal Responsibility – to include the ability to connect choices, actions & consequences to ethical decision-making. Written assignment meeting the following minimum criteria:  
  - Minimum 200-300 words, prepared with a word processor.
  - With adequate support that includes at least one source.
  - Clearly defined, central or controlling idea.
  - In standard, grammatically correct language.  
**Rubric:**
Use of components of VALUE rubrics from Integrative Learning, Lifelong Learning, and Ethical Reasoning. |
| **040 Language, Philosophy and Culture** | ENGL 2321, ENGL 2322, ENGL 2323, ENGL 2326, ENGL 2327, ENGL 2328, ENGL 2331, ENGL 2332, ENGL 2333, ENGL 2342, ENGL 2343, HUMA 1302, HUMA 1305, HUMA 2319, PHIL 1301, PHIL 1304, PHIL 1316, PHIL 1317, PHIL 2307, PHIL 2316, PHIL 2317, PHIL 2318, PHIL 2321, FOREIGN LANGS 2311*, FOREIGN LANGS 2312*, SGNL 2301, SGNL 2302 | Using the VALUE rubric for Foundations and Skills for Lifelong Learning:  
For rubric items 1-3: curiosity, initiative, and independence: the student’s performance throughout the course (The student’s teacher, not an outside assessment expert, will have to do the scoring here. Perhaps s/he will need to provide a brief rationale for each score given).  
For rubric items 4-5: transfer, reflection: an essay (of at least 1 page, double-spaced, twelve font, 1 inch margins) in which student is asked (1) to connect what s/he has learned in this course to previous learning and life experiences and (2) to reflect on how the course has affected his/her world view. |
<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Courses</th>
<th>Minimum Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>060 American History</td>
<td>HIST 1301 along with one course from the following is required: HIST 1302 HIST 2301 HIST 2328 HIST 2381</td>
<td>A minimum of two pages (around 800 words without citations) prepared with a word processor analyzing and interpreting the historical significance of primary and secondary sources in an essay or short answer format; includes stating a position, drawing conclusions, using evidence and separating opinions from arguments. Question prompts will require students to identify the actions of historical actors, the consequences of those actions, and the contemporary interpretations of those actions. This will include connecting choices, actions and consequences to ethical decision-making within a historical context.</td>
</tr>
</tbody>
</table>
| 070 Government/Political Science | GOVT 2305 GOVT 2306 | Minimum criteria to create assessments to later be judged on VALUE rubrics: Attendance, academic dishonesty, deadlines, accountability and class preparation Locally developed assessment activities will have the following minimum standards across the DCCCD effective Fall 2014:  
- Minimum two pages (around 800 words without citations) prepared with a word processor.  
- Submission/storage of the assignment on eCampus.  
- The utilization of peer-reviewed scholarly sources with proper citations. |
| 090 Component Area Option (3SCH) | SPCH 1311 SPCH 1315 SPCH 1321 FOREIGN LANGS 1311* FOREIGN LANGS 1312* SGNL 1301 SGNL 1302 | Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making Written assignment meeting the following minimum criteria:  
- Minimum 200-300 words, prepared with a word processor  
- With adequate support that includes at least one source  
- Clearly defined, central or controlling idea  
- In standard, grammatically correct language Rubric: Use of components of VALUE rubrics from Integrative Learning, Lifelong Learning, and Ethical Reasoning. |
Appendix G

ROSTER OF FACULTY PARTICIPATION IN WORK SESSIONS
Appendix G

Critical Thinking

1. Alcala, Angelo
2. Allen, Benja
3. Armenta, Victor G
4. Armstrong, Dean B
5. Arumugam, Devarani
6. Bailey, Michael
7. Baker, Linda
8. Bambrough, Claire
9. Beaver, Nancy H
10. Blackman, Sharon L
11. Blankenbaker, Zarina A
12. Bouchillon, Lillian B
13. Burnett, Elsie M
14. Carter, Mary K
15. Castaneda, Cindy
16. Charles, June O
17. Clayton, Alexis K
18. Cooper, Jennifer E
19. Darin, Mary K
20. Deike, Rose C
21. Dixon, Taunya V
22. Edwards, Erica A
23. Error, Darise H
24. Escoto, Rebecca R
25. Estrella, Manuel T
26. Fields, Nancy E
27. Fleming, Delryn R
28. Fletcher, Robin N
29. Forsbess, Ulanda A
30. Fox-Balli, Christina M
31. Garcia, Azucena
32. Garcia, Maria R
33. Ghamsaeae, Rahman
34. Goomas, David T
35. Graham, Robin A
36. Greer, Meredith F
37. Harper, Tryn K
38. Hernandez, Gregorio
39. Hill, Ollivettee R
40. Hosu, Maria R
41. Hutchings, Sarah E
42. Huynh, Bao N
43. Jackson, Mary
44. Jones, Jerry C
45. Kamara, Willie K
46. Laljiani, Karen C
47. Lane, Mark A
48. Li, Zhujun
49. Lock, Lisa A
50. Mason, Peggy A
51. Maxwell, Mwauna D
52. McClung, Brian M
53. Michele, Gay M
54. Mills, Cynthia T
55. Millwood, Lynn D
56. Mongo, Karen M
57. Moore, Patrick A
58. Morris, Charles G
59. Murphy, Patrick D
60. Oliver, Tammy D
61. Panahi, Mehrdad K
62. Rawlinson, Eddy
63. Reasons, Dustin D
64. Reeves-Shull, Christina
65. Reines, Susan P
66. Rios-Harris, Rebekah J
67. Rodriguez, Bernadette
68. Rodriguez-Figueroa, Ulises
69. Schulle, Polly J
70. Silva, Margaret R
71. Sparks, Violet L
72. Stone, Michael A
73. Thames, Mark G
74. Thaxton, Ellen S
75. Tomczak, Christina M
76. Topper, Matson A
77. Vega, Gerardo A
78. Whisnant, Robert A
79. Wilhite-Seymore, Treschell
80. Williams, Kevin D
81. Wyatt, Susan A
82. Yates, Kathryn D
83. Cummings, Tammy R
84. Lopez, Emilio M
Appendix G (continued)

Communication

1. Adhikari, Prem P. 30. Johnson, Rose M
2. Allen, Benja L 31. Jones, Jerry C
3. Armstrong, Barbara M 32. Key, Rachel
4. Armstrong Dean B 33. Laljiani, Karen C
5. Barnes, Sonya H 34. Lane, Mark A
7. Behan, James M 36. Lopez, Emilio M
8. Blackman, Sharon L 37. McClung, Brian M
11. Boyd, Sherry R 40. Millwood, Lynn D
13. Edwards, Erica A 42. Nair, Nimmy
14. Error, Darise H 43. Nocher, Anne M
15. Escoto, Rebecca R 44. Rios-Harris, Rebekah J
16. Fleming, Delryn R 45. Rodriguez, Bernadette
17. Fletcher, Jason W 46. Rodriguez-Figueroa, Ulises
18. Forbess, Ulanda A 47. Schulle, Polly J
19. Fox-Balli, Christina M 48. Smith, Patricia A
20. Garcia, Azucena 49. Sokhansanj, Shahnaz
21. Garcia, Maria R 50. Soto, Juan M
22. Ghamasaee, Rahman 51. Sparks, Violet L
23. Goomas, David T 52. Tamez, Jose R
24. Greer, Meredith F 53. Tiede, Rachael J
25. Harper, Tryn K 54. Topper, Matson A
26. Hill, Olivettee R 55. Vega, Gerardo A
27. Huynh, Bao N 56. Whisnant, Robert A
28. Jackson, Mary 57. Whilhte-Seymore, Treschell
29. Jacobs, Stephen G 58. Wyatt, Susan A
Appendix G (continued)

Empirical and Quantitative Skills

1. Alcala, Angelo L
2. Anderson, Maame E
3. Blankenbaker, Zarina
4. Bradley, Jacqueline D
5. Clayton, Alexis K
6. Edwards, Erica A
7. Escoto, Rebecca R
8. Fleming, Delryn R
9. Garcia, Azucena
10. Goomas, David T
11. Greer, Meredithe F
12. Harper, Tryn K
13. Millwood, Lynn D
14. Mongo, Karen M
15. Monroy, Amy D
16. Nocher, Anne M
17. Reasons, Dusty D
18. Sigsbee, Bill W
19. Sokhansanj, Shahnaz
20. Stall, Sara B
21. Wilhite-Seymore, Treschell
Appendix G (continued)

Social Responsibility

1. Bach, Gabriel G
2. Barnes, Sonya H
3. Blankenbaker, Zarina
4. Boyd, Sherry R
5. Escoto, Rebecca R
6. Fleming, Delryn R
7. Fletcher, Jason W
8. Fox-Balli, Christina M
9. Greer, Meredithe F
10. Hernandez, Gregorio
11. Hickerson, Jon D
12. Hutchings, Sarah E
13. Johnson, Rose M
14. Kroll, Tony
15. Laljiani, Karen C
16. Lyons, Patricia A
17. McClung, Brian M
18. Miller, Barbara A
19. Millwood, Lynn D
20. Mongo, Karen M
21. Ogbeide, Mike E
22. Sharifian, Sherry S
23. Smith, Amy S
24. Tomczak, Christina M
25. Topper, Matson A
26. Vega, Gerardo A
27. Wilhite-Seymore, Treschell
Appendix G (continued)

Teamwork

1. Alcala, Angelo L
2. Allen, Benja L
3. Anderson, Maame E
4. Blankenbaker, Zarina
5. Bouchillon, Lillian B
6. Bradley, Jacqueline D
7. Burton, Hershel B
8. Carr, Laura V
9. Clark, Aaron M
10. Clayton, Alexis K
11. Error, Darise H
12. Escoto, Rebecca R
13. Fields, Nancy E
14. Fleming, Delryn R
15. Fletcher, Robin N
16. Forbess, Ulanda A
17. Fox-Balli, Christina M
18. Garcia, Azucena
19. Greer, Meredithe F
20. Jacobs, Stephen G
21. Jones, Jerry C
22. Mason, Peggy A
23. McClung, Brian M
24. Mongo, Karen M
25. Morns, Charles G
26. Reasons, Dustin D
27. Reed-Shaw, R Deandria
28. Rodriguez-Figueroa, Ulises
29. Sokhansanj, Shahnaz
30. Srivastava, Neeti
31. Stall, Sara B
32. Tamez, Jose R
33. Taylor, Vanessa
34. Thaxton, Ellen S
35. Tomczak, Christina M
36. Vega, Gerardo A
37. Wilhite-Seymore, Treschell
Appendix G (continued)

Personal Responsibility

1. Alkhaolany, Erin K
2. Bach, Gabriel G
3. Barnes, Sonya H
4. Blankenbaker, Zarina
5. Boyd, Sherry R
6. Carlos, Hazel L
7. Emery, John R
8. Error, Darise H
9. Escoto, Rebecca R
10. Fleming, Delryn R
11. Fletcher, Jason W.
12. Forbess, Ulanda A
13. Fox-Balli, Christina M
14. Gharaghazaryan, Hasmik
15. Greer, Meredith F
16. Hickerson, Jon D
17. Hinckley, Matthew C
18. Jones, Jerry C
19. Kroll, Tony
20. Laljiani, Karen C
21. Lumbley, Sheryl R
22. Lyons, Patricia A
23. McClung, Brian M
24. Mills, Cynthia T
25. Millwood, Lynn D
26. Mongo, Karen M
27. Nocher, Anne M
28. Ogbeide, Mike E
29. Rogers, Dan C
30. Royston, Edward J
31. Saleemi, Asmara H
32. Sharifian, Sherry S
33. Smith, Amy S
34. Tamez, Jose R
35. Thames, Mark G
36. Thompson, Edleeca
37. Tiede, Rachael J
38. Tomczak, Christina M
39. Ulloa, Sergio A
40. Whisnant, Robert A
41. Wilhite-Seymore, Treschell
Submission Page

Core Objective Assessment

Core Objective being assessed in this artifact (check applicable):

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SID# ______________________

Course ______________________

Check One:  Traditional _____  100% Online _____  Dual Credit _____

Prompt attached?      Yes  No

Individualized Rubric attached?      Yes  No