

Assessing Core Student Learning Outcomes (Fall 2017)

Below you will find Student Learning Outcomes and accompanying rubrics for Fall 2017 Beta-Testing modes, categories and First Year Seminars. These learning outcomes and rubrics were informed by recent campus-wide Brown Bag discussions.

Historical and Cultural Analysis

Courses in this mode focus on how human knowledge is determined by its cultural and historical context, and how this knowledge in turn shapes cultures and creates historical change. In order to fulfill this mode of inquiry, courses must:

1. Include material significantly removed from the students' experience either by virtue of cultural or historical distance;
2. Direct students to investigate their own cultural and historical moment from a perspective informed by their study of culture or history;
3. Require students to explore the specific cultural context of artifacts, to the extent that the course covers artifacts of a different culture or from a different historical period.

The first column is the language from the catalog and the second column is the learning outcome based on that objective information. The first rubric from 0 to 4 is created for internal assessment purposes. The second and third rubrics from 0 to 4 are taken from the Intercultural Knowledge VALUE Rubric. The last rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric, to assess current practices relative to the Strategic Plan's proposal of "Intentional Integration of Knowledge."

| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>Students investigate their own cultural and historical moment from a perspective informed by their study of culture or history</i> | Student demonstrates an understanding of the specific cultural context of artifacts, to the extent that the course covers artifacts of a different culture or from | ALBION RUBRIC | Student synthesizes content in relation to an artifact or document from a different historical period or culture than their own from an historical perspective or cultural perspective that is | Student analyses an artifact or document from a different historical period or culture than their own from an historical perspective or cultural perspective that is | Student explains an artifact or document from a different historical period or different culture than thier own, but only explains it with reference to their own historical or | Student describes an artifact or document from a different historical period or different culture than their own. | Student does not describe an artifact or document from a different historical period or different culture. |

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| | a different historical period. | | also different from their own. | different from their own. | cultural perspective. | | |
| <i>Investigate from a perspective informed by their study of culture or history</i> | Student demonstrates an understanding of the complexity of elements important to members of another culture | Skills 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 history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates adequate understanding of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates surface understanding of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates no understanding of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices. |
| <i>Direct students to investigate their own cultural and historical moment</i> | Student demonstrates an understanding of the complexity of elements important to their own culture. | 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.) | Shows no awareness of own cultural rules and biases. |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration</i> | Student adapts and applies knowledge | Transfer <i>Adapts and applies skills,</i> | Adapts and applies, independently, | Adapts and applies, independently, | Uses skills, abilities, theories, or methodologies | Uses, in a basic way, skills, abilities, theories, or | Unable to apply skills, abilities, or |

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| <i>of Knowledge</i> | from another course, subject matter or experience to a task in this course | <i>abilities, theories, or methodologies gained in one situation to new situations</i> | skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | gained in one situation in a new situation to contribute to understanding of problems or issues. | methodologies gained in one situation in a new situation. | theories gained in one situation to another. |
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Modeling and Analysis (Proposed Catalog Description)

Courses in this mode derive some essential or simplified features from logical, physical, social, or biological phenomena, and describe and interpret them within an analytical framework. In order to fulfill this mode of inquiry, courses must:

1. Explore models as abstract representations of phenomena that allow for empirical analysis of these phenomena;
2. Derive predictions from the model and interpret them in the original context;
3. Consider the usefulness and the limits of the model and compare it with other possible models.

The first column is the language from the catalog and the second column is the learning outcome based on that objective information. The first rubric from 0 to 4 is taken from the Critical Thinking VALUE Rubric. The second and third rubrics from 0 to 4 are taken from the Inquiry and Analysis VALUE Rubric. The third rubric from 0 to 4 is taken from the Inquiry and Analysis VALUE Rubric. The last rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric, to assess current practices relative to the Strategic Plan’s proposal of “Intentional Integration of Knowledge.”

| Learning Objective | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>Empirical analysis of phenomena</i> | Student makes appropriate judgements based on evidence. | Evidence: Selecting and using information to investigate a point of view or conclusion | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation /evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluative, 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. | Unable to make appropriate conclusions or prediction based on a model. |
| <i>Derive predictions from the</i> | Student makes appropriate | Conclusions | States a conclusion that is a logical extrapolation | States a conclusion focused solely | States a general conclusion that, because it is so general, also | States an ambiguous, illogical, or unsupportable | Unable to make a conclusion |

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| <i>model and interpret them in the original context</i> | conclusions or predictions based on a model. | | from the inquiry findings. | on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. | applies beyond the scope of the inquiry findings. | conclusion from inquiry findings. | from the inquiry. |
| <i>Consider the usefulness and the limits of the model</i> | Student demonstrates an understanding of the limitations and implications of the model | Limitations and Implications | Insightfully discusses in detail relevant and supported limitations and implications. | Discusses relevant and supported limitations and implications. | Presents relevant and supported limitations and implications. | Presents limitations and implications, but they are possibly irrelevant and unsupported. | Does not present any limitations or implications |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Student adapts and applies knowledge from another course, subject matter or experience to a task in this course | Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |

Textual Analysis

Analyzing a text (including works of art and music, written and oral texts, and rituals and symbols) involves understanding not only what meaning that text holds but also how those meanings are produced, what purposes they serve, and what effects they have, as well as exploring the ways in which a text conveys meaning. In order to fulfill this mode of inquiry, courses must:

1. Focus on the methods of analysis employed by at least one specific discipline or area of scholarship;
2. Foster inquiry into the particular strengths and weaknesses of those methods;
3. Require students to analyze texts in writing;
4. Foster inquiry into the intellectual or cultural systems that produce the text’s meaning and effects.

The first column is the language from the catalog and the second column is the learning outcome based on that objective information. The first and second rubric from 0 to 4 are taken from the Reading VALUE Rubric. The last rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric, to assess current practices relative to the Strategic Plan’s proposal of “Intentional Integration of Knowledge.”

| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>Require students to analyze texts</i> | Student analyzes texts | Analysis <i>Interacting with texts in parts or as wholes</i> | Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines. | Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole. | Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary feature, in considering how these contribute to a basic understanding of the text as whole. | Identifies aspects of a text (e.g. content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks | Unable to identify aspects of a text as needed to respond to questions posed in assigned tasks. |
| <i>Foster inquiry</i> | Student demonstrates | Comprehension | Recognizes possible | Uses the text, general | Evaluates how textual features | Apprehends vocabulary | Unable to paraphrase or |

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| <i>into the intellectual or cultural systems that produce the text's meaning and effects.</i> | understanding of the intellectual or cultural system that produce a text's meaning and effects. | | implications of the txt for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation). | background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude. | (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text. | appropriately to paraphrase or summarize the information the text communicates. | summarize the information the text communicates. |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Student adapts and applies knowledge from another course, subject matter or experience to a task in this course. | <i>Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |

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| | | | issues in original ways. | | | | |
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Artistic Creation and Analysis

Courses in this mode focus on the uniquely symbolic and expressive way in which the arts explore and express ideas and feelings. In order to fulfill this mode of inquiry, courses must:

1. Require the creation or performance, and the analysis of works of art;
2. Work with culturally produced rather than naturally occurring objects or experiences that have artistic, social or historical significance (for example, art objects, works of literature or various types of performances);
3. Introduce appropriate forms of critical inquiry and analysis, including area-specific vocabularies, materials, techniques and/or methodologies;
4. Encourage students to become critical and introspective about their cultural experiences;
5. Focus on the methods and materials by which the work produces meaning as well as what meanings are to be produced, emphasizing the dialogue between form and content in the area of study

The first column is the language from the catalog and the second column is the learning outcome based on that objective information. The first, and second rubric from 0 to 4 are taken from the Creative Thinking VALUE rubric. The third rubric from 0 to 4 is taken from the Problem Solving VALUE rubric. The last rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric, to assess current practices relative to the Strategic Plan’s proposal of “Intentional Integration of Knowledge.”

| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>Require creation or performance of a work of art</i> | Student demonstrates strategy or skill within a particular domain. | Acquiring Competencies: <i>This step refers to acquiring strategies and skills within a particular domain.</i> | Reflect: Evaluates creative process and product using domain-appropriate criteria. | Create: Creates an entirely new object, solution or idea that is appropriate to the domain. | Adapt: Successfully adapts an appropriate exemplar to his/her own specifications. | Model: Successfully reproduces an appropriate exemplar. | Unable to produce an exemplar. |
| <i>Introduce appropriate forms of critical inquiry and analysis</i> | Student considers and articulates acceptable approaches to solving problems | Solving Problems | Not only develops a logical, consistent plan to solve problem, but recognizes consequences | Having selected from among alternatives, develops a logical, consistent | Considers and rejects less acceptable approaches to solving problem. | Only a single approach is considered and is used to solve the problem. | Unable to consider how to solve a problem. |

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| | | | of solution and can articulate reason for choosing solution. | plan to solve the problem. | | | |
| <i>Encourage students to become critical and introspective</i> | Student reviews and reflects on results with some consideration of ongoing growth and development. | Evaluate Outcomes | Reviews results relative to the problem defined with thorough, specific considerations of need for further work. | Reviews results relative to the problem defined with some consideration of need for further work. | Reviews results in terms of the problem defined with little, if any, consideration of need for further work. | Reviews results superficially in terms of the problem defined with no consideration of need for further work. | Unable to review results. |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Student adapts and applies knowledge from another course, subject matter or experience to a task in this course. | <i>Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |

Scientific Analysis:

Courses in this mode involve the observation and interpretation of the natural world. In order to fulfill this mode of inquiry, courses must:

1. Explore the subject matter and methodology of one or more of the natural sciences;
2. Demonstrate how fundamental principles of these disciplines form the basis for deriving specific results;
3. Require students to make observations and formulate hypotheses to explain their observations;
4. Require students to test their hypotheses or other scientific theories to appreciate their strengths and weaknesses;
5. Demonstrate applications to human society and the natural world;
6. Include a laboratory as a significant component of the course.

The first column is the language from the catalog and the second column is the learning outcome based on that objective information. The first and second rubric from 0 to 4 are taken from the Problem Solving VALUE Rubric. The third rubric from 0 to 4 is taken from the Foundations and Skills for Lifelong Learning VALUE Rubric. The last rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric, to assess current practices relative to the Strategic Plan’s proposal of “Intentional Integration of Knowledge.”

| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>Make observations and formalize hypotheses</i> | Student proposes a hypothesis or solution. | Propose Solutions/Hypotheses | Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. | Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as one of the following: ethical, logical, or cultural dimensions of the problem. | Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem. | Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement. | Unable to propose a solution/hypothesis. |

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| <i>Require students to test their hypotheses or theories</i> | Student evaluates hypotheses or theories. | Evaluate Potential Solutions | Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is adequate (for example, contains through explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. | Unable to evaluate solution. |
| <i>Demonstrate applications to human society and the natural world</i> | Student applies and adapts knowledge learned in this course to a situation in human society and/or the natural world | Reflection | Reviews prior learning (past experiences inside and outside the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and | Reviews prior learning (past experiences inside and outside the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events. | Reviews prior learning (past experiences inside and outside the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events. | Reviews prior learning (past experiences inside and outside the classroom) at a surface level, without revealing clarified meanings or indicating a broader perspective about educational or life events. | Unable to review prior learning at a surface level. |

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| | | | maturity over time. | | | | |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Student adapts and applies knowledge from another course, subject matter or experience to a task in this course. | Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |

Global Studies

Students have two options in fulfilling this category. (1) They may successfully participate in any approved off-campus study program outside of the United States (or the Border Studies Program) for at least one semester and submit a journal reflecting on their experiences. Detailed journal requirements are available at the Center for International Education. International students may fulfill the global category by submitting a journal, subject to the same requirements, reflecting on their experiences at Albion. (2) They may take one unit from the list of courses approved as satisfying the global studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must have as an organizing focus topics that are international (focusing on a particular region) or global (focusing on an issue pertaining to multiple regions or countries).
2. It must foster inquiry into the interconnectedness of international issues and students' lives.
3. It should attempt to bring the world into the classroom so that students learn how to function in an international environment and gain a deeper understanding of the world outside the United States.

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| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>Focus on topics that are international or global</i> | Student demonstrates an understanding of cultures or issues in the world outside the United States. | ALBION RUBRIC | Student synthesizes multiple approaches relating to issues in the world outside the United States. | Student analyzes cultures and issues in the world outside the United States. | Student explains cultures or issues in the world outside the United States. | Student identifies cultures or issues in the world outside the United States. | Student unable to identify a culture or issue in the world outside the United States. |
| <i>Foster inquiry into the interconnectedness</i> | Student considers their | Global Self-Awareness | Effectively addresses significant | Evaluates the global impact of one's own and | Analyzes ways that human actions influence | Identifies some connections | Unable to identify basic connections |

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| <i>of international issues and students' lives</i> | connection to global issues. | | issues in the natural and human world based on articulating one's identity in a global context. | others' specific local actions on the natural and human world. | the natural and human world. | between an individual's personal decision-making and certain local and global issues. | between an individual's personal decision-making and local and global issues. |
| <i>Function in an international environment</i> | Student considers worldviews, power structures and experiences of multiple cultures. | Cultural Diversity | Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. | Unable to describe the experiences of others historically or in contemporary contexts. |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Student adapts and applies knowledge from another course, subject matter or experience to a task in this course. | Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems | Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |

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| | | | problems or explore complex issues in original ways. | or explore issues. | | | |
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Gender Studies

Students are required to take one unit from the list of courses approved as satisfying the gender category requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must foster inquiry into the cultural construction of gender.
2. It must focus on the perspectives that gender brings to the discipline.
3. It must place the issues of gender in their historical context. This may include the rediscovery of marginalized texts.

The first column is the language from the catalog and the second column is the learning outcome based on that objective information. The first rubric from 0 to 4 is taken from the Critical Thinking VALUE rubric. The second rubric from 0 to 4 is taken from the Inquiry and Analysis VALUE rubric. The third rubric from 0 to 4 is taken from the Intercultural Knowledge and Competence VALUE rubric. The last rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric, to assess current practices relative to the Strategic Plan’s proposal of “Intentional Integration of Knowledge.”

| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>It must foster inquiry into the cultural construction of gender.</i> | Student demonstrates an understanding of the cultural construction of gender. | 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. | The issue or problem is not presented. |

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| <i>It must focus on the perspectives that gender brings to the discipline.</i> | Student understands the perspectives that gender brings to the discipline. | Existing knowledge, research, and/or views | Synthesizes in-depth information from relevant sources representing various points of view/approaches | Presents in-depth information from relevant sources representing various points of view/approaches | Presents information from relevant sources representing limited points of view/approaches | Presents information from irrelevant sources representing limited points of view/approaches | Does not present any information regarding gender |
| <i>It must place the issues of gender in their historical context. This may include the rediscovery of marginalized texts.</i> | Students will analyze knowledge from relevant text within a historical/cultural context. | Knowledge <i>Knowledge of cultural worldwide framework</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. | Does not show an 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. |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Students adapt and apply knowledge from another course, subject matter or experience to a task in this course. | Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |

Ethnicity Studies

Students are required to take one unit from the list of courses approved as satisfying the ethnicity studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must foster inquiry into the cultural construction of ethnicity.
2. It must focus on the perspectives that ethnicity brings to the discipline.
3. It must place the issues of ethnicity in their historical context. This may include the rediscovery of marginalized texts.
4. It must provide students with the opportunity to examine their own experiences with ethnicity.

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| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>Foster inquiry into the cultural construction of ethnicity</i> | Student demonstrates knowledge of cultural worldview frameworks | Cultural Diversity | Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. | Unable to describe the experiences of others historically or in contemporary contexts. |

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| | | | | with other cultures. | | | |
| <i>Provide students with the opportunity to examine their own experiences with ethnicity.</i> | Student demonstrates cultural awareness of own culture and that of others. | 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. | Unable to express ideas or beliefs from a cultural view, and is unable to recognize what can be learned from diversity of communities and cultures. |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Student adapts and applies knowledge from another course, subject matter or experience to a task in this course. | <i>Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |

Environmental Studies

Students are required to take one unit from the list of courses approved as satisfying the environmental studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must substantially enhance students' understanding of the earth's environment.
2. It must deal substantially with the consequences of human intervention into natural systems.
3. It must lead students to view the relationship among elements of environmental systems from an interdisciplinary perspective.

The first column is the language from the catalog and the second column is the learning outcome based on that objective information. The first rubric from 0 to 4 is taken from the Critical Thinking VALUE rubric. The second rubric from 0 to 4 is taken from the Problem Solving VALUE rubric. The third rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric. The last rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric, to assess current practices relative to the Strategic Plan's proposal of "Intentional Integration of Knowledge."

| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------|
| <i>Enhance students' understanding of the earth's environment</i> | Student demonstrates an understanding of issues or problems related to the earth's environment | 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 | Issue/problem is not stated |

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| <i>Deal substantially with the consequences of human intervention into natural systems</i> | Students is able to evaluate consequences of human intervention in natural systems | Define problem | Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors | Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed | Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial | Demonstrates a limited ability in identifying a problem statement or related contextual factors | Cannot identify a problem statement |
| <i>View the relationship among elements of environmental systems from an interdisciplinary perspective</i> | Student demonstrates the ability to explain environmental systems from an interdisciplinary perspective. | Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives.</i> | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. | Independently connects examples, facts, or theories from more than one field of study of perspective. | When prompted, connects examples, facts, or theories from more than one field of study or perspective. | When prompted, presents examples, facts, or theories from more than one field of study or perspective. | Unable to present examples, facts, or theories from more than one field of study or perspective. |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Student adapts and applies knowledge from another course, subject matter or experience to a task in this course. | Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |

Liberal Arts 101: First Year Seminars

The First-Year Seminars are distinguished by their small class size and close personal attention. Students select from a wide variety of seminars in which academic skills, creativity, active inquiry and collegiality are nurtured. Seminars introduce first-year students to college life by focusing on the process of learning, in and out of the classroom. Seminars share a common weekly community meeting that emphasizes student academic and social transitions. In addition, the First-Year Seminars foster co-curricular outreach. First-Year Seminars have the following characteristics.

1. They are inquiry-based, writing-intensive, focused on developing critical thinking skills, and they emphasize discussion.
2. They are as interdisciplinary as possible, exploring multiple modes of inquiry.
3. They nurture creativity in all forms.
4. They encourage community-building and outreach as well as co-curricular experiences.

The first column is the language from the catalog and the second column is the learning outcome based on that objective information. The first rubric from 0 to 4 is taken from the Written Communication VALUE rubric. The second rubric from 0 to 4 is taken from the Critical Thinking VALUE rubric. The third rubric from 0 to 4 is taken from the Creative Thinking VALUE rubric. The last rubric from 0 to 4 is taken from the Integrative Learning VALUE Rubric, to assess current practices relative to the Strategic Plan's proposal of "Intentional Integration of Knowledge."

| <i>Learning Objective</i> | Learning Outcome | VALUE Rubric | 4 | 3 | 2 | 1 | 0 |
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| <i>Writing intensive</i> | Student uses appropriate and relevant ideas in writing. | 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. | Unable to use appropriate or relevant content. |
| <i>Focus on developing critical</i> | Student critically interprets | Evidence: <i>Selecting and using</i> | Information is taken from source(s) with enough | Information is taken from source(s) with enough | Information is taken from source(s) with some | Information is taken from sources without any | Does not incorporate |

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| <i>thinking skills</i> | or evaluates source material. | <i>information to investigate a point of view or conclusion</i> | interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | interpretation/evaluation. Viewpoints of experts are taken as fact, without question. | information from sources. |
| <i>Nurture creativity in all forms</i> | Student demonstrates innovative thinking. | Innovative Thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i> | Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. | Creates a novel or unique idea, question, format, or product. | Experiments with creating a novel or unique idea, question, format, or product. | Reformulates a collection of available ideas. | Unable to reformulate a collection of available ideas. |
| Strategic | Plan: | | | | | | |
| <i>Intentional Integration of Knowledge</i> | Students adapts and applies knowledge from another course, subject matter or experience to a task in this course. | Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | Unable to apply skills, abilities, or theories gained in one situation to another. |