

Learning Outcomes for General Education and Exit-Level Courses

USF St. Petersburg

A. English Composition

1. Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, medium, and message;
2. Students will demonstrate critical thinking, reading, and writing by developing writing over time through a series of tasks including finding, evaluating, analyzing, and synthesizing sources into their own ideas, and discussing language, power, and knowledge;
3. Students will demonstrate composing processes through prewriting, drafting, revising, and editing individually and with peers in a range of composing media;
4. Students will demonstrate knowledge of conventions by controlling tone, mechanics, and documentation in a variety of common formats and genres.
5. Students will demonstrate the ability to work rhetorically in electronic environments throughout the composing process: research, drafting, reviewing, revising, editing and sharing ideas.

B. Quantitative Methods

1. Demonstrate the ability to estimate and to apply arithmetic, algebra, geometry, and statistics appropriately to solve problems, and an awareness of the relevance of these skills to a wide range of disciplines.
2. Demonstrate the ability to represent and evaluate mathematical information numerically, graphically and symbolically.
3. Demonstrate the ability to comprehend mathematical arguments, formulas, and graphical representations, and use these to answer questions, understand the significance of the results and judge their reasonableness.

C. Natural Sciences

1. Demonstrate an appreciation and understanding of the scientific method of inquiry
2. Demonstrate knowledge of the evidence, ideas, and models that scientists use to make judgments about the natural world.
3. Demonstrate how the ideas and models of the natural sciences relate to societal issues including ethics.

D. Social Sciences

1. Demonstrate knowledge of the methods that social scientists use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions.
2. Demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment, etc., in influencing human social interaction.
3. Demonstrate awareness of the ethical dimensions of human behavior and the formation of social, cultural and /or religious values.

E. Historical Perspectives

1. Demonstrate knowledge of the history of human civilizations, societies and cultures, and an awareness of the human experience and its applicability to the contemporary world through study of political, social, cultural, environmental, and intellectual issues in pre-modern and modern eras.
2. Demonstrate the ability to situate primary historical records in their proper contexts and use these sources to construct historical arguments.

F. Fine Arts

1. Demonstrate the ability to explain the social, historical, cultural, intellectual and/or ethical contexts of works of creative expression.
2. Demonstrate some knowledge of the stylistic analysis, appropriate vocabulary, symbolism and techniques appropriate to the study of the fine arts and an understanding of the tradition and achievement of the creative process.
3. Demonstrate awareness of the relationship of the fine arts to everyday life.

G. African , Latin American, Middle Eastern or Asian Perspectives (ALAMEA)

1. Demonstrate knowledge of one of the above regions through analysis of examples of those regions/countries' historical or contemporary social, political, economic, environmental, and/or cultural life.
2. Demonstrate understanding of contemporary interconnections between these regions related to one or more global issues, themes and/or conflicts.

The culmination of the General Education learning experience is embodied in the Exit Requirements.

H. Major Works & Major Issues

1. Demonstrate the knowledge of the impact of one or more of the following on the major issues of a particular discipline: culture, environment, race, gender, and/or values and ethics.
2. Demonstrate the ability to critically analyze the primary texts and major documents or works (including visual and musical) of a particular discipline within appropriate context.

I. Literature and Writing

1. Demonstrate the ability to write a well organized and well substantiated analysis of primary literature and crucial sources in a particular discipline.
2. Demonstrate the ability to determine the nature and extent of information needed, evaluate information and sources critically, and write persuasively through the effective use of evidence derived from credible information sources.

Courses that are listed in a GE Area must address at least one learning outcome in that area.

Courses that are listed in multiple GE areas must address at least one learning outcome in each GE Area.

Rubrics and Scoring Systems

The three examples below are based on the work of Mary Allen (2004). Assessing Academic Programs in Higher Education. Ankor: MA. (pp. 138-141). Allen notes that rubrics: "...are explicit schemes for classifying products or behaviors into categories that are steps along a continuum..." adding that these steps generally range from "unacceptable" to "exemplary." Allen also notes that two major types of rubrics are holistic and analytical. Holistic rubrics: "...describe how one global, holistic judgment is made" while analytical rubrics: "...involve making a series of judgments, each assessing a characteristic of the product being evaluated."

Example of a Holistic Rubric

Level	Description
Inadequate	Insert description of inadequate work
Developing	Insert description of developing work
Acceptable	Insert description of acceptable work
Sophisticated	Insert description of sophisticated work

Example of an Analytical Rubric

	Level of Performance		
Product	Low	Good	Exceptional
A	Insert description for each level of work for Product A		
B	Insert description for each level of work for Product B		
C	Insert description for each level of work for Product C		

Example of an Analytical Rubric that includes a Scoring System

	Level of Performance			
Product	Low	Good	Exceptional	Score
A	Description (0-2)	Description (3-5)	Description (6-8)	(0-8)
B	Description (0-2)	Description (3-5)	Description (6-8)	(0-8)
C	Description (0-2)	Description (3-5)	Description (6-8)	(0-8)
Total Score	()	()	()	(0-24)

The example of a rubric below is adapted from Barbara E. Walvoord (2004). Assessment Clear and Simple. Jossey-Bass: CA. (p. 88). On this exam, students were instructed to take a position on a debatable issue concerning the interpretation of the literature studied. Scoring follows:

- 5 points: Student takes a defensible position on the issue posed in the exam question and states the position clearly. Position does not merely state the obvious or parrot one of the readings, but shows a creative mind at work.
- 4 points: Student takes a defensible position on the issue posed in the exam and states the position clearly. Position may be somewhat obvious or closely parallel one of the readings.
- 3 points: Student takes a defensible position on the issue posed in the exam and states the position clearly, but the position may state the obvious or simply paraphrase one of the readings.
- 2 points: Student takes a defensible position on the issue posed in the exam, but the statement is ambiguous, carelessly stated, or must be deferred.
- 1 point: student does not clearly state a defensible position, or position is not defensible, or position is irrelevant to the question posed in the exam.

Other names in the assessment literature include: Trudy Banta, Indiana University-Purdue University Indianapolis (IUPUI) and Amy Driscoll, CSU Monterey Bay (CSUMB).