

**Progress Report on General and Liberal Education Assessment**

**to the**

**Higher Learning Commission of the North Central Association**

**for**

**Vincennes University**

**April 15, 2013**

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## Executive Summary

This Progress Report on General Education Assessment describes Vincennes University's plan for assessing its newly approved liberal education outcomes and the implementation work completed up to the writing of this document. Last April, 2012, VU sent the HLC a Report on major program assessment and improvement planning that was reviewed as "exemplary." Employing the same assessment principles used in program assessment, VU is establishing a high quality, university-wide learning and improvement plan informed by current thinking about student needs. The plan requires focused instruction and uses authentic, embedded assessments that connect course content and discipline methods with the development of essential liberal education skills. VU's plan addresses multiple institutional goals. First, it brings to conclusion two Action Projects focused on developing a curriculum that will intentionally build learning and skills that employers desire in 21<sup>st</sup> Century graduates. At the same time, the plan addresses Indiana's newly developed statewide general education outcomes. VU faculty have made great strides in implementing a new general and liberal education assessment plan, despite the challenge of working with the State of Indiana's forty-one general education outcomes, just approved December 10, 2012. Finally, the plan moves VU forward on its assessment strategic plan and an AQIP Action Project designed to build a culture of assessment-driven improvement. This Report provides a history of challenges and general education assessment projects that have influenced the development of the new plan, and it provides, both in the narrative and the appendices, significant evidence of VU's implementation progress up to the time of this report's completion.

## I. Introduction and Background

This document is Vincennes University's response to the Higher Learning Commission's request for a Progress Report on general education assessment. On April 30, 2012, VU submitted a Progress Report describing the institution's progress on its required Action Project, "Implementation of Assessment Plans." VU received the staff analysis of that Report on June 6, 2012. According to the analysis, VU had made great strides in implementing its new assessment plan, especially its major program assessment plan. "Vincennes University submitted an excellent progress report that provided strong evidence of the University's significant achievements in all of the issues noted. A possible exception to this statement was the assessment program for General Education, as will be noted below." VU's report included detailed information on its strategic plan progress, including assessment results and improvement plans for 89 of its 92 assessable academic programs. The Analysis highlighted a number of VU's successes, including its focus on improvement: "VU's assessment plan is focused on improvement. The plan requires programs to assess learning in courses, identify standards of expectation, analyze the results, and identify needed improvements for learning and the assessment process." The analysis also noted the expectation that VU faculty describe the impact of curricular improvement plans in the following year's plan. VU has committed itself to assessment for improvement and recognizes that data collected for accountability purposes potentially misses the great value of assessment: improving instruction and student learning.

The analysis further recognized VU's commitment to professional development and to developing this process for major programs and other areas of the institution in a short period of time: "In a summary statement, Vincennes University has taken great strides in communicating the importance of and commitment to data-driven improvement across the institution through University-wide presentations, professional development, convocations and workshops with external speakers, release time and a new budgeted Office of Institutional Effectiveness, various and multiple University-wide communications, and clearly expressed Board interest in and expectations for improvement." The final "Staff Comment" regarding VU's Report noted VU's great progress, but also the institution's remaining need for a full-blown assessment plan: "Vincennes University is commended for an exemplary progress report on assessment. The major remaining aspect of a full-blown assessment program at the University concerns general education. Therefore, next year's report on the implementation of the assessment plan will focus only on general education assessment." This Progress Report, therefore, describes VU's progress on building a general education assessment program that complements the high quality, improvement-focused plan for major program assessment.

VU deliberately decided to address program assessment and wait on general education assessment for two reasons. First, VU recognized that building a quality assessment process would limit VU's time, manpower, and ability to focus energies on general education assessment. As the Staff Analysis noted, VU made tremendous progress in building the faculty's understanding of a new learner-centered assessment process and building a major program assessment plan in a short period of time. Besides the reality that building a sustainable major program assessment plan required intensive focus, reviewers of this report must recognize that external conditions caused VU to intentionally slow its efforts to develop a full-blown general education learning and assessment program. For the last few years, the Indiana Higher Education Commission has pushed to limit major program hours and to develop state-wide general education outcomes. VU rightly elected to wait on identifying its own liberal education outcomes and building a general education assessment plans while the State finished its work. To have begun to implement a plan earlier, only to have to make changes to accommodate State

general education expectations, would have wasted precious time and energy and potentially caused needless frustration with the assessment process and possibly created needless resistance to the assessment process. The Report that follows will detail the advantages of VU having made the decision to wait on developing a general education plan. VU has now developed a plan that will allow it to establish its own common-learning “identity,” integrate the State’s learning into the new process, and assess both VU’s liberal education outcomes and the State’s general education outcomes in the same assessment activities.

VU’s liberal education learning and assessment plans and the institution’s implementation plans are described in this report. VU’s hope is that the Commission will recognize that, while VU continues to assess and develop learning improvements via its major program assessment plan, VU has also been experimenting with general education assessment as part of those major program assessments and moving forward on a more specific general and liberal education assessment plan. VU’s decision to delay has allowed the institution to pull together a history of assessment efforts, recent experiments, and the state’s expectations to produce a much more structured plan than might have been developed in haste and one that will significantly affect both instructional focus and learning improvement. What VU has developed is a plan that will not only produce data, but one that will give greater focus to the institutional dialogue about its goals for students, alter the instructional culture, and engage students in active learning strategies. The plan reflects the most current literature on general and liberal education assessment, including the development of common standards for learning (rubrics) and embedded, authentic assessments. Most importantly, VU has produced a plan that will use assessment as a tool for improving instruction and the success of VU’s graduates.

## II. VU's History of General and Liberal Education: Progress Toward a Quality Plan

VU's history with general and liberal education assessment is undeniably checkered with starts and stops, successes and failures, initiatives and obstacles. In 1998, VU implemented a new general education program, driven by HLC feedback. VU produced a general education program that was viewed as an exemplary model "well ahead of the curve and could be considered cutting edge" (p.6, 1998 Report of Focused Visit). The team added that the new plan offered a core "powerful enough to serve as a statewide model in regard to improving the transfer and articulation process" (p. 8, 1998 Report of Focused Visit). While VU had developed an exemplary program, VU had created exceptions to the program that the team thought threatened the validity and assessment of the program; these issues were successfully addressed and described in a Report to the HLC. Soon after, VU's model became the associate degree model for the State of Indiana. The Indiana Governor and Commission for Higher Education created a "marriage" between VU and IVY Tech that brought VU's history of quality general education, recognized academic preparation, and successful transfer together with IVY Tech's technical degrees. VU's new general education model was adopted by IVY Tech for its degrees so they paralleled VU's AA, AS, and AAS degrees.

Unfortunately, VU had not developed an assessment plan to complement the highly praised learning plan. However, VU's failure to produce a single, unified general education assessment plan was not the result of institutional denial of the need for a plan. VU's progress on general and liberal education assessment has been frustrated by first building the relationship with IVY Tech, then "divorcing" from that relationship, and next focusing on developing baccalaureate degrees (one of the results of the "failed marriage"). In addition, VU had a succession of changes in its administrative ranks, producing four different presidents and five different academic VP's. Compounding the problem, both the Director of Assessment and Director of Institutional Research positions sat empty for long periods due to health issues and retirement. Then, both positions required multiple searches to find appropriate replacements. Even the position of AQIP Director experienced multiple personnel changes. VU ultimately decided to combine the Director of AQIP and Assessment positions into the current Director of Institutional Effectiveness; the position was finally filled in March 2011. The IR position was finally filled in February of 2012.

Despite the personnel and political challenges in recent years, VU has produced an assortment of notable general education assessment initiatives and projects, all of which are beginning to feed into the new general and liberal education assessment plan. This new plan is far more developed than any one of the general education assessment efforts previously undertaken, but the quality and breadth of the new plan are the result of many of the partial steps. Clearly, one of the more important recent influences on the development and commitment to a general and liberal education assessment plan is the writing of the Assessment Strategic Plan ([Appendix 1](#)). As noted in the introduction, the strategic plan gave rise to the successful program assessment work described in last year's Progress Report. A broad-based committee was formed to develop the plan; the members began their extensive research of assessment writings early in the spring of 2010 and completed the plan by mid-May of that year. The plan was reviewed by three external reviewers, Steve Bowen (Emory College, and then Association for General and Liberal Studies President), Rob Mauldin (Central Arkansas, Past President of AGLS), and John Nichols (St. Joseph's College, AGLS Past President and author of AGLS and AACU documents on assessment). That plan became Goal #1 of the current institutional strategic plan; it has been endorsed by the administration and approved by the Board. The Assessment Committee is expected to make semiannual reports to the Board on plan progress, and the Institutional Effectiveness Director gives a presentation during the annual Board Retreat. Last year's HLC Progress Report and this Report are both

grounded in the plan, following the prescription that the reports describe progress on implementing the plan. Objective 5.1 is to “Develop university-wide general and liberal education curricular and co-curricular outcomes,” and Objective 5.5 is to “Implement a course outline review process.” Both objectives express VU’s intention to develop a more coherent general and liberal education program, including vetting courses to make sure that faculty members recognize the expectation that they teach to and assesses the newly developed institutional learning outcomes. Specific details are given below.

VU has also developed two Action Projects intended to clarify the focus of the institution’s general and liberal education. The first project, “Education for the 21st Century VU Graduate” was developed in 2007 ([Appendix 2](#)) and was intended to be a five year project that would identify a vision for the liberally educated student, the learning outcomes and strategies to match, and ultimately, the plans for vetting and assessing courses. Twenty-one faculty and administrators worked to produce a document entitled, “The Future of Education at Vincennes University” ([Appendix 3](#)). The Educational Futures Task Force used the document to describe the philosophy of a liberal education at VU and tied University-wide goals to the institutional mission: “As a premier learning institution, Vincennes University is committed to liberal education that fosters intentional learners who are empowered to thrive in the 21<sup>st</sup> century as they enter the workforce or further their education. Through student-centered collaborative and integrative experiences, they attain the breadth and depth of skills and knowledge necessary to flourish in their personal and professional lives and to contribute as responsible citizens in their local, national and global communities.” The group also produced the following outcomes, most of which have been worked into VU’s new plan:

*Upon graduation, VU students will be able to:*

- *Engage in articulate expression through critical reading and effective written, oral, and digital communication.*
- *Gather, assess, organize, and apply information from various sources.*
- *Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.*
- *Make informed judgments about the physical and natural worlds.*
- *Make informed judgments of aesthetic and literary expressions.*
- *Analyze human behaviors and the interactions among individuals, groups, events, institutions, and cultures.*
- *Evaluate ethical behavior as an individual and as a member of local and global communities.*
- *Apply wellness concepts to improve the quality of life for themselves and others.*
- *Apply critical and creative thinking skills to solve problems*
- *Employ effective and responsible teamwork and workplace skills.*
- *Develop self-evaluation skills to set goals for personal and professional growth.*
- *Integrate knowledge and perspectives of different disciplines to answer complex questions.*

After several starts and stops due to changes in faculty and administrative leadership, the outcomes were finally presented to the University during the 2011-2012 opening meeting. A revised Action Project, “Implementing VU’s Vision of a 21st Century Education” was developed and also announced during the opening meeting ([Appendix 4](#)). In November, Dr. Terrel Rhodes, Vice President for the Office of Quality, Curriculum, and Assessment at the Association for American Universities and Colleges (AAC&U) visited the campus to discuss liberal learning and assessment, review VU’s progress on developing its plan for a liberal education, and make recommendations for implementation and assessment ([Appendix 5](#)).



One of the recommendations that Dr. Rhodes made was to try to move more programs in the direction that the English Department had moved with its plan to assess literature courses. During the 2010-11 academic year, the English Department faculty elected to identify common outcomes for all literature classes; they also developed a common synthesis assignment and a rubric that was mapped to the dimensions of the “Integrative Learning” VALUE rubric. The literature outcomes assessment activity and results are presented as “Outcome 3” assessment activity that can be found on-line at [improve.vinu.edu](http://improve.vinu.edu) website or by following this link: [http://improve.vinu.edu/program-assessment-plans?field\\_step\\_academic\\_year\\_tid=8&field\\_step\\_division\\_tid=All&field\\_step\\_program\\_tid=71&field\\_step\\_step\\_tid=All&=Apply](http://improve.vinu.edu/program-assessment-plans?field_step_academic_year_tid=8&field_step_division_tid=All&field_step_program_tid=71&field_step_step_tid=All&=Apply). This same activity has become part of a national assessment project and publication distributed by the Association for General and Liberal Education. *Judgments of Quality: Connecting faculty best assessment with student best work!* is a new publication that will be distributed later this spring via the AGLS website. One member of the English Department, Chad Bebee, presented this work as part of a panel at the AGLS Conference in Portland, OR, and the Department Chair, Laurel Smith, made presentations at both AGLS and this past March at the AAC&U conference. The Interim Director of Institutional Effectiveness, Michael Gress, was part of a panel that made a presentation about the new publication and VU’s work during the 2013 NCA HLC Annual Conference.

The approach used by the English Department does, in fact, inform the new general and liberal education plan, and this was reported and described in VU’s Action Project Update submitted in late September 2012 ([Appendix 6](#)). The update describes VU’s approach to mapping VU’s liberal education outcomes to the new statewide general education outcomes. While this approach is described in greater detail below, it is important to recognize that VU is trying to implement its 21<sup>st</sup> Century Education Action Project (and establish its own institutional, common-learning identity) while also meeting the state’s new expectations that all institutions address the new state outcomes. The English Department’s AGLS project approach of mapping departmental outcomes to AAC&U’s rubrics and liberal learning outcomes gave insight to the approach of marrying VU’s new liberal education outcomes and the state’s general education outcomes. VU was commended by the Action Project Reviewer for the approach: “VU presented the AGLS assessment project at a national conference in Portland, Oregon. VU believes that this project has potential as an institutional model and is encouraged to consider presenting this information at an HLC conference and National/Regional Teaching and Learning Conferences. The link between effective learning and assessment is important to the current educational conversation and increased accountability in the educational environment.” VU believes the approach the institution has taken, described below, allows VU to maintain some institutional common-learning identity while still being compliant with the new state general education model. Once VU has fully implemented its new plan, members of the institution will do as recommended in the Action Project Review: submit a proposal to an upcoming HLC Conference, hopefully next year or in the near future.

Another project that informs the new plan is the Writing Intensive Assessment Project that the institution developed during the summers of 2005 and 2006. VU, as part of its 1998 general education revisions, implemented a requirement that all major programs include reading, writing, and speaking intensive expectations in at least one major program course. The goal of these intensive requirements is to reinforce basic skills in an integrative fashion, integrating communication, for instance, with the expectations of the major and world-of-work professional expectations. The writing assessment project was directed by the University Writing Committee, with members from across the institution. The group developed University Writing rubrics (both analytic and holistic) and collected over 100 papers in each year for evaluation. The approach used a team-based or a communal assessment approach that asked the teaching faculty member to present his or her assignment and then read aloud a paper while evaluating faculty followed along with their own copy and a copy of the rubric. After the reading, the group members discussed their individual scores and then created a final group evaluation. The faculty

involved said the assessment activity was one of the most important and influential professional development activities in which they had participated because the activity helped them see how to better write assignments and evaluate student artifacts. An added bonus was seeing that collectively, all faculty face the same problems with student writing, and many faculty learned more about other programs on campus. The writing intensive assessment work was presented at multiple conferences, including AGLS and AAC&U. Copies of the reports and participant narratives are included ([Appendix 7](#)). This “communal” approach and collaborative activity will inform the plan for assessing student artifacts addressing VU’s new liberal education outcomes.

Additional influence on the plan is the result of the extensive work the Interim Director of Institutional Effectiveness has done with the Association for General and Liberal Studies, including serving as the President and assisting with the development and presentation of the organization’s publication, “Improving Learning in General Education: An AGLS Guide to Assessment & Program Review.” The publication is heavily informed by AQIP concepts and principles, using systems analysis questions to guide thinking about key general education processes and improvements. The Interim Director also developed and continues to chair the AGLS Exemplary Program Award, which is based on the “Guide” and AQIP principles and concepts. The Exemplary Program Award is an annual award that recognizes institutions that have made significant improvements in their general education programs (see <http://www.agls.org/exemplaryprogram.htm>). For the last four years, the Award has focused on general education assessment. Awards Committee members include representatives from three different regional accreditation bodies (including Stephen Spangehl), national general education leaders such as Jerry Gaff of AAC&U and John Nichols of St. Joseph’s College, and members of the AGLS Executive Council who represent various colleges and universities. Awards applicants narrate their general education program assessment plans through development, implementation, assessment, and improvement stages. Working with national leaders to evaluate the strengths and weaknesses of various plans clarifies the key elements of a strong learning and assessment plan. Besides meeting HLC assessment expectations with this plan, VU believes the plan might result in VU being viewed as a national leader in general and liberal education instruction.

The final influence on the plan (and the chief reason why this report does not include specific assessment data for the newest outcomes being assessed) is the impact of the new Indiana Commission for Higher Education state-wide plans for programs and general education. Specifically, the Indiana CHE has limited total hours in programs and mandated state-wide general education outcomes. Because of the limits on total hours, a reconfiguration of the general education hourly requirements for each of VU’s degrees has been completed as of May 2012 ([Appendix 8](#)). Additionally, Senate Bill 182 mandated that all institutions’ general education programs use the same outcomes. The outcomes were developed via state-wide committees to address the following distribution categories of two types, three “Foundational Skills”: written communication, speaking and listening, and quantitative reasoning; and three “Ways of Knowing,” scientific, humanistic and artistic, and social and behavioral ([Appendix 9](#)). The outcomes were not completed and distributed to state institutions until December 10, 2012 ([Appendix 10](#)).

The state’s goals of limiting program hours and developing state-wide general education outcomes created a number of challenges for VU, preventing VU from producing general and liberal education assessment results and improvement plans for this report. First, VU had to add electives into its general education in order to allow for a certain amount of “double-dipping”: general education offered by some majors could be treated as both major program and general education credits. Other state institutions have allowed for the same approach in order to reduce hours in the programs to meet the new state requirements. The state mandate is a minimum of three hours in each of the six distribution categories identified above. Again, the reconfiguration of VU’s new general education program requirements was only completed in May 2012. Additionally, as noted above, VU had been working on

liberal education Action Projects since 2007 and wanted to incorporate that work into its new general and liberal education plans. This work was necessary for VU to place its own unique, mission-driven identity on the general and liberal education plan. When the state mandated the use of the general education outcomes, VU faculty determined it would be more effective for them to see the state outcomes process completed before finalizing its general and liberal education plan. As those state outcomes were not complete until four months ago, VU faculty did not have time to produce assessment results and learning improvement plans. Nonetheless, as will be shown below, VU has not been idle while the state outcomes plan unfolded. VU was piloting activities and added the new state expectations into the discussions and plans so that VU is in a position to fully implement its plan in the fall of 2013. The state issues and piloting were noted in the Action Project Update, and the reviewer's comments were that VU was wise to pilot a plan while the state worked: "The plan to continue improving University general education assessments while the statewide outcomes are finalized is very wise. The pilots are promising in that they will further inform assessments in other disciplines (Measuring Effectiveness - Category 7)" ([Appendix 6](#)).

### III. VU's General and Liberal Education Plan: Learner-Centered Instruction and Assessment

As noted above, VU's new general and liberal education plan has been some time in the making and reflects many institutional projects and external influences that have now culminated in a high-quality program of learner-centered instruction and assessment. VU faculty have created a program that marries the state's new general education outcomes with VU's commitment to liberal education ([Appendix 3](#)) and the newly approved liberal education outcomes. The plan creates an efficient way to assess all the outcomes while allowing VU to maintain its own mission and vision-driven identity: "Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences."

While VU waited on the State to complete the task of developing state-wide general education outcomes, VU was experimenting with outcomes and piloting assessment activities. Key institutional faculty and administrators were also working on a plan to complete VU's 21<sup>st</sup> Century Education Action Project by blending or mapping the draft state outcomes with select liberal education outcomes from the list that had been created by the Education Futures Task Force. As noted in the September 2012 Action Project update, the plan was influenced by the work completed in the English Department, where the Department faculty had created a common synthesis assignment for all VU literature courses, and blended the outcomes with the Integrative Thinking rubric from AAC&U. This is the project that Dr. Terrel Rhodes (AAC&U) recommended that VU push out into other programs on campus, and an approach that the HLC reviewer praised in the review of the September 2012 Action Project Update. The reviewer recommended that VU consider presenting the approach at the HLC Conference and other academic conferences: "VU presented the AGLS assessment project at a national conference in Portland, Oregon. VU believes that this project has potential as an institutional model and is encouraged to consider presenting this information at an HLC conference and National/Regional Teaching and Learning Conferences. The link between effective learning and assessment is important to the current educational conversation and increased accountability in the educational environment." What the institution recognized is the approach gives VU a way to develop its own liberal education program (in order to complete the goals of the Action Project) while still meeting the state's expectations that VU's general education courses include the state outcomes. Specifically, VU elected to map the new state-wide general education outcomes to VU's liberal education outcomes and VU adaptation of the AAC&U Value rubrics.

A small group of institutional leaders recognized that the state's general education outcomes distribution categories matched several of the liberal education outcomes drafted by the EFTF group. The state identified six distribution categories: written communication, speaking, quantitative literacy, humanities, social science, and science. Six of VU's liberal education outcomes matched each of these six categories. VU's EFTF group had also developed outcomes for critical thinking, ethical thinking, and integrative thinking. These three outcomes will become VU's identity in the new plan and will assume that VU can connect the general education content and methods from the six state distribution categories with assessable activities that require critical, ethical, and integrative thinking.

Working with a small set of examples of student assignments (from biology, music, and literature), faculty explained how both VU's liberal education outcomes and the state's general education outcomes overlap or map together. The presentation described how it is possible to teach and assess critical, ethical, or integrative thinking activities that also require students to use the methods and goals of the general education disciplines (those reflected in the state's distribution categories). In the process, VU could assess both the liberal education higher order thinking skills and the state's general education outcomes. During the October 25, 2012, VU faculty officially approved the following five Liberal Education Outcomes ([Appendix 11](#)):

*Students who complete Vincennes University Common Core requirements will be able to:*

- *Engage in articulate expression through critical reading and effective written, oral, and digital communication.*
- *Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.*
- *Evaluate ethical behavior as an individual and as a member of local and global communities.*
- *Apply critical and creative thinking skills to solve problems.*
- *Integrate knowledge and perspectives of different disciplines to answer complex questions.*

VU's liberal education plan requires that all courses on the newly developing University Core Curriculum be vetted to ensure they engage students in the three skills: critical, ethical, and integrative thinking. Because VU's new degrees do not all require a minimum of three hours from each of the state distribution categories (the AS, Career and Technical degree does not include a humanities requirement), VU faculty approved an approach that defines common learning and the core courses in terms of the liberal education skills. All VU graduates will be assessed for their critical, ethical, and integrative thinking skills, as well as communication and quantitative literacy skills.

The Curriculum and Academic Affairs Committee also agreed to work with an additional committee structure in order to speed the process of further defining and clarifying the liberal learning intended by the new outcomes and to speed the implementation process so assessment data could be gathered in the 2013-14 academic year. A document was developed to define the duties of the new "Liberal Education Committee" and the yet to be formed "Basic Skills Committee" ([Appendix 12](#)). Faculty on the Liberal Education Committee were given release time for the spring so they could refine the rubrics, map state general education outcomes to the dimensions of the liberal education rubrics, develop model assignments, lead professional development, and approve critical thinking assignments for the new UCC Courses. Two additional documents were produced, one that defines the roles of the University Core Curriculum Committee and the Assessment Committee in the new learning and assessment process ([Appendix 13](#)), and another document that defines the roles of advisory committees within the divisions offering general education. These advisory faculty are supposed to broaden the understanding and support for the instruction and assessment of the new outcomes ([Appendix 14](#)). A [flowchart of operations](#) was developed, and recognizing that faculty will need time and professional development to prepare them for both teaching and assessing the liberal education skills, VU has established a timeline for implementation of the instruction and assessment, beginning with critical thinking ([Appendix 15](#)). The UCC Committee also developed a course vetting form. As part of that form, faculty wanting to add either Liberal Education or Basic Skills courses to the UCC list must commit to doing professional development and working with the Liberal Education and other committees to validate their courses are meeting liberal education goals. The forms ask for the commitment and then ask faculty to provide evidence of how they will meet the new expectations for Liberal Education courses ([Appendix 16](#)) and Basic Skills courses ([Appendix 17](#)). One final CAAC action was the approval of new common course outline and syllabi templates that reflect VU's basic skills, liberal education, and state general education outcomes ([Appendix 18](#)).

#### IV. VU's Implementation Progress

With the plan and tools approved by faculty in Curriculum and Academic Affairs and the Senate, the implementation phase has begun this Spring 2013 semester. The administration agreed to fund release time for the Liberal Education Committee, and committee members were identified and contacted by the Provost to determine their willingness to take on the duties of putting the plan into action. The Liberal Education Committee started three-day-per-week meetings during the spring. Their first task was to edit and approve the draft rubrics, which are derivatives of the AAC&U's Value rubrics for critical, ethical, and integrative thinking. The rubrics provide faculty and students operational definitions of the new liberal education outcomes. In a general education survey that VU completed in Spring 2011, 89% of 208 faculty surveyed said they believed they reinforced critical thinking in their courses ([Appendix 19](#)). Based on this faculty perception of their instruction and the assumption that critical thinking would be the easiest of the new Liberal Education skills to develop in courses, the Liberal Education Committee finalized a critical thinking rubric ([Appendix 20](#)), and drafted rubrics for ethical thinking ([Appendix 21](#)) and integrative thinking ([Appendix 22](#)). Already looking ahead to how courses might develop both critical and ethical thinking, a draft combined rubric has been developed ([Appendix 23](#)). With the critical thinking rubric finalized and the others drafted, the Committee mapped the state outcomes to the dimensions of the liberal education skills rubrics. A mapped critical thinking rubric has been developed for each of the following state general education outcomes distribution categories: Humanities ([Appendix 24](#)), Science ([Appendix 25](#)), and Social Science ([Appendix 26](#)).

While the Liberal Education Committee was working on rubrics, the UCC Committee put out the call for faculty to submit the first pages of the UCC Course Approval Forms in order to put together a preliminary list of courses that could be offered to students for Fall 2013. Since the advising process began right after midterm/Spring Break and because the state's outcomes were not finalized until Dec. 10<sup>th</sup>, 2012, VU did not have time to complete course vetting for critical thinking in time for the advising process that began in March, even though the institution plans to have assessable critical thinking course activities in place for the Fall 2013. Therefore, the first page of the Course Approval Forms is essentially a commitment form ([Appendix 16](#)). Faculty are asked to use the form to identify a course which will provisionally be placed on the list of UCC course offerings; the listing is provisional, contingent upon the faculty participating in professional development on how to write critical thinking assignments that are assessable using the university-wide critical thinking rubric. The Course Approval Form requires faculty to state that they will participate in the full process, including developing and assessing critical thinking once their courses are listed as a UCC course; failure to collaborate with and maintain compliance with the expectations will result in courses coming off the list. Two YouTube videos were developed to make sure all faculty members had access to the expectations. The first video explains the overall approval process: <http://www.youtube.com/watch?v=HKP2JWhSOm4>; the second video describes the provisional approval process: <http://www.youtube.com/watch?v=TSnWeOSpiNM>. A preliminary list of courses submitted for the vetting process has been assembled, though VU expects the list to grow before the end of the semester ([Appendix 27](#)). The appended list shows some courses that were submitted that were not supposed to be, because they were not part of VU's earlier set of general education courses; VU is working with the assumption there will be too much work to vet all the courses that have historically served as general education to add new courses this Spring semester. The plan is to open consideration of new courses during the Fall semester of 2013.

As the faculty were preparing and submitting their commitment forms by the mid-March due date, the Liberal Education Committee was working on two important next steps: assignment models and professional development for teaching critical thinking. The Committee agreed that the best way to communicate clear expectations to other faculty was for the Liberal Education Committee members to

have gone through the process of developing assignments and being able to offer their models in a form that would address all the key elements of the assignments. The expectation is that having done so will make the review process (between April 15 and May 10) more clear and manageable, and as a result, the practice will increase the likelihood of quick turnaround for either improvement or approval. The Liberal Education Committee has good representation of the disciplines. Faculty members on the Committee represent psychology, history, and sociology in the social sciences; English and art in the humanities; and biology and chemistry in the sciences. In addition, the Interim Director of Institutional Effectiveness, who is working closely with the group, is a professor of Philosophy, giving an eighth faculty perspective to the discussions.

The Liberal Education Committee's theoretical approach to critical thinking instruction and assessment is taken from the approach described in the book, *Learner-Centered Assessment on College Campuses* by Mary E. Huba and Jann E. Freed. VU's critical thinking outcome states that VU students will be able to "apply critical and creative thinking to solve problems." Huba and Freed discuss the advantages of asking students to solve "ill-defined problems." The approach moves away from "textbook problems" that are designed for a single right answer. Textbook problems have answers in the back of the book, and students and faculty know if students learn to apply an algorithm, they can solve these problems correctly. Experts agree on the answers to these problems, and they can be answered with a high degree of certainty. Huba and Freed advocate a different approach: asking students to solve ill-defined problems, which are problems that most people face in the real world, problems whose answers do not have a high degree of certainty and about which experts will disagree. Ill-defined problems are messy: "Solving ill-defined problems requires judgment, planning, the use of strategies, and the implementation of previously learned skill repertoires. Addressing ill-defined problems helps develop inquiry skills as students become researchers, seeking out and evaluating new information in their discipline, integrating it with what is known, organizing it for presentation, and having the opportunity to talk about it with others" (Huba and Freed, 203). The authors argue that teaching students to work with ill-defined problems prepares them for life beyond graduation, where the problems are not textbook problems but ill-defined.

Videos have been developed to supplement the multiple face-to-face professional development sessions presented in both neutral and college-specific settings. Both a PowerPoint presentation and a complementary video have been developed so Liberal Education Committee members would communicate the same message in their respective colleges. The first video addresses the "ill-defined problem" approach that fits with the critical thinking rubric: [http://www.youtube.com/watch?v=op\\_luvAo5\\_4](http://www.youtube.com/watch?v=op_luvAo5_4). The second video describes specifics of some of the sample assignments developed: <http://www.youtube.com/watch?v=-zNsWG-kDpY>. Each of the assignments (see below) ask students to critically think their way through issues and make meaning using discipline content and methods and additional research. In some cases, there are clearly defined "sides" to an issue; in others, students have to take an ill-defined challenge to make meaning considering their own and other perspectives and contexts. The following is the list of assignments appended: LFSC 100, Human Biology ([Appendix 28](#)), CHEM 120, Chemistry of Hazardous Materials ([Appendix 29](#)), LITR 235, World Literature I ([Appendix 30](#)), ARTT 130, Art History I ([Appendix 31](#)), SOCL 260, Sociological Aspects of Death ([Appendix 32](#)), HIST 139, American History I ([Appendix 33](#)), and PSYC 142, Introduction to Psychology ([Appendix 34](#)). All the assignments address the items identified on a checklist developed by the Committee, including the dimensions of the critical thinking rubric. The checklist has been distributed to faculty, and they are aware that assignments need to address all the checklist items ([Appendix 35](#)).

The professional development activities have included some discussion of how to teach critical thinking. More instruction-focused professional development is being developed for presentation during VU professional development week immediately following final exams. That week will give



members of the liberal education committee time to talk about content and methodologies. Methodologies will include discussion of flipping classes (or parts of classes) in order to allow time for critical thinking instruction and practice activities are already planned. At this point, two videos have been developed that model critical thinking instruction. This is a two-part video using a “tug” device to develop students’ thinking about opposing sides of an issue and the different contexts that affect people’s thinking on issues: <http://www.youtube.com/watch?v=ne6huGSFWQA> and <http://www.youtube.com/watch?v=zffOYRJsqBU>. All of the videos, outcomes, rubrics, approval forms, and other tools can be found under the “Liberal Education” tab on the Institutional Effectiveness website: [improve.vinu.edu](http://improve.vinu.edu).



## V. VU's "Needs" for Further Implementing the General and Liberal Education Assessment Plan

VU has made tremendous progress given the challenges it has faced; the faculty and administration have been working extremely fast to implement an academically challenging curriculum and assessment plan. That said, a number of issues remain to be addressed before the plan will be fully operational. However, none of the needs will prevent VU from collecting its first round of data on students' critical thinking skills during the 2013-14 academic year; in fact, most of these issues are typical issues that institutions wrestle with, even when they are producing results and improvements.

The first issue is the assignment review that needs to be completed. The Liberal Education Committee will divide the labor in order to move the process along. College liaisons on the team recognize that they will need to work with faculty in their respective colleges in order to help faculty strengthen assignments enough to allow the artifacts to be judged using the rubric. The Committee will be very busy from April 12 through May 10<sup>th</sup>, and maybe some time beyond. New faculty hired during the summer for instruction beginning in August must be brought up to speed and their assignments will have to be developed quickly.

Ongoing professional development will be needed. Teaching critical thinking as "ill-defined" problems is new to some faculty. The professional development must address not only the nature of critical thinking but also how to engage students in the various aspects of the skill. Faculty must begin to think about making room and fitting the practice activities into their curricula. VU does not assume that students will accomplish the new VU goal of being critical thinkers without practice. This is a common issue for faculty developing new curricular approaches, and VU recognizes that, as faculty begin the practice, they will get better. What VU plans to do is offer collaborative activities that allow faculty to share ideas and successful methods and work through instructional issues together. This is an approach that was used during the Writing Intensive assessment activities, and VU will use that experience to shape professional development and some assessment discussions. Professional development will also, down the road, have to address the issue of inter-rater reliability. Faculty must share the experience of applying the new critical thinking rubric to different student artifacts and talk about their analysis and interpretations of student success.

The institution must also recognize that, if faculty are going to be creative with their critical thinking activities and allow critical thinking to be an organic part of the classroom content and methodologies, VU must satisfy certain technology needs. For instance, speeches or presentations where students present their work orally will need to be captured for later review, especially as part of an assessment plan that uses a random sample of different courses. Technology will be needed to help faculty "flip" classes. VU will also need to identify its solution for collecting individual faculty evaluations of student work. Currently, VU uses Blackboard, and faculty and staff are reviewing Blackboard's capacity to use rubrics to assess student work and its ability to collect data. While this issue will challenge VU with questions about how to set up assignments in the fall, this is clearly not an insurmountable problem; numerous institutions have worked through this issue.

VU must also make sure that all general and liberal education faculty instructors understand their new expectations to report data and to participate in the collection of a random sample from different courses so that VU can identify institutional results and identify improvement needs. Again, this is a problem that every institution deals with, and VU will too. Some trial and error on a number of these mechanical issues are an inevitable part of the work. Like other institutions, VU has to find ways to engage adjuncts, dual-credit situations, and early college faculty in the process. VU's plan is to build the system on its main campuses, get it working, continue to develop a library of video and other support tools, and roll out the plan gradually, working through kinks as they arise.

There will clearly be challenges ahead, next year and in the future, but the President and Provost and other upper-level administrators are on-board with the goals of the new general and liberal

education plan. They agree that, if successfully implemented, the plan will elevate VU graduates' skills and distinguish graduates when they transfer or move on to the job.

## VI. Conclusion

On June 6<sup>th</sup>, 2012, Vincennes University received the analysis of its first progress report on assessment. That report said VU presented an exemplary report offering strong evidence that the institution was addressing the assessment issue in all ways except one: general education. VU knew going into that report that the institution was going to offer limited evidence of general education success results because of Indiana's plan to develop a statewide general education core and outcomes. VU was also asking much of faculty to put in place a high quality program assessment plan, and focusing energies on the program assessment piece surely contributed to the quality of the report submitted last April. The HLC reviewer of VU's 21<sup>st</sup> Century Learning Action Project confirmed that VU was wise to allow the dust to settle in the state and use general education assessment pilots to build momentum toward a more fully fleshed-out plan. With this report, VU believes it should have addressed the final concern raised in last years' report, the one issue that VU was expected to report on in the 2013 Progress Report—general education.

Vincennes University assumes this report and appended documents provide strong evidence of significant progress on a substantial learning and assessment plan, despite significant challenges created by the State's newly approved general education outcomes. Vincennes might have elected to grab a standardized exam and generate some quick data. Instead, following the current literature on assessment and seeking to continue its approach of using authentic, embedded assessments, VU has chosen an approach to assessment that focuses not just on collecting data, but using assessment as a tool to drive improvement on liberal education outcomes that VU believes should define its students. VU has taken on and completed a significant part of a plan that addresses three very important needs:

- The need to complete its 21<sup>st</sup> Century Education Action Projects by implementing a liberal education plan
- The need to satisfy the state's expectations for assessing the new state-wide common core and general education outcomes
- The need to clearly identify "common learning" outcomes, as defined by its strategic plan and a second Action Project on implementing the strategic plan, doing so in a way that will put a unique stamp on VU's graduates

VU has developed an approach to general education assessment that maps state outcomes to VU's selected liberal education outcomes. Those outcomes will develop higher order thinking skills in students and challenge them to be independent thinkers. Using both its own general education history, experience, and pilots, combined with literature from the Association for General and Liberal Studies, Association of American Colleges and University, and other sources, VU has crafted what it believes can be a model learning and assessment plan. As the 21<sup>st</sup> Century Action Project reviewer said, VU should plan to present its model at the HLC and other conferences. The English Department assessment work, which has served as the central model for its plan, has already been presented at the September 2012 AGLS Conference and the most recent Higher Learning Commission Conference. The English Department work was praised by Dr. Terry Rhodes of AAC&U and is also described in the spring 2013 AGLS publication, *Judgments of Quality*. VU has significant confirmation that its approach is current and has the potential to be a powerful tool in developing successful students.

While VU wishes it had data to offer, VU is proud of the success it has made since Indiana approved its state-wide outcomes in December. The extensive list of appended materials should make clear that VU was not idle while waiting on the state; VU was already developing plans for addressing all its issues, preparing for the final draft from the state. Much professional development has already occurred, commitments by faculty are in place, curricular theory has been discussed, and model assignments have been written. As this report is being completed, faculty assignments are rolling in. VU will be

challenged by unanticipated questions as the implementation continues, as all institutions are in this situation. VU has the administrative and faculty support needed to address the challenges and report data during the 2013-14 academic year on students' critical thinking skills.

VU hopes that the HLC will recognize the considerable time, effort, and resources that VU faculty and staff have committed to the process. VU agrees with the Action Project reviewer who thought it wise to allow the state to finish its work. Certain elements of the process have been beyond VU's control, but with dedication and preparation, VU submits this report believing it addresses, as best as possible, the issues of concern raised by the HLC about general education assessment. VU also looks forward to the feedback on the report, knowing that the assessment journey is never complete and comments on VU's progress will move the institution down the road of continuous quality improvement.

## Appendix

## Appendix 1: Assessment Strategic Plan

**Strategic Planning Goal I: Improve Through Assessment**

Vincennes University will develop a University-wide culture of assessment for continuous improvement. "University-wide" includes all VU programs and courses.

**Rationale:**

- To make informed decisions
- To improve student learning
- To support all aspects of the university
- To define a systematic and systemic approach to assessment

Objective	Timeframe	Measures	Resources	Responsible Persons
<b>I-1. Create a vision for assessment that embraces and embodies improvement.</b>	October 15, 2010	Support of University governance groups	Speakers/Consultants to lead vision process and organize committee structure during Opening Meeting, Supplies	President-appointed ad hoc committee
<b>I-2. Create, define, and share a common assessment vocabulary.</b>	October 15, 2010	Support of University governance groups	Speakers/Consultants to lead vision process and organize committee structure during Opening Meeting, Supplies	President-appointed ad hoc committee
<b>I-3. Create and integrate common learning outcomes.</b>				
I-3-A. Develop University-wide general and liberal education curricular and co-curricular outcomes.	May 1, 2013	Approval by University governance groups	Speakers/Consultants to lead vision process and organize committee structure during Opening Meeting, Supplies	President, General Education Committee, Educational Futures Task Force (EFTF), Appropriate Student Affairs personnel

I-3-B. Develop program and course curricular and co-curricular outcomes.	May 1, 2013	Approval by appropriate faculty, department chairs, and program coordinators	Personnel time, Funding, Professional Development	Department Chairs, Program Coordinators, Program Faculty
I-3-C. Implement a course outline review process.	May 1, 2013	Approval by Faculty Senate	Personnel time, Funding, Professional Development	Faculty, Curriculum and Academic Affairs Committee (CAAC)
I-3-D. Develop curriculum mapping for outcomes alignment.	December 15, 2011	Report results and recommendations of the initial curriculum mapping	Personnel time, Funding, Professional Development	Director of Institutional Effectiveness, Department Chairs, Program Coordinators, Program Faculty
<b>I-4. Utilize a variety of methods to communicate and coordinate plans, issues, challenges, successes, and results to all stakeholders.</b>	December 15, 2010	Periodic reporting	Personnel time, Funding, Technology	Director of Institutional Effectiveness
<b>I-5. Develop and empower leadership.</b>				
I-5-A. Design and organize committees and teams to manage University assessment.	December 1, 2013	Approval by University governance groups	Speakers/Consultants to lead vision process and organize committee structure during Opening Meeting, Supplies	President-appointed ad hoc committee
I-5-B. Designate and empower an administrative position responsible for University assessment-driven improvement.	August 15, 2010	Position filled	Salary	President
I-5-C. Use annual survey results of faculty, staff, and students to evaluate and improve assessment leadership.	May 1, 2011	Report on results of completed survey	Institutional Research	Director of Institutional Effectiveness, Assessment Committee(s)
<b>I-6. Develop and implement a systematic and systemic assessment process.</b>				
I-6-A. Implement a timetable and develop forms for completing reports, data analysis, and dialogue about results to plan and implement improvement measures.	December 15, 2010	Support of University Governance groups	Personnel time, Communication	Director of Institutional Effectiveness, President-appointed ad hoc committee

I-6-B. Explore effective practices to create collaborative assessment and improvement opportunities.	February 15, 2011	Collaborative activities documented in employee self-evaluation	Personnel time, Funding	Director of Institutional Effectiveness, Assessment Committee(s), Collaborators
I-6-C. Implement a process of recording, reporting, and moving information within the assessment framework.	May 1, 2011	Support of University Governance groups	Personnel time, Communication, Funding for assessment reporting system	Director of Institutional Effectiveness, President-appointed ad hoc committee
I-6-D. Implement an annual process to identify and mitigate barriers to effective assessment and to celebrate improvement successes.	May 1, 2011	Annual report on results and recommendations, Annual forum for sharing assessment-driven process	Personnel time, Funding, Professional Development, Institutional Research	Director of Institutional Effectiveness, Assessment Committee(s)
I-6-E. Measure of and response to internal and external stakeholders' perceptions of institutional value.	May 1, 2011	Report of survey results	Personnel time, Funding, Supplies	Director of Institutional Research, Other appropriate personnel
I-6-F. Establish a pilot program for an e-portfolio system.	August 15, 2012	Report by participating department(s)	Personnel time, Funding	Department Chairs, Director of Institutional Effectiveness, Assessment Committee(s)
<b>I-7. Identify, align, and budget assessment resources.</b>				
I-7-A. Develop and sustain an adequate annual assessment budget for assessment projects, improvement projects, and leadership roles.	November 15, 2010	Established line item appropriation for assessment and University-wide communication detailing funding plans for projects and leadership	Personnel time, Funding	President, Vice President Financial Services/ Government Relations, Director of Institutional Effectiveness, Assessment Committee(s)
I-7-B. Integrate assessment into all aspects of personnel management (i.e., hiring, promotion, evaluations, etc.).	May 1, 2014	Assessment language and expectations included in hiring orientation evaluations promotion and tenure	Personnel time, Funding	Director of Human Resources, Governance Groups
<b>I-8. Create and implement an assessment-driven program review.</b>				

I-8-A. Define the purpose of assessment-driven program review.	May 1, 2013	University-wide communication detailing the definition of assessment-driven program review	Personnel time	Director of Institutional Effectiveness, Assessment Committee(s)
I-8-B. Implement a systematic process of program review and improvement, including a public reporting system.	May 1, 2014	Approval by University Governance groups	Personnel time, Funding, Professional Development, Director of Institutional Research	Director of Institutional Effectiveness, Assessment Committee(s)
<b>I-9. Identify an appropriate system of internal and external benchmarks for improvement.</b>				
I-9-A. Define and develop the purposes of internal and external benchmarking processes.	May 1, 2013	University-wide communication detailing the definition and purposes of internal and external benchmarking processes	Personnel time, Funding, Professional Development	Director of Institutional Effectiveness, Assessment Committee(s)
I-9-B. Identify, initiate implementation, and communicate benchmarking processes.	May 1, 2014	Benchmarking reports	Personnel time, Funding, Professional Development	Division Deans, Department Chairs, Appropriate management personnel
<b>I-10. Design and deliver professional development.</b>				
I-10-A. Develop and sustain adequate assessment professional development.	December 15, 2010	University-wide communication detailing funding for professional development	Personnel time, Funding	President, Director of Institutional Effectiveness, Director of the Center for Teaching and Learning (CTL), Assessment Committee(s)
I-10-B. Invite and support participation in assessment and improvement learning communities.	May 15, 2011	Learning communities established	Release time Compensation (stipends)	Director of CTL, Director of Institutional Effectiveness, Assessment Committee(s)
I-10-C. Support VU personnel participation as AQIP and other peer reviewers.	October 15, 2011	Submitted applications	Personnel time, Funding, Professional Development	President, Director of Institutional Effectiveness, Appropriate management personnel



I-10-D. Focus and enhance the Scholarship of Teaching and Learning.	May 15, 2012	Internal and external presentations and publications, documented in employee self-evaluation	Personnel time, Funding,	Director of CTL, Director of Institutional Effectiveness, Division Deans, Department Chairs, Faculty and Staff
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## Appendix 2: Action Project, “Education for the 21<sup>st</sup> Century Graduate”

### Project Details

Title	Education for the 21st Century VU Graduate	Status	COMPLETED
Category	1-Helping Students Learn	Updated	09-12-2010
Timeline		Reviewed	10-01-2010
Planned Project Kickoff	09-01-2007	Created	11-24-2009
Actual Completion	08-18-2011	Last Modified	09-30-2011

- **1:** Describe this Action Project's goal in 100 words or fewer:
- **A:** The goal of this Action Project is a significant one: to identify a vision of education for the 21st century VU graduate and develop strategies to implement that vision. In light of the constantly evolving economic and social, national and global picture, it is more important than ever that VU produce graduates prized by employers and valued by society. To do this, VU must develop an understanding of what AAC&U, AGLS and others define as a liberal education, interpret the concept as it applies to VU and its new mission, and envision a culture of student-centered learning at VU.
- **2:** Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:
- **A:** The current higher education literature describes the education for the 21st century graduate as an education that informs and integrates the learning of both general education and the major. In light of that description, it is critical that VU develop a concept of what we want to be in terms of liberal and integrative education and develop strategies to assure that this concept becomes part of the culture at VU. This Action Project will accomplish that goal and concurrently support both the Strategic Plan and the Mission of VU. As we focuses on identifying a vision of education for the 21st century VU graduate, the curriculum will change to meet the needs identified. As VU develops an understanding of what AAC&U defines as a liberal education, a new culture of teaching and learning will emerge. As an interpretation of the liberal education concept emerges as it applies to VU and its new mission, the delivery of proven associate and baccalaureate programs we will support a tradition of maintaining a student-centered, collegiate environment. And, as VU envisions a culture of student-centered learning, we will be taking a leadership role in “innovation and delivery of successful educational experiences.” This Action Project will help develop the strategies necessary to define VU’s educational platform for the future, result in a campus-wide curriculum that is rigorous, significant, and relevant, and assure that our graduates are prepared for the 21st century workforce.

- **3:** List the organizational areas -- institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:
- **A:** Most affected by this Action Projects will be the Academic Divisions, Student Services, Student Activities, and the student learners.
  
- **4:** Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:
- **A:** Curriculum development Pedagogy refinement Faculty Professional Development Student learning
  
- **5:** Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):
- **A:** Phase 1: The Educational Futures Task force will define the fundamental principles that will drive the production of students with 21st century skills. This work will be completed by May, 2008. Phase 2: Map out how VU, over the next 5 years, moves from theory to actuality. Work on this phase will begin in September of 2008. The "map" will be completed by May, 2009.
  
- **6:** Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:
- **A:** Progress measures that we plan to track as we work on this Action Project include the following: The development of an Educational Futures Task Force; The professional development of members of the Task Force; An increase in the used of the "language" associated with liberal education; Faculty support for the increased use of liberal education across the curriculum.
  
- **7:** Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:
- **A:** Outcome measures that will be tracked as we work on this Action Project include the following: The development of a vision for the education for the 21st century graduate; The development of a strategy for reaching the vision.

**Appendix 3: “The Future of Education at Vincennes University”**

**The Future of Education at Vincennes University**

Submitted by the members of the Educational Futures Task Force

Misty Bohnert  
Mary Bowen  
Micah Bowman  
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Norb Brown  
Sheila Collett  
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February 26, 2008

## **The Future of Education at Vincennes University**

Vincennes University has a long and rich tradition of educational excellence. That commitment to excellence is the cornerstone of its educational philosophy and demands an understanding of and adherence to the principles of liberal education. All constituencies consciously embrace, promote, and advance these principles to achieve the academic excellence the 21<sup>st</sup> century requires.

### *VU's understanding of liberal education*

Liberal education at Vincennes University fosters a culture of learning that nurtures a collaborative effort among students, faculty, staff and administrators to develop engaged and contributing members of society. We believe that liberally educated students graduate with knowledge, skills, and values necessary to be successful in daily life, in the workplace, and as lifelong learners.

Liberal education expands students' perspectives by integrating the breadth of general education with the depth of the major. Liberally educated students learn to think critically, using multiple methods to solve problems through the synthesis of skills and knowledge gathered from a variety of disciplines. They gain a global perspective with the capacity to consider diverse ideas in an ever-evolving world, enhancing their ability to make responsible, ethical and aesthetically-informed decisions. Liberal education at Vincennes University creates intentional, collaborative learners who are empowered and motivated to seek, communicate, and apply knowledge.

### *Liberal education as it applies to VU and its mission*

As a premier learning institution, Vincennes University is committed to liberal education that fosters intentional learners who are empowered to thrive in the 21<sup>st</sup> century as they enter the workforce or further their education. Through student-centered collaborative and integrative experiences, they attain the breadth and depth of skills and knowledge necessary to flourish in their personal and professional lives and to contribute as responsible citizens in their local, national and global communities.

### *VU's Vision of Student-Centered Learning that Embraces Liberal Education*

Vincennes University offers programs of study that integrate diverse learning experiences for individual awareness, growth, and expansion. Degree programs at Vincennes University create a sustained and enriched community of learning that emphasizes intellectual integrity, meaningful communication, collaborative effort, and moral values.

The Vincennes University community recognizes the relevance and value of both general education and the disciplines in order to create students with a sustained desire to learn and the ability to

link broad topics and concepts with those of concentrated study. Faculty, staff and administrators model the importance of a liberal education by taking responsibility for broadening their own perspectives. They are committed to working collaboratively with peers, community members, and the larger academic community to create challenging, cumulative, coherent experiences, both curricular and co-curricular. Faculty identify clearly stated learning goals, assess student achievement, and participate in professional development designed to maintain professional expertise and improve learning. They plan, teach and assess instructional content centered around the needs and abilities of students.

Students and faculty collaborate to empower students to become motivated and intentional learners via an integrative educational experience. Students are at the center of their own learning through the use of active learning, authentic instruction, cooperative learning, and cognitive apprenticeship. Students actively participate in their learning because they understand the relevance of the subject matter in all disciplines of study to their lives. They seek opportunities to learn outside the classroom and interact with a diverse population to broaden their perspectives as they progress through their program of study and as lifelong learners.

### Conclusion

Vincennes University's commitment to liberal education is essential in achieving its goal of developing students with the knowledge, skills, and values necessary to engage in society in meaningful and productive ways. With a clear understanding and promotion of liberal education as central to its mission, Vincennes University contributes to the "realization of the potential of all its students." (AAC&U and CHEA, 2008).

## Educational Futures Task Force

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Updated February 14, 2008

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## Appendix 4: Action Project, “Implementing VU’s Vision of a 21<sup>st</sup> Century Education

### Project Details

Title	Implementing VU’s Vision of a 21st Century Education	Status	ACTIVE
Category	1-Helping Students Learn	Updated	
Timeline		Reviewed	
Planned Project Kickoff	08-18-2011	Created	09-30-2011
Target Completion	12-15-2013	Last Modified	12-13-2012

- **1:** Describe this Action Project's goal in 100 words or fewer:
- **A:** The goal of the project, “Implementing VU’s Vision of a 21<sup>st</sup> Century Education” is reflected in its title. VU will retire the project “Education for the 21<sup>st</sup> Century VU Graduate,” and replace it with the new project intended to implement the vision reflected in a position paper, the draft of VU’s liberal education, university-wide learning outcomes, and the timeline developed to guide implementation. Each of these items was developed by an ad hoc committee known as the Education Futures Task Force. During the opening university meetings, the draft outcomes were presented, and it is now time for the Curriculum and Academic Affairs Committee and Senate to begin the larger conversation that will, ideally, lead to approval and full implementation.
- **2:** Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:
- **A:** Two main reasons for the project are the desire of the institution to provide students with the highest quality, most current education possible. VU programs often have advisory committees that recommend the development of the skills reflected in the outcomes, and AAC&U employer surveys corroborate these recommendations. The second reason VU needs to complete this project is that it needs to review its general education program and develop a clear set of university-wide outcomes so that it can address general and liberal education assessment. It’s time to move this responsibility from the ad hoc committee and shift it to Curriculum and Academic Affairs for action.

- **3:** List the organizational areas -- institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:
- **A:** As these outcomes will help define curricular and co-curricular learning at VU, all academic programs, curricular processes, assessment processes, and some Student Services programs will be most affected by this project.
  
- **4:** Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:
- **A:** The project will most improve student learning, assessment, and the continuous improvement processes related to university-wide learning goals. Currently, general education instruction lacks the focus of specific distribution or thematic outcomes, and assessment is too sporadic and limited, focusing mostly on basic skills assessment. The project will affect all faculty who will be involved in general and liberal education instruction, giving greater focus through common learning outcomes and shared distribution outcomes for general education courses. The shared focus will improve the institution's ability to complete assessment of all its general education.
  
- **5:** Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):
- **A:** This project will likely take two years to complete both the approval and implementation strategies. Curriculum and Academic Affairs Committee and Senate approval processes will require considerable discussion about the meaning and implications of approval. Once approved, the curriculum will need to be mapped to general education and program course work, and then a course vetting and assessment plan will need to be finalized and implemented.
  
- **6:** Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:
- **A:** Regular CAAC, Senate, Division, and Provost Council meetings and minutes will mark the progress of the process. Key faculty and administrative personnel will be responsible for sustaining the effort to complete the process.
  
- **7:** Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:
- **A:** The project will be complete when university-wide outcomes have been approved, courses are vetted, the relevant curriculum and pedagogies are in place, and assessment plans are ready for operation. All of this should be reflected in the catalog, promotional materials, and assessment plans.

## Appendix 5: Campus Memo Announcing Dr. Terrel Rhodes Visit

The following is the body of an email sent to all faculty from the President regarding Dr. Terry Rhodes' visit to Vincennes in November of 2011.

### **Announcement—Terrel Rhodes to Discuss Liberal Education and VU's Essential Learning Outcomes**

Dr. Terrel Rhodes, Vice President for the Office of Quality, Curriculum, and Assessment at the Association for American Universities and Colleges (AAC&U), will visit Vincennes University on Tuesday, November 1<sup>st</sup>, to discuss the state, national, and international liberal education movement in higher education.

Dr. Rhodes' presentation will contextualize VU's upcoming CAAC discussion of the draft essential learning outcomes recommended by the Educational Futures Task Force (EFTF) and presented during the opening University meeting. He will also describe how the essential learning outcomes represent the skills that employers want and, when combined with high impact instructional practices, the result is increased student persistence and success, especially with students lacking strong academic preparation.

Faculty and Student Affairs staff should plan to attend the 11:00 a.m. presentation in order to prepare for the upcoming curriculum conversation. As VU moves forward with its assessment strategic plan, the institution must establish University-wide common learning outcomes (general/liberal education outcomes). Faculty and staff are asked to avoid scheduling meetings during the convocation hour so they can participate in the presentation and other activities. Locations and times will be announced.

For more information on the essential learning outcomes, employer surveys, and high impact practices, see "The Quality Imperative: Match Ambitious Goals for College Attainment with an Ambitious Vision for Learning" @ [https://www.aacu.org/about/statements/documents/Quality\\_Imperative\\_2010.pdf](https://www.aacu.org/about/statements/documents/Quality_Imperative_2010.pdf)

"How Should Colleges Prepare Students to Succeed in Today's Global Economy" @ <https://www.aacu.org/leap/documents/Re8097abcombined.pdf>

and "High Impact Educational Practices" @ [http://www.neasc.org/downloads/aacu\\_high\\_impact\\_2008\\_final.pdf](http://www.neasc.org/downloads/aacu_high_impact_2008_final.pdf)

## Appendix 6: Action Project Update, “Implementing VU’s Vision of 21<sup>st</sup> Century Education

### Project Details

Title	Implementing VU’s Vision of a 21st Century Education	Status	REVIEWED
Category	1-Helping Students Learn	Updated	09-30-2012
Timeline		Reviewed	10-03-2012
Planned Project Kickoff	08-18-2011	Created	09-30-2011
Target Completion	12-15-2013	Last Modified	10-03-2012

- **1:Project Accomplishments and Status**
- **A:** Despite a number of challenges in the past year, VU is still making progress on this project. VU has had to deal with the following issues:
  - VU’s Provost and VP for Instructional Services, the individual who chairs the Curriculum and Academic Affairs Committee, announced his departure from VU in early September 2011.
  - The interim provost had limited experience in curriculum, as he was an individual who had recently retired as Dean of the Learning Resource Center.
  - The new Provost has only recently arrived on campus, and he is now being introduced to the issues related to this project.
  - VU had a required progress report on assessment that was due in April, 2012, and developing a systematic program assessment plan demanded a great deal of focus in order to actualize a new system of embedded assessment and improvement.
  - Maybe the greatest challenge VU has had to deal with during the past year is the state of Indiana’s plan and approved legislation to develop a 30 hour general education core and statewide general education outcomes.
  - The state-wide outcomes committees have already created thirty-seven outcomes for the five distribution categories completed (writing, speaking, humanities, social science, and science—quantitative literacy is not finished). Yet, the state’s direction for how it will expect institutions to assess the outcomes remains unclear, and the lack of direction creates concern about duplicating activity.

VU’s progress includes:

- A number of general education faculty in biology, math, English, and psychology have piloted assessments for some of the liberal education outcomes so that VU could experiment with how general education would fit with the new assessment system.

- A solution has been proposed to deal with the integration of a small number of VU's EFTF or liberal education outcomes and the statewide outcome. VU would treat its liberal education outcomes as program outcomes and VU faculty would treat the newly developed state general education outcomes as course outcomes that would be mapped to the program outcomes. VU would then look to faculty to develop embedded assessment activities that will allow for the assessment of multiple state course outcomes in one activity. Common rubrics could be built (for instance, one for critical thinking) which would allow VU to assess its outcomes across the curriculum, while at the same time addressing the state's general education outcomes.
- The English Department has participated in a national project developed by the Association for General and Liberal Studies (AGLS) using an assessment method similar to the solution being proposed, and this method can serve as a model for the approach described in the bullet above. The Department began by developing a set of common outcomes for all general education literature courses and mapped those to a number of AAC&U's LEAP outcomes. Using the VALUE rubrics as models, a rubric was built to address a synthesis assignment that would be included in all courses. The general assignment is shaped differently by different faculty, but the rubric is the touchstone that ties all the activities together and allows for common assessment. A presentation about the approach was made as part of a plenary panel describing the AGLS assessment project at national conference in Portland, Oregon. VU believes that this project has potential as an institutional model.
- **R:** The University recognized at the offset of this project that it would be a stretch and take at least two years. Although there have been deterrents to progress in the form of departures by key faculty, staff and administrators, the Institution's commitment to Helping Students Learn (Category 1) is very evident. Throughout this time, progress has been made in piloting assessments in general education courses (Measuring Effectiveness - Category 7.)
- **2: Institution Involvement**
- **A:** Since this project was identified in the fall of 2011, action has been limited due to the reasons given in response #1 above. An earlier project was focused on developing a draft set of outcomes and implementation plans. The work of the earlier group has been completed, and the earlier Action Project was retired in order to identify an implementation project. While the necessary CAAC discussions were limited during the 2011-12 academic year, some fairly significant activity resulted from the faculty members participating in pilot projects. Additionally, members of the General Education Committee and the Assessment Committee have been discussing how to manage a system with two sets of outcomes: VU's original liberal

education goals and the state-wide expectations. With the new Provost in place, administrative discussions are occurring, including the possibility of mapping the state outcomes to a number of VU's liberal education outcomes.

- **R:** The University has included the possibility of mapping the state outcomes to a number of VU's liberal education outcomes as a discussion point. As the discussion evolves at the state level, administrator and faculty conversations with other institutions could further inform the process and improve opportunities for student transfer to four-year institutions.
  
- **3:Next Steps**
- **A:**The next steps for the Action Project are to finalize a plan for how to integrate VU's general and liberal education goals with the statewide expectations. Because the statewide outcomes are not finalized, VU is attempting to find a way to operate on its own to take care of its assessment needs, while dealing with the state expectations as the picture slowly clarifies.
- **R:** The plan to continue improving University general education assessments while the statewide outcomes are finalized is very wise. The pilots are promising in that they will further inform assessments in other disciplines (Measuring Effectiveness - Category 7.) Multivariate analysis using student demographics and placement testing could provide useful information to improve instructional and student support services such as tutoring, library and advising/counseling resources and aid in the achievement of student learning.
  
- **4:Resulting Effective Practices**
- **A:**While discussions and pilot efforts are preliminary, if VU can manage a map of both its own University outcomes and state outcomes and work both into a single assessment plan, VU should be able to:
  - Assess the state outcomes while maintaining VU's liberal education goals.
  - Limit the accountability workload needed to address the state outcomes while maintaining the institution's assessment plan focus on improving teaching and learning.
- **R:** VU presented the AGLS assessment project at a national conference in Portland, Oregon. VU believes that this project has potential as an institutional model and is encouraged to consider presenting this information at an HLC conference and National/Regional Teaching and Learning Conferences. The link between effective learning and assessment is important to the current educational conversation and increased accountability in the educational environment.
  
- **5:Project Challenges**

- **A:** The challenges VU faces are clearly described in the sections above. Suggestions would be helpful—how to walk the line between maintaining VU’s own general and liberal education identity, while at the same time meeting statewide expectations. Examples of institutions that have worked through this process would be helpful.
- **R:** VU is not alone in the challenges identified. Whether public or private, faculty believe that their institutional identity is important. Please refer to the AQIP Action Project Database and consider how others have approached and improved assessment while still maintaining their unique identity.



## Appendix 7: Summary of Writing Intensive Paper Assessment

### Summary of Writing Intensive Paper Assessment

Assessment Project—Spring 2006

University Writing Committee



#### Introduction:

During the 2005-2006 academic year, the University Writing Committee met to discuss the previous year's pilot assessment project, the project's implications, and plans for a follow-up assessment project. This group represents faculty from across the divisions and the Jasper campus. The Committee has been meeting regularly throughout the year and building on efforts made during the Spring 2004 Professional Development activity that resulted in the identification of the University faculty's writing values.

As was made clear in last year's report, the pilot assessment led the group to recognize several University writing needs. First, the rubric needed some clarification and refinement. Action was taken during the year to improve it. The group has also taken steps to develop a website and include materials for faculty and students; that effort is progressing positively, as can be seen on the VU website. (Go to [www.vinu.edu/](http://www.vinu.edu/) and click on "Academic Resources" and then on "Writing Center" at the bottom of the left column.) Materials have been or are being developed for the site, including documents to discuss the intensive requirements and how to develop effective writing assignments. Many other resources are currently available, but this will be an on-going project. Furthermore, the Office of Institutional Research has begun a project to evaluate placement in Composition courses. While not all of last year's Committee recommendations have been actualized, significant progress on the recommendations and improvement of student writing has been made as a result of the project, and the Committee has been looking forward to this year's follow-up assessment to validate the claims of last year's work and to identify additional actions that VU can take to improve student writing.

This year's project replicated the method used last year, with some minor variations (both intended and unintended). Some members of the assessment team were new to the process (Curt Coffman, Math/Science; Rob Evans, Social Science; Mike Houtsch, Technology; Tina Miller, Health Occupations and Human Performance; and Rob Nora; Technology), while others worked on the assessment project last year (Dan Miller, Humanities; Chuck Reinhart, Humanities; Tyson Sims, Humanities; Ren Simmons, Math/Science, Kim Meeks, Institutional Research, and Mike Gress, Humanities). Papers assessed were taken from the following majors: Architectural Drafting, Conservation Law, Physical Education, Social Work, English, Philosophy, Honors Humanities, and Life Science. What follows is a description of the methods used to assess the papers written to complete the requirements of intensive classes, the results of the assessment, and the recommendations of those who worked on the assessment.

### Method:

The assessment process was similar to that used last year. Again, trying to use current assessment theory found in the writings of Brian Huot and other sources, the assessment is intended to be a locally-controlled, group assessment of specific course and major assignments, using institutional writing values, rather than an assessment using add-on activities involving externally-developed processes. 101 papers were collected for the assessment, but five of those were rejected because of clear signs of plagiarism; thus, the results below are based on ninety-six papers.

Project members are divided into two groups, allowing the faculty member providing papers for the assessment to read those papers to the rest of the group. We again used the method of having the instructor read the papers without instructor comments about the papers, except to answer questions pertaining to the assignment, writing instruction provided, and course expectations. Scoring of the papers was done using a combined rubric, a rubric consisting of four categories from the analytic rubric, plus the holistic categories (Appendix A). Thus, each paper was given five scores from each rater. Then, the paper reader recorded each of the scores in each category. At this time, discussion of the scores would begin and the group would agree to the final five scores assigned to each paper. As was the experience in the previous assessment, the majority of the debate about the proper scores occurred during the assessment of the early papers; after a clear understanding of the assignment was developed, the assessors' scores became consistent and less discussion was needed to achieve consistency. The five scores included the holistic score, as well as scores for the following analytic categories: (1) Displays clear organization, (2) Employs conventional citation of sources, (3) Follows directions and responds to all parts of the assignment, and (4) Uses relevant arguments and information.

It should be noted that one change that was made to the holistic rubric was the addition of a 5<sup>th</sup> scoring category. Last year's work indicated that we needed to parallel the holistic and analytic scores to reduce confusion. The following writing Expected Outcomes and Cumulative Goals were established last year for the analytic rubric, and were determined to be the standards of success that ought to be used for all the rubric categories, both analytic and holistic:

#### **Expected Outcomes:**

- 10% of students will be found to write at level 4 (Excellent)
- 20% of students will be found to write at level 3 (Good)
- 50% of students will be found to write at level 2 (Adequate)
- No more than 18% of students will be found to write at level 1 (Limited)
- No more than 2% of students will be found to write at level 0 (Unacceptable)

#### **Cumulative Goals:**

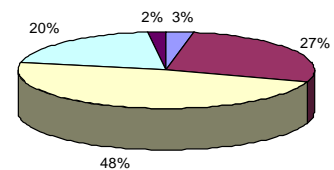
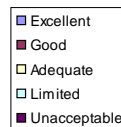
- 10% of students will be found to write at level 4 (Excellent)
- 30% of students will be found to write at level 3 or above (Good)
- 80% of students will be found to write at level 2 or above (Adequate)
- No more than 20% of students will be found to write at level 1 (Limited) or below the level of Adequate

Various tables and charts below reveal the actual levels of student success relating to the expected outcomes. The narrative presents success relating to the cumulative goals.

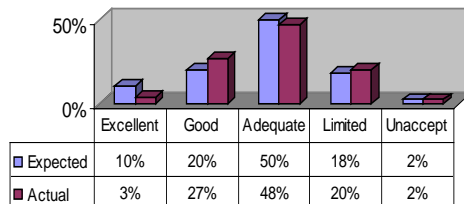
Finally, additional evidence of the value of the project itself, both in terms of identifying student needs and faculty development projects, can be found in the narratives written by those working on the project. These narratives also confirm and explain the data collected below by revealing the evaluators' thoughts and concerns about the writing issues considered during the assessment and reactions to student abilities and limitations.

### Analysis of Results

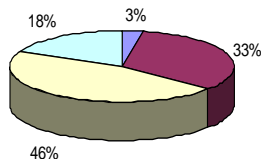
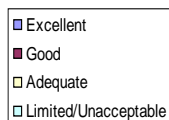
**Holistic:** The Holistic scores reflect some disappointments regarding the Expected Outcomes in that only 3% of the student papers were viewed as excellent. 27% of the papers were rated “good,” so the Cumulative Goal of 30% at level 3 or higher was achieved. 48% of the papers were evaluated as “adequate;” thus, only 78% of the papers achieved the Cumulative Goal of level 2 or higher, rather than the goal of 80%. Finally, 20% of the papers were rated level 1, “limited,” 2% greater than the minimum of 18%.



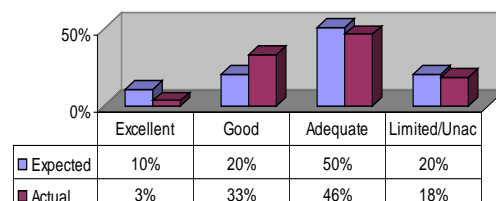
**Holistic Scores**



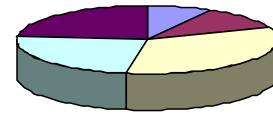
**Organization:** The Organization scores are very similar to the Holistic in that few student papers achieved the “excellent” level. For the Expected Outcomes, 3% achieved “excellent” status, 33% achieved level 3, “good,” and 46% of student papers were rated level 2, “adequate.” Thus, the papers exceeded the Cumulative Goal for level 2 writing: 82% of the papers were rated at level 2 or above.



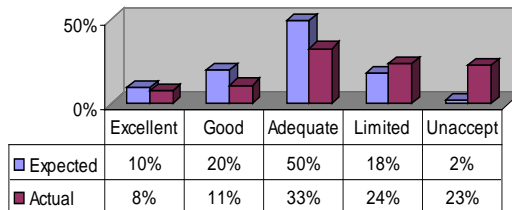
**Organization Scores**



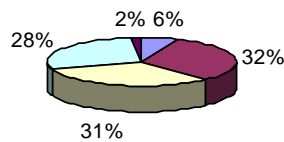
**Citation:** The issue of conventional use of citation to document sources was very troubling to the evaluators. Clearly, too few students use conventional documentation style or come near to achieving success regarding this writing value. While 8% of the papers achieved an “excellent” rating in this category, more at this level than any other categories, the numbers for the other Expected Outcomes are very disturbing. 11% were rated level 3, “good,” and 33% were rated level 2, “adequate.” These totals mean only 19% of the papers achieved the Cumulative Goal of level 3 or higher, well below our goal of 30%, and only 52% of the papers were rated at level 2 or higher, far below the goal of 80%. Compounding the seriousness of this issue, 24% of student papers were rated at level 1, “limited,” and 23% were rated 0, “unacceptable.”



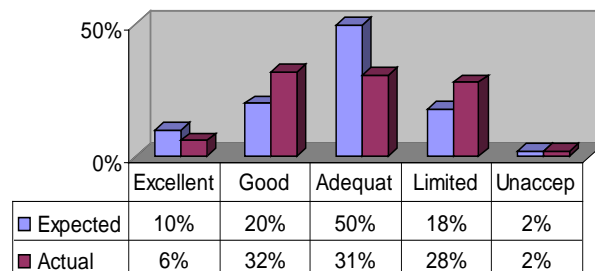
Citation Scores



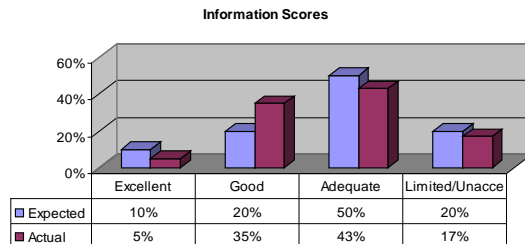
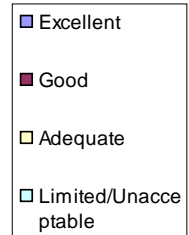
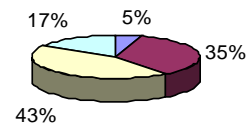
**Directions:** Students’ ability to follow directions appears to be mixed based on the results of this assessment. 6% of the students’ papers were rated level 4, “excellent,” 32% at level 3, “good,” and 31% at level 2, “adequate.” These totals mean, on the positive side, that 36% of the papers achieved level 3 or higher (above the Cumulative Goal of 30%), but only 69% of the papers achieved level 2 or higher, significantly below the Cumulative Goal of 80%. 28% of the papers were rated at level 1, “limited,” and 2% were rated 0 or “unacceptable.” A problematic failure to achieve VU’s writing goals exists for this writing value.



Directions Scores



**Information:** Student use of relevant arguments and information was much closer to our Expected Outcomes: 5% were rated level 4, “excellent,” 35% were rated level 3, “good,” and 43% rated at level 2, “adequate.” Thus, for the Cumulative Goals, 40% of student papers were rated at level 3 or higher, and 83% of student papers achieved level 2 or higher.



## Conclusions

Based on the narratives written by the faculty working on the project, the two major concerns about student writing were the issues of following directions and using proper documentation. While the student papers, for the most part, achieved the Holistic Cumulative Goals established for the process, these two areas of concern were noted in all the narratives. A cause for optimism exists, however; evaluators noted that faculty can do a better job of addressing both of these issues by writing more developed directions, including making more specific statements about the importance of using proper documentation format. All of the evaluators recognized that when directions were more fully developed with clearly stated expectations, the results were generally more positive.

The narratives also give some evidence that the assessment process itself has merits for helping faculty become better teachers of writing intensive classes. Seeing what other teachers do and what other teachers expect of students seems to be instructive regarding what students need from the teacher and reassuring in that the instructors recognize all faculty face the same problems in pushing students to produce good writing. The activity allows faculty to work together to develop a shared understanding of the University writing values and their importance. While most instructors wish the process might move more quickly in the initial stages of the evaluation, all the evaluators agreed the slow pace developed a common understanding of the writing values, and they determined that the activity was valuable.

## Recommendations:

1. The first and most consistent recommendation given by the evaluators is that VU faculty make their documentation expectations clear to the students in order to encourage them to meet academic and professional standards regarding sources. University faculty need to commit to giving clear and definite directions about the use of outside sources, directions concerning both the quality of sources and proper documentation format. Some sort of faculty discussions and workshops are needed to strengthen support for these issues.

2. Related to #1 is the issue of plagiarism. Improperly documented papers were often those that created the questions about unintentional and intentional plagiarism. Faculty need to make clear their expectations regarding the use of proper sources and documentation in order to reduce plagiarism.
3. Both this year and last, evaluators noted variations in the quality of the writing assignment directions. Again, the evaluators recommend that the University make some commitment to improving the quality of the directions written by faculty. Plans for the University Writing Committee website are that it will include a template for writing good directions, but faculty development workshops should be offered addressing the issue of writing clear and effective assignments.
4. The University Writing Committee website must continue to be developed, and its availability needs to be better publicized in order increase its use by both faculty and students. Both the faculty and student sides of the website need to be developed, and faculty should begin to contribute sample papers for students to view in order that students better understand writing assignments.
5. The use of the writing rubrics across campus needs to be part of a campus commitment to developing quality writing through a consistent understanding of writing expectations. If all faculty understand the rubrics and share the writing values established, students will gain by the repeated use of the same writing standards.
6. All of the recommendations from last year's project need to be met. While some of these recommendations are repeated with new emphasis above, others, including tighter connection between the English Dept. writing committees and the University Writing Committee must be accomplished. The effort to improve student writing is clearly a team effort, as all those working on the project have recognized.
7. Some sort of University-wide presentation of the Committee's work and progress on recommendations should occur in order to develop support for a University commitment to assigning more writing assignments and improving student writing. Another goal of these presentations should be the successful implementation of the recommendations.
8. Finally, the University should consider hiring a University Writing Coordinator to implement the recommendations and chair the University Writing Committee. This individual could take control of the Writing website and see that it is fully developed and user friendly. This person could also work as a consultant to faculty and run the writing workshops that seem to be needed. He or she could also make contributions to the Writing Center and might be used as a guest lecturer in classrooms across campus. Most universities have a writing coordinator, and as part of VU's effort to become a premier learning institution, a Writing Coordinator could serve in multiple ways to facilitate that effort.

**Appendix A: Combined Rubric****Vincennes Univ. Writing Assessment****Analytic Score**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Limited</b>	<b>Unacceptable</b>

**BASIC ELEMENTS OF WRITING**

1 Clear organization, including introduction, body, conclusion, and transitions

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**SOURCES**

2. Conventional citation of the sources

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**CONTENT**

3 Follows directions, and responds to all parts of the assignment

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4 Arguments and information are relevant to the thesis

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**Holistic Score**

<b>4. Excellent:</b> completes all aspects of the assignment, strong thesis that is developed thoroughly, good organization, main idea is clearly developed, consistent style and tone, meets standards of written English, almost no errors, highest standards of analysis, content reveals solid independent thinking, excellent sources support thesis and are documented correctly.	
<b>3. Good:</b> meets all aspects of the assignment, definite thesis that is well developed, satisfactory organization, mostly consistent style and tone, reflects standards of written English but may have few errors, consistent thoughtful analysis of the subject, independent thinking but limited breadth and clarity, acceptable sources generally used correctly, citations are generally used correctly.	
<b>2. Adequate:</b> addresses the assignment but may not meet all the requirements, basic organization but needs to develop thesis, style and tone inconsistent, reflects standards of written English but multiple errors in grammar, lack of thoughtful analysis and independent thinking, limited number of sources and some errors in use of sources, some errors in documentation.	
<b>1. Limited:</b> does not address all of the assignment, thesis lacks clarity and focus, poor organization, wanders from the subject and lacks coherence, inconsistent style and tone, distracting errors in grammar, content inconsistent, flawed analysis, little evidence of independent thinking, poor use of sources and many of questionable merit, numerous errors in	
<b>0. Unacceptable:</b> does not sufficiently complete assignment, unclear thesis or no thesis, poor organization, body lacks focus and clear purpose, paper fails to meet standards of written English, numerous errors in grammar, inadequate content, subject is poorly or illogically reasoned, no evidence of independent thinking, outside sources either not used or used	

## **Appendix B**

### **University Writing Committee Assessment Project Narrative Responses to the Project**

#### **Michael Houtsch, Architectural Studies/CAD Technology**

My first role in this project was to submit papers for evaluation from the writing intensive course I teach to students in the Architectural Studies/CAD Technology program. I was to read these papers aloud to a group of people from VU so that they might evaluate them. My secondary role was to be an evaluator of papers that were submitted by other VU instructors. My main initial concern was about evaluating papers since I am not an English teacher but I was assured that this would not be a problem.

Once the project got underway I learned how to evaluate papers, what to look for in a good and a bad paper besides just mistakes in grammar. I also learned that my students were not the only ones who don't follow directions. I also found out that the directions for a paper need to be written out very clearly for instructors to receive the kind and/or type of paper they are expecting.

From what I saw I don't think students are very familiar with either the MLA or APA format of writing papers. If students have taken COMP II they have a much better idea of these formats but not all students need to take COMP II before they take a writing intensive course here at VU. So if we as an institution want our students to be able to write using one of these formats then it needs to be presented in COMP I so that they can use them properly in their writing intensive courses.

During this project I discovered I need to have more precise and clear instructions for my writing assignments. It was clear that the instructors who had this received much better papers.

Mostly I thought the process worked pretty well. There were times when you couldn't tell if the student had left things out, like the works cited page, or if that was a problem with copying the papers incorrectly. In the future having this clarified somehow would be a big help. The one down side to this project as far as I was concerned was that it seemed to drag on for a long time. We met for 9 or 10 days during the afternoon. If we could have met for full days instead of half days we could have completed it much faster and not had to drag it out so long. If this is going to be held in the spring after classes and final exams are over and beyond the contract of most instructors then it needs to be done in a shorter time frame. I know some people work at other jobs during the summer and it would be hard, if not impossible, for them to attend an afternoon only project like this for 10 days.

Overall, for a project that I was not really looking forward to, I found it very interesting and beneficial. It not only let me see what was going on in other writing intensive courses across campus but also allowed me to pick up several good pointers to use in my writing intensive courses. I think anyone who teaches a writing intensive course at VU can benefit from this type of a project and should go through this process at least once.



### **Dr. Robert T. Nora, Chairman, Baccalaureate Degree Program-Technology**

I was delighted to have the opportunity to become a member of the University Writing Committee and participate in the Writing Assessment Project. This occurred at the end of my first year at Vincennes University and would serve as a springboard to my second year when I am scheduled to teach research methodology to my baccalaureate students. This served as an exemplar professional development initiative for me as well.

The valuations of this project were three-fold: a) to formulate the establishment of university-wide writing assessment standards for all our students; b) to gain a better understanding of the current state of student writing; and c) to identify tools and rubrics to use with my students during the development of their research papers.

I learned that the University Writing Center has a URL that is linkable from the VU home page. The site has a section for both faculty and students. It contains general assessment standards for the students to use while developing their research papers. Our yearly Writing Assessment Project gives us a chance to review and update the content at the writing center. This directly supports Criterion Four from the Higher Learning Commission: Acquisition, Discovery and Application of Knowledge.

By reviewing the current state of student writing and discussing the issue with my colleagues, I learned that a significant number of discrepancies were because of the instructions given to the students. To me it appears that those discrepancies were attributed to those students who are not ready, willing, or able to understand the process. We were able to discuss methods in which to make our instructions to the students a bit more comprehensible.

Most importantly, I have used the knowledge gained from this experience to simplify the rubric for my research course. I have dedicated a period of time at the beginning of the semester of which the sole purpose is to discuss the content and context of their research process. The rubric is used as the template for this discussion. We will be able to determine the impact by the quality of the research papers. I would like to have them all published or at least “publishable”.

In conclusion, when I arrived at this university last fall, I was automatically enrolled in sessions that explained the concepts and competencies required to serve as an advisor. I think all new faculty members should somehow be made aware of the Writing Center and how it can help them.

### **Renald Simmons, Mathematics**

I am a professor in the Mathematics Department, and I do not teach a writing intensive class. Over the last two years I have found the discussions we have had on the Writing Committee and during the pilot projects to be very interesting. The difficulties and questions raised by the committee members and pilot project members match the difficulties and questions we in the Math Department have had, both regarding students' writing skills and the University's commitment to a significant mathematics graduation requirement. This professional give-and-take has kept me coming back to the Writing Committee, even after I was officially assigned to the University Assessment committee.

Regarding the second assessment pilot project, I was curious to see how the changes in the holistic rubric would make a difference both in the ease of use of the rubric and in the spread of scores among the papers rated. I was curious enough that I told Professor Gress I was available if the committee needed another rater for the 2006 project, but not curious enough to beg to be invited. Mike did ask me to take part, and I agreed. Last year I was fascinated by the papers we

read from the different departments, the range of points-of-view presented and the range of skills displayed. I was especially pleased to see so many papers that we rated adequate or higher. My main concern for this time was that the papers this year would be from the same departments as last year and on the same topics, or that if they were from other departments that they would be of significantly lower quality.

As the project progressed, only my second concern was partly borne out. It appeared that slightly more papers were less than adequate compared to last year, but I have not seen the final statistical summary yet. I do not know if my perception is accurate. On the other hand, we read many adequate or better papers. This was both from the aspect of what did the course itself expect from a student and from the aspect of what the University expects from each student's writing. We read understandable prose, organized in a way that we could generally follow, even as we noted failures to follow directions, use some form of standard citation format, etc. I do continue to feel that the holistic rubric is reasonable to use.

When we read poor papers, many appeared to me to be especially bad. These students seemed either not to believe that good writing was necessary for the assignment, or to have forgotten any writing skills that they had been taught. The poor papers had not just poor grammar and poor organization, but they appeared to have been randomly cut-and-pasted from various web site text.

I wish I knew what we instructors could do to convince more students to take writing better more seriously. In my classes, we sometimes discuss how the non-major courses fit into a student's program. I have not taken a careful survey of the comments I hear, but in the non-transfer (MATT) classes, I believe the most common comment I hear seems to be a variation on the line 'I don't care about the class; I just want to do enough to pass so I can graduate.' Students share comments like this regarding math, English, speech, history, or psychology equally often. The teaching skill or likableness of the professor doesn't seem to have a correlation with making the comment.

One point I hope the University can reach is to have all instructors, and other employees who connect to our students via writing, agree on the institutional writing goals. For example, all of us have read campus memoranda and e-mails from colleagues who have difficulty with writing. If a student sees professors and staff, even those with a dyslexic and dysgraphic problem, making use of the resources VU provides to improve writing skills, I would expect the student to be more willing to do the same. A student should find it easier to accept the words we professors use to emphasize the importance of writing when the student sees the professor writing, and working to improve that writing. Maybe this would have more weight with the student than having a program graduate from 5 or 10 years earlier coming to a presentation to say 'I should have paid more attention in Comp class.' As long as the University moves toward the goal that faculty and staff should model good writing skills, and model good learning methods, in an encouraging and positive manner, I would expect faculty and staff to respond well. We may then see an improvement in students' attitudes regarding working at writing well.

Even the papers from the non-writing-intensive class reinforce my feeling that most students learn most of what our composition instructors tell us that they teach. Even many of the poorly written papers demonstrate some effort at thinking through the topic in question and how to organize the writing within the paper. I felt that a reasonable amount of revision, and maybe some assistance from a writing tutor, would have turned some of the poor papers into adequate, or better, products. The composition instructors have made the start; now we instructors in following courses need to continue their work to encourage better writing.

This is the second round of the rating pilot project in which I have taken part. Again, though I don't know what the actual tallies are, I am glad that most of the students demonstrated

at least an adequate level of skill on the holistic rubric. A change was that the sub-group I was in did not struggle with the plagiarism issue this year, as compared to last year. This may be due to the combination of the topics the students had to choose from for each class, or the manner in which the respective instructors gave the directions regarding style of writing expected and format for citations expected.

To conclude, I agree with what most of the evaluators said in the narratives from last year. The quality of directions and the clarity of expectations that an instructor gives to the student are critical. I do not think it matters whether we want the student to compare three types of garage doors that are available, and pick one and justify the choice, or we want the student to produce a lengthy research paper explaining the significance to an audience in 2006 of the characters Caliban and Ariel from *The Tempest*. We can ask for good writing, and we should expect to get it at an adequate level most of the time. If we want a student to write better, the student must know what we want the student to write, and what we consider to be better writing. I intend to phrase my expectations more clearly. As I do not teach a writing intensive course, I do not plan to provide one or two pages of directions. But since my direction ‘Explain briefly, but clearly’ has not led my students to write answers in the manner I desire, I will work to find a more satisfactory wording.

### **Tina Miller, Recreation Management**

When first asked to serve on this committee, I wasn’t sure what to expect and approached it with more than a little trepidation. My experience as a professional in physical education is that not only are our students often thought of as “dumb jocks”, but all too often those who teach within this discipline are sometimes treated with a lack of academic respect as well. Would my comments be valued? Would the papers I brought be so much worse than those others shared that it reinforced the stereotypes I was concerned about? Is this really going to help our students write better?

At the first meeting, many of my concerns were immediately dispelled. Everyone was very collegial and it was apparent that we all shared a common belief that the ability to write well is important and that we all share in the responsibility to develop these skills in our students regardless of academic discipline. The process of how the papers were to be assessed was explained. We split into two groups to more quickly evaluate the 100 papers chosen for this project.

Once analysis began it was apparent that we had not yet “gelled” as a group in terms of how papers were assessed – our scores were all over the place despite having the rubric to follow. The group’s ability to come to a consensus was at first lengthy but always interesting. Listening to people share their reasoning for their scoring was enlightening. The variation in thought processes and the focal keys of each individual helped the evaluation be more complete. I think that initially several individuals deferred to the “English people”, but over several days, we did improve both in our group consistency as well as our ability to hold our ground against the “English people.”

There were a number of papers that demonstrated the same flaws regardless of discipline. The ability to follow directions proved very problematic for many students. It was also apparent that sometimes this was more the fault of the instructor by not providing instructions that were specific or complete. I know that I will change all of my writing assignment sheets as a result of serving on this committee. As instructors, we should provide as much information as we can to help the students be successful, and this starts with writing a good assignment. I don’t think it

was a coincidence that the best writing came in classes where the instructions were the most thorough.

A second common problem was in correctly citing and referencing resources used in writing the paper. As all of these students have gone through Comp I, this was disturbing. I plan to provide correct examples for both in-text citations as well as the work cited page in the future as part of any major writing assignment I give.

The third flaw that stood out in a sad majority of papers was the lack of a clear thesis statement. Not surprisingly, the papers that were scored highest all had a strong thesis.

In summary, my fears regarding this experience ultimately proved unfounded. The diversity of the group I see as a strength and everyone's opinion was valued. The papers I brought from my Personal Health course were about average in contrast to the others (with the exception of the Honors Humanities class)! I only have two suggestions for future writing assessment committees. First, I think the non-English instructors should be given review sheets to refresh their memories regarding MLA style before they start reading papers. Second, expose as many teachers on the VU campus to this process as possible. I learned a lot about what other instructors are doing in their writing courses, enjoyed the exchange of ideas, and took away a few improvements for my own writing intensive course.

### **Aaron Tyson Sims, English**

Last year, I found working with the Vincennes University Writing Pilot Project exciting and rewarding. The same holds true for my second year with the project. During that first year, I learned how the faculty's view of writing shapes how students experience writing in the classroom and, in turn, how they view writing in everyday life. This time around, I learned to recognize and respect the fact that faculty members do value new ways of seeing writing, particularly when that new vision springs from the day-to-day classroom conditions in which they work.

Because of my history with the project, I was confident those attending would benefit a great deal from the experience. And from what I can tell, they did. On several occasions I witnessed instructors – often time those who were reading their students' papers – experience eureka moments about student writing. One instructor recognized that while students needed basic writing skills, they also needed to understand the importance of organization and documentation. Another instructor clearly saw how students failed to incorporate or even document outside sources effectively, a skill particularly important for students taking writing intensive courses and a skill especially useful for future employees interested in impacting an industry or field. This instructor vowed to do something about it

Such eureka moments were also self-reflexive. Several instructors cited the need to refine their own understanding of writing and enhance their own expectations of student writing. This was truly fulfilling. On several occasions, I heard participants voice plans to learn and emphasize MLA or APA style of documentation in their classrooms and to demand that students meet those requirements. I experienced my own eureka moment during our group discussions. I realized that developing better relations with the technology and science programs could assist me in teaching my Business Writing and Tech Writing classes more effectively. If I know exactly what these programs want and expect of student writing, I would be better able to address my students' needs, the various department needs, and the overall educational goals of Vincennes University. In short, I would be better able to meet the specific needs of students as defined by the

educational context in which we both work and learn. In the end, everyone wins with situated collaboration.

While I'm excited about the self-reflexive qualities of the pilot project, I'm particularly excited about the process used to facilitate that goal. Instructors developed what can be called a focus group around student writing. Approximately seven participants sat in an informal circle and listened to one participant, usually the instructor who submitted the student papers, read a student paper, after which the group essentially discussed the paper using the rubric selected by the committee. This method allowed each instructor to juxtapose her understanding of writing against other participants' understanding of writing, allowing each instructor to actually see two important ideas: how students' writing compared to other students' writings and how each instructor used writing in her classroom compared to how other instructors use writing in their classroom. The focus group allowed everyone to speak honestly about how effectively he or she used writing in their classroom. More importantly, the focus group allowed the instructors to address issues particular to their classroom and to our institution. In short, it allowed faculty members to be reflexive. Sessions were therapeutic in that way. The focus group was a good way to go about investigating our concerns because it encouraged participants to remain focused on the needs of their particular situation.

Overall, I am, once again, pleased with the pilot study. I see how such situated studies can benefit students, teachers and the larger institution. My only hope is that the university will continue to support the Vincennes University Writing Project. Even more, I firmly believe that other institutions, particularly our nation's community college, would greatly benefit from similar studies.

### **Robert T. Evans, Sociology/Social Work**

My participation in the pilot project began several years ago, when the campus first invited a guest speaker to address the campus on the value of a writing rubric. I felt then, as I do now, that such a tool would be extremely useful in evaluating papers objectively. Therefore, I was pleased to not only help evaluate papers, but I also submitted papers from students who took a cultural diversity class with me in the spring 2006 semester.

I was initially quite curious to see how my fellow faculty would evaluate papers; would they be more demanding or less demanding? While I feel I have gotten more adept at grading and evaluating papers over the past three years of full-time teaching, I've always wondered if my expectations were in line with other faculty. As the process progressed, I gained confidence in my ability to evaluate papers, and this will undoubtedly improve my performance in this area when I am teaching a writing intensive course.

I believe that as an institution we must emphasize the importance of writing well, and hold to a high standard as we reach the higher level courses. While it is a balancing act to accommodate students with limited skills and experience in writing, I firmly believe that the students will live up to (or live down to in some cases) what standards we articulate. Therefore, I feel strongly that all faculty should be not only given the rubric, but it should be included as part of the syllabus of every class that has writing assignments as part of the curriculum. In short, it must be infused in to each course, and students will become as aware of the rubric as the standard for how all papers are evaluated.

As the two weeks progressed, I also became aware of the differences in the instructions given by faculty when it related to an assignment. Some were extremely detailed, others brief but clear, and still others left a great deal of interpretation for the student. Once again, the balance

between brevity and clarity is essential, as my experience tells me that students respond best to clear but concise instructions.

As far as the weaknesses in our pilot, I believe there is always room for improvement. One tendency that I found was the group to evaluate papers in groups, rather than as a single element. For instance, when we evaluated the honors program papers, I felt the standards were implicitly extremely high, and therefore they were evaluated with a much higher degree of precision than a paper from another class. We as a group seemed to slide the rubric around, based on the class performance. Objectively, the honors papers were probably all superior to other class papers, but they were not graded as such. It would be better if we could mix class papers together, i.e. one paper from honors, the next from cultural diversity, the next from a technical class, and so forth.

This approach would minimize the sliding of the rubrics standards. Additionally, I think the pilot would benefit (and any future training) with the mixing of faculty periodically, as we stayed in the same group throughout. I can see the rationale for this, but I think we lost an opportunity to widen our experience by interacting with other faculty.

In conclusion, I felt this project to be exceptionally helpful. Vincennes University must continue to find ways to stand out against its competitors. By producing students that can write well, we can build a strong reputation with schools that we articulate with, as well as businesses that seek our graduates. Nothing is more damaging to a university than to have a graduate that can not write well, as it reflects on our standards as an institution. Using a rubric is a critical step in helping students improve their writing, and faculty should embrace the rubric (and training) as a critical tool in their efforts to educate the students. Thank you for the opportunity to serve on this committee.

### **Chuck Reinhart, English**

Participating in the 2006 Writing Assessment gave me an opportunity to appreciate the diversity of writing that takes place on campus and an understanding of the need for improvement both in student writing in all classes and in writing instruction not just in English classes but in all classes where writing is important.

Diversity is readily apparent when one looks at the various classes from which the writing was produced: cultural diversity, logic, honors humanities, architecture, science, conservation law, health, and world literature. As diverse as the subject was, one common factor required in all papers was that research was required, and it was here that many papers fell apart. Some of these issues can be fixed rather easily such as documentation. There was no consistent requirement for documentation and, as a result, documentation was half hazard at best and non-existent at worse. Among the readers there was universal condemnation for such questionable internet sources such as Wikipedia, but rarely did the instructions in writing clearly forbid the use of such internet sites. Plagiarism reared its ugly head again, and that should not be surprising since students have been known to cheat as long as there have been students. The internet, however, has made cheating easier, and I think that across campus we need to be more aggressive in combating this problem. Perhaps instructors in all writing intensive courses could be given access to plagiarism detection software such as "turnitin." Some students plagiarize without meaning to cheat, and instruction in how to incorporate outside sources into a paper should be a part of all writing intensive courses. Clearly, students need clear directions in both how to document and how to use sources. Faculty need to set clear parameters for what is and

what is not acceptable not just in terms of documentation and use of sources but also in terms of grammar and mechanics.

In terms of the procedure that we used, I think it worked fairly well. We started at a glacier pace but picked up considerable speed midway through the process. It would help if all readers had more training in the use of the rubric. Having the instructor present to explain the requirements of the paper is very helpful, and in one case where that did not happen there was some confusion. Since plagiarism will always be with us, we should decide ahead of time how we will handle those cases when we come across them.

### **Michael Gress, Philosophy and English, Coordinator of General Education**

Being the principle organizer of the writing assessment project, I was concerned that the second year of the project might not be as successful as the first. The first year's assessment involved people who had committed early on to the Committee's work and had served on the Committee for the previous academic year, helping to develop the project. The second year of assessment involved many faculty who were coming to the project for the first time. Sharing the results and the narratives from the first year made it easier to convince people to become involved in the process. However, enlisting a diverse pool of people from the different divisions was challenging, especially with people letting me know at the last minute that they could not help. However, by the time the professional development week began, we had assembled the desired diverse group. That group included new people, several contributing student papers from their intensive classes, as well as several participants from last year's initial project.

The group of assessors met during Professional Development Week to discuss the activity and begin to develop an understanding of the project and the rubrics. The new people had done little work with the rubrics, so the first 10 papers were assessed as a whole group in order to develop a common understanding of the university writing values and evaluation categories. After the first 10 papers were completed, the group was split into two smaller groups of 5-6 people. Common use of the evaluation categories was checked throughout the process as the groups switched the 8<sup>th</sup> and 9<sup>th</sup> papers to allow the other group to evaluate and ensure reasonably common ratings.

The results of the assessment were a mixed bag—while a good number of students were doing adequate work, it seems there should be more papers with higher scores. A score of “excellent” was seldom achieved, whether in the analytic categories or the holistic. What was particularly disturbing was the lack of use of standard documentation format. While some students understood documentation very well, far too many scored very poorly regarding correct use. The analysis of documentation led to discussions of plagiarism, both intentional and unintentional. Plagiarism is not a new problem, but the amount of unintentional plagiarism, due to poor use of documentation format, was troubling. The assessment also revealed a diverse quality in the faculty directions, and clearly the assessment was complicated in cases where students satisfied the directions but did not satisfy the usual standards of proper documentation.

As for the process itself, based on the discussion of the participants and their summary comments at the end of the process, they all agreed it was beneficial. Many learned how to design better assignments or how better to teach the writing activity. Those less comfortable with their ability to judge student writing felt better about their ability after using the language of the rubrics and learning from each other what are our VU community standards of quality writing. Most also found it interesting to see what instructors in different areas are teaching their students and the type of writing appropriate for their majors. Two final discoveries should be

noted, one that was made accidentally. First, reading aloud helps the assessors to focus better on the papers. This activity helps to eliminate missing issues due to skimming and makes the organization and flow of the paper easier to assess. The accidental discovery is the importance of having the instructor present for the process. The evaluation process became very difficult using only the directions given and not having the faculty member present to answer questions about directions and standards.

Overall, the process works well to accomplish two of its goals: assess student writing in order to identify what we, as an institution, can do to improve the writing, and provide a faculty development activity that corresponds with student needs. The faculty development piece has to occur if we are going to accomplish the first goal. I hope the University will recognize and standardize both this process and the use of the rubrics so VU students can become better writers in and out of their disciplines, and thereby, become more successful graduates.



## **Appendix C**

### University Writing Committee Goals

1. Improve student writing, critical thinking, and other writing-related skills such as reading, resource analysis, and library usage.
2. Develop faculty instruction of writing.
3. Improve faculty cohesion through a shared commitment to developing student writing skills.
4. Improve student understanding of the connection between general education and professional expertise.
5. Satisfy general education accountability requirements.

### Appendix 8: VU's Core Curriculum Models, May 2012

#### University Core Curriculum Models

	AS-Career/Tech	AS-Transfer	AA	BS	BA
	24 Credit Hours -majority from UCC List of Courses	30 Credit Hours -all from UCC List of Courses	38 Hours -all from UCC List of Courses	45 Hours -all from UCC List of Courses	53 Hours -all from UCC List of Courses
Composition	3	3	3	3	
Math	3	3	3	3	
Speech	3	3	3	3	
Lab Science	4	4	4	7  (Must include one Physical Science and one Biological Science)	
Social Science	3	3	6	9  (Must include one HIST)	
Humanities	0	3	6	9  (Must include PHIL 111, 212, or 313)	
Writing	0	3	3	3	
Foreign Language	0	0	8	0	8
Social Science Math Science Humanities Writing Fitness/Wellness* *(AS-Career Tech only)	8	8	2	2	
Diverse Cultures/Global Perspectives	0	0	0	3	
Senior Capstone	0	0	0	3	

## Appendix 9: Indiana Statewide Transfer General Education Core

### Indiana Statewide Transfer General Education Core

#### Preamble

In 2012 the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirement for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

A Statewide Leadership Team was created to develop a framework for the Statewide Transfer General Education Core, and to provide oversight of the implementation process. The Statewide Leadership Team agreed upon six competencies, for which student learning outcomes would be developed. Faculty representatives from each institution met to agree upon the learning outcomes for each competency.

Each state educational institution is required to offer a general education program of at least 30 credit hours, which addresses these statewide competencies and the associated learning outcomes.

After May 15, 2013, a student who satisfactorily completes the requirements of the Statewide Transfer General Education Core in an Indiana state educational institution and then subsequently transfers to another Indiana state educational institution will not be required to complete the Statewide Transfer General Education Core requirements at the institution to which the student transfers..

The established framework for the Statewide Transfer General Education Core includes two categories: “Foundational Skills” and “Ways of Knowing.” Each category includes three competency areas.

The **Foundational Skills** category includes:

- Written communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes that relate to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

The statewide student learning outcomes for each competency are set out below.<sup>1</sup>

## Foundational Skills

### 1. *Written Communication*<sup>2</sup>

Upon completion of the General Education Transfer Core, students will be able to:

- 1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
- 1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

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<sup>1</sup> The full text of the student learning outcomes is available for each competency on the website of the Indiana Commission for Higher Education. See *Statewide General Education Core*, <http://www.in.gov/che/>

<sup>2</sup> The written communication learning outcomes are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>).

- 1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

## **2. *Speaking and Listening***

Upon completion of the General Education Transfer Core, students will be able to:

- 2.1. Use appropriate organization or logical sequencing to deliver an oral message.
- 2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.4. Advance an oral argument using logical reasoning.
- 2.5. Provide credible and relevant evidence to support an oral argument.
- 2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
- 2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

## **3. *Quantitative Reasoning***<sup>3</sup>

Upon completion of the General Education Transfer Core, students will be able to:

- 3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical,

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<sup>3</sup> A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.

statistical) procedures flexibly, accurately, and efficiently to solve problems.

- 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 3.5. Communicate which assumptions have been made in the solution process.
- 3.6. Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.7. Cite the limitations of the process where applicable.
- 3.8. Clearly explain the representation, solution, and interpretation of the math problem.

## **Ways of Knowing**

### ***4. Scientific Ways of Knowing***

Upon completion of the General Education Transfer Core, students will be able to:

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

### ***5 Social and Behavioral Ways of Knowing***

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.

- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

## **6. *Humanistic and Artistic Ways of Knowing***

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

## Guidance on the Implementation of the Statewide Transfer General Education Core

1. Each Indiana state educational institution will develop a general education program of at least 30 credit hours.
2. Each Indiana state educational institution will make public how its general education program goals and learning outcomes correspond to the Statewide Transfer General Education Core competencies and associated student learning outcomes.
3. Each Indiana state educational institution will describe to other institutions how it will assure student mastery of the outcomes in the Statewide Transfer General Education Core.
4. Students will be required to demonstrate that they have met the requirements of each competency by earning at least THREE credit hours in each of the six competencies, accounting for 18 credit hours.
5. Each state education institution may determine the distribution of the additional 12 credit hours in accordance with both the competencies of the Statewide Transfer General Education Core and the curricular policies governing general education at the institution.
6. In determining whether a student has completed the requirements of the Statewide Transfer General Education Core, each state educational institution will make this determination consistent with state law in relevant areas, such as applying credit for AP scores and approved dual credit courses.
7. Once a student has satisfactorily completed the requirements of the Statewide Transfer General Education Core at an Indiana state educational institution, the institution will document that completion on the student's official transcript. If that student subsequently transfers to another state educational institution, the receiving institution will accept that documentation as satisfying their own Statewide Transfer General Education Core requirements. Furthermore, the receiving institution will apply toward satisfying the transfer student's degree requirements at least 30 credit hours of transfer credit.
8. Successful completion of the Statewide Transfer General Education Core requirements is not a guarantee of admission to a particular state educational institution.



## Appendix 10: Email from Indiana Commission for Higher Education Regarding Final Outcomes

**From:** "Appel, Sara" <[SAppel@che.in.gov](mailto:SAppel@che.in.gov)>

**Date:** December 10, 2012, 2:58:54 PM CST

**To:** "Barbara Bichelmeyer" <[bic@indiana.edu](mailto:bic@indiana.edu)>,"Carolyn Jones" <[cjones@vinu.edu](mailto:cjones@vinu.edu)>, "Cynthia O'Dell" <[codell@iun.edu](mailto:codell@iun.edu)>,"Dale Whittaker" <[dwhittak@purdue.edu](mailto:dwhittak@purdue.edu)>, "Duston Moore" <[moored@ipfw.edu](mailto:moored@ipfw.edu)>,"Feng-Song Wang" <[wang@purduecal.edu](mailto:wang@purduecal.edu)>,"Kathy Johnson" <[kjohnso@iupui.edu](mailto:kjohnso@iupui.edu)>,"Kathy Parkison" <[kparkiso@iuk.edu](mailto:kparkiso@iuk.edu)>,"Kumara Jayasuriya" <[kjayasur@pnc.edu](mailto:kjayasur@pnc.edu)>,"Linda Chen" <[lchen@iusb.edu](mailto:lchen@iusb.edu)>,"Linda Maule" <[linda.maule@indstate.edu](mailto:linda.maule@indstate.edu)>,"Marilyn Buck" <[mbuck@bsu.edu](mailto:mbuck@bsu.edu)>,"Mark Krahling" <[mkrahl@usi.edu](mailto:mkrahl@usi.edu)>,"Martin Wolfger" <[mwolfger@ivytech.edu](mailto:mwolfger@ivytech.edu)>,"Mary Ostrye" <[mostrye@ivytech.edu](mailto:mostrye@ivytech.edu)>,"Robert York" <[ryork@ivytech.edu](mailto:ryork@ivytech.edu)>,"Robin Morgan" <[rmorgan@ius.edu](mailto:rmorgan@ius.edu)>,"Sauer, Ken" <[KSauer@che.in.gov](mailto:KSauer@che.in.gov)>,"Sonya Stephens" <[sonsteph@indiana.edu](mailto:sonsteph@indiana.edu)>,"Susan Powers" <[Susan.Powers@indstate.edu](mailto:Susan.Powers@indstate.edu)>,"Teresa Taber Doughty" <[ttabert@purdue.edu](mailto:ttabert@purdue.edu)>,"TJ Rivard" <[trivard@iue.edu](mailto:trivard@iue.edu)>,"Todd Roswarski" <[trosvars@ivytech.edu](mailto:trosvars@ivytech.edu)>

**Cc:** "Appel, Sara" <[SAppel@che.in.gov](mailto:SAppel@che.in.gov)>,"Tari Lambert" <[tg Lambert@bsu.edu](mailto:tg Lambert@bsu.edu)>,"ideollos@bsu.edu", "Trish Wlodarczyk" <[wlodarczyk@uindy.edu](mailto:wlodarczyk@uindy.edu)>,"Christie (Stephens) Moore" <[cmgallag@indiana.edu](mailto:cmgallag@indiana.edu)>,"Daniel (Chen) Szilagyi" <[dgszilag@iusb.edu](mailto:dgszilag@iusb.edu)>,"Deanna (Roswarski) Coopman" <[dcoopman@ivytech.edu](mailto:dcoopman@ivytech.edu)>,"Deborah (Wang) McGlashan" <[Deborah.McGlashan@purduecal.edu](mailto:Deborah.McGlashan@purduecal.edu)>,"Emily (B Bic) Myrick" <[eamyrick@indiana.edu](mailto:eamyrick@indiana.edu)>,"Jeanette (Buck) Hoover" <[jhoover@bsu.edu](mailto:jhoover@bsu.edu)>,"Julie (ODell) Bishop" <[jmbishop@iun.edu](mailto:jmbishop@iun.edu)>,"Kathy (CJones) Williams" <[kwilliams@vinu.edu](mailto:kwilliams@vinu.edu)>,"Kimberly (Morgan) Olivares" <[ktlane@iupui.edu](mailto:ktlane@iupui.edu)>,"Lori (Ostrye) Hynes" <[lhynes@ivytech.edu](mailto:lhynes@ivytech.edu)>,"Marie (Buck) Douglass" <[mdouglass@bsu.edu](mailto:mdouglass@bsu.edu)>,"Marsha (Parkison) Shaw" <[shawml@iuk.edu](mailto:shawml@iuk.edu)>,"Michele (Krahling) Duran" <[mlduran@usi.edu](mailto:mlduran@usi.edu)>,"Shannon (Jayasuriya) Kouns" <[skouns@pnc.edu](mailto:skouns@pnc.edu)>,"Shelly (Whittaker) Dunk" <[sdunk@purdue.edu](mailto:sdunk@purdue.edu)>,"Tania (Wang) Sanders" <[sanderst@purduecal.edu](mailto:sanderst@purduecal.edu)>,"Wanda (Moore) Johnson" <[johnsonw@ipfw.edu](mailto:johnsonw@ipfw.edu)>,"Wendy (Maule) Cox" <[wendy.cox@indstate.edu](mailto:wendy.cox@indstate.edu)>,"Yvonne (Powers) Russell" <[Yvonne.Russell@indstate.edu](mailto:Yvonne.Russell@indstate.edu)>

**Subject:** Attachment for Statewide Leadership Meeting

Good afternoon,

Attached is the edited compilation of the learning outcomes for which our discussion is centered as well as a copy of SEA 182 for reference.

Regards,

Sara

Sara E. Appel, M.A.

Academic Programs Manager  
Indiana Commission for Higher Education  
101 W. Ohio Street, Suite 550  
Indianapolis, Indiana 46204-1984  
Phone: 317.464.4400 ext. 125  
Fax: 317.464.4410  
E-mail: [sappel@che.in.gov](mailto:sappel@che.in.gov)

## Appendix 11: VU's CAAC Proposal to Approve Liberal Education Outcomes

### ASSESSMENT COMMITTEE CURRICULUM PROPOSALS, 2012-13 October 8, 2012 **Assessment Committee-1**

#### I. Assessment Committee

##### **Proposal 1: A. University Core Outcomes**

**Description:** Approval of the University Core Outcomes for VU's University Core Curriculum

**Rationale:** In order to establish VU's general and liberal education program, to enable VU to do assessment of general and liberal education, and to complete the HLC Action Project "Implementing VU's Vision of a 21st Century Education," VU must identify and approve its set of core outcomes that will be required of all VU graduates.

**Impact on University Core Curriculum:** Approval of a set of core outcomes will establish the core curriculum learning values and goals.

**Fiscal Impact:** None

**Impact to Other VU Colleges and Areas:** This proposal will impact all VU graduates.

#### **Recommended for placement in the University Core Curriculum Section of the Catalog:**

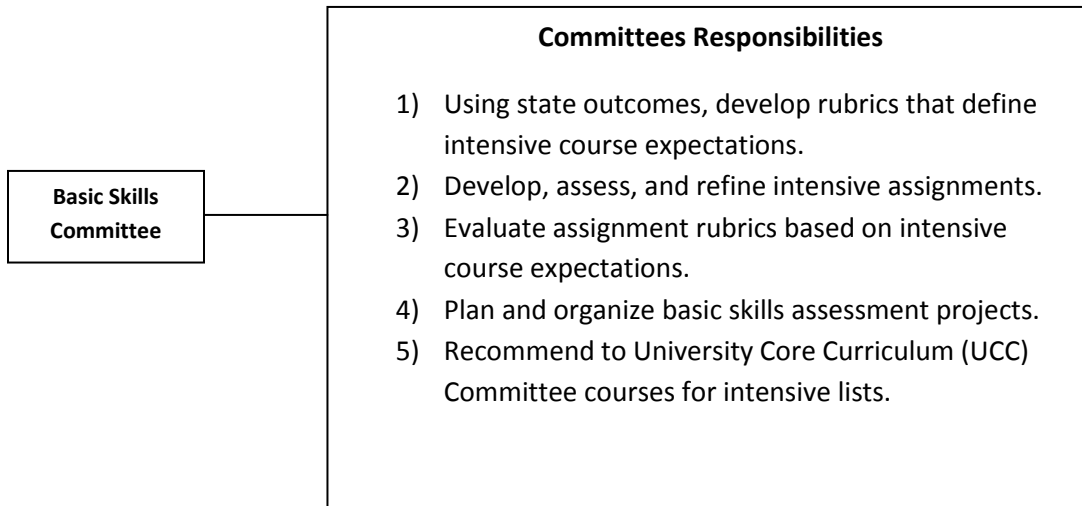
##### University Core Curriculum Program Outcomes

- Engage in articulate expression through critical reading and effective written, oral, and digital communication.
- Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.
- Evaluate ethical behavior as an individual and as a member of local and global communities.
- Apply critical and creative thinking skills to solve problems.
- Integrate knowledge and perspectives of different disciplines to answer complex questions.

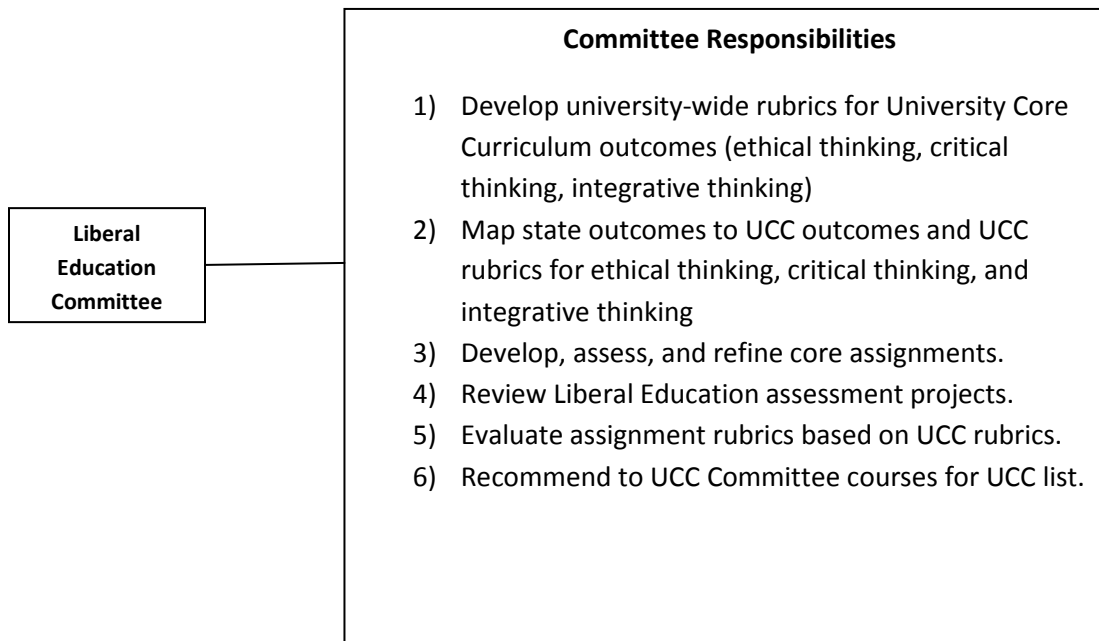
## Appendix 12: Liberal Education and Basic Skills Committee Descriptions

### Liberal Education and Basic Skills Committee Descriptions

**Committees Make-up:** 8 members: 2 from Writing, 2 from Reading, 2 from Speech, 2 from Math. Given release time for the minimum of Fall, 2013, to allow time to develop rubrics, vet intensive courses, and develop assessment plan. Future release time considerations based on needs.

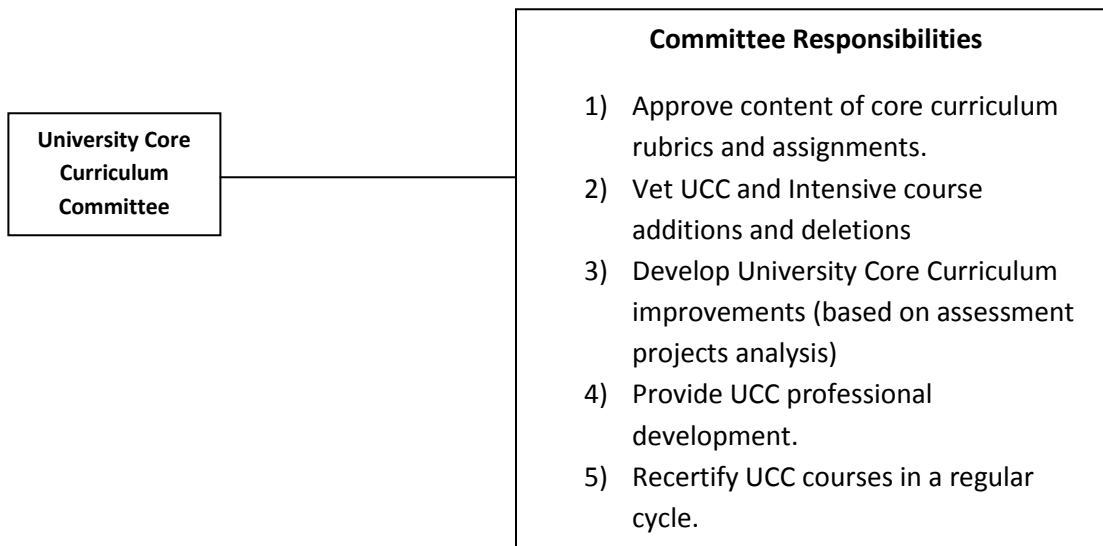
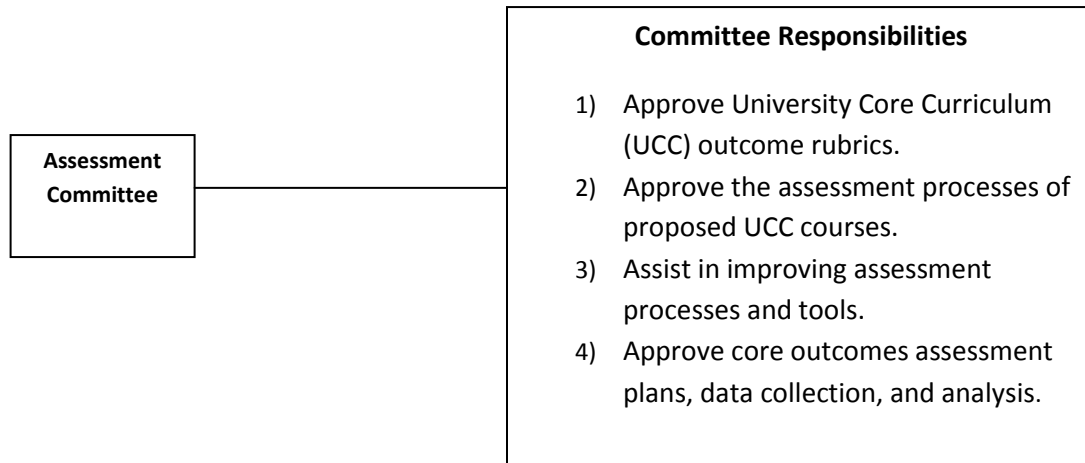


**Committees Make-up:** 6 members: 2 from Science, 2 from Humanities, 2 from Social Science. Given release time for the minimum of Spring, 2013, to allow time to develop core assignments and vet and develop UCC course proposals. Future release time considerations based on need.



**Appendix 13: Assessment and University Core Curriculum Committee Responsibilities**

**Assessment and University Core Curriculum Committee Responsibilities**



## Appendix 14: Advisory Committee Descriptions

### Advisory Committee Descriptions

**Committees Make-up:** Each committee will be made up of one representative from each college that teaches the appropriate intensive course.

Reading

Writing

Speaking

Quantitative

#### Committee Responsibilities

- 7) Each is advisory to the Basic Skills Committee.
- 8) Each offers leadership in quality Basic Skills instruction.
- 9) Each develops the appropriate outcomes assessment process.

**Committees Make-up:** Each committee will consist of one representative from each department that has a course listed on the UCC list. They will be a standing committee of each of the appropriate colleges.

Science

Humanities

Social Science

#### Committee Responsibilities

- 1) Each is advisory to the Liberal Education Committee.
- 2) Each offers leadership in quality Liberal Education instruction.
- 3) Each develops the appropriate outcomes assessment process.

## **Appendix 15: UCC Liberal Education and State General Education Assessment Timeline**

### **UCC Liberal Education and State General Education Assessment Timeline**

#### **Liberal Education and Basic Skills Course Submission Forms:**

**March 15:** In order for any and all courses to be listed on the UCC Course List, the **first** page of the **Basic Skills Course Form** (English Composition, Speech, Math) or the **Liberal Education Course Form** (Science, Social Science, Humanities) must be completed.

**Through March 15: For any course to be placed on the UCC list (Basic Skills and Liberal Education), the faculty member responsible for filling out the form for a particular course must attend one of the professional developmental sessions.**

The professional development training will help faculty understand

- how the State Outcomes map to the UCC Outcomes,
- how the assessment of both sets of outcomes will be measured,
- what steps faculty must commit to and complete in order for a course to be accepted on the UCC Course List, and
- how to fill out the appropriate form.

In addition, for those submitting a course to the UCC List as a Liberal Education Course, the Critical, Ethical, and Integrative Thinking Outcomes will be discussed in terms of how they will be assessed using common assignments and university rubrics.

**April 12:** Deadline for Liberal Education Course faculty to fill out the submission form (section of original form) showing how the course will address critical thinking and corresponding state outcomes.

**Between March 15 and April 12: For any course to be placed on UCC list as a Liberal Education Course, the faculty member responsible for filling out the form for a particular course must attend one of the professional developmental sessions.**

The Professional Development sessions will

- address which state outcomes map to the Critical Thinking Outcome,
- introduce the Vincennes University Critical Thinking Rubric,
- present examples of critical thinking assignments, and
- demonstrate how to use the assignment information to fill out critical thinking section of the submission form.

**April 12 – May 10:** The Liberal Education Committee will review the Liberal Education Course submission forms to ensure that the course meets the Critical Thinking Outcome and appropriate state outcomes. Faculty submissions that are incomplete or lacking components will receive assistance from the

committee in revising the form to meet all criteria. In such cases, a course may gain provisional approval for addition to the UCC list.

## **Annual UCC and State Outcomes Assessment and Professional Development Rotation Schedule**

### **2013-2014 Academic Year:**

- (1) Assess Critical Thinking and Relevant State Outcomes.
- (2) Develop Rubrics, Professional Development, and Submission Forms for UCC and State Speaking, Writing, and R/W/S course instruction and assessment.
- (3) Professional Development on Ethical Thinking and Critical Thinking improvements.

### **2014-2015 Academic Year:**

- (1) Assess Speaking, Writing, and R/W/S Courses (UCC and State Outcomes).
- (2) Complete Rubrics, Professional Development, and Submission Forms for UCC Ethical Thinking and Relevant State Outcomes.
- (3) Professional Development on Quantitative Literacy and other outcomes, as needed to drive improvements.

### **2015-2016 Academic Year:**

- (1) Assess Ethical Thinking and Relevant State Outcomes .
- (2) Develop Assessment Tools, Professional Development, and Submission Forms for UCC and State Quantitative Literacy Courses.
- (3) Professional Development on Integrative Thinking and other outcomes, as needed to drive improvements.

### **2016-2017 Academic Year:**

- (1) Assess Quantitative Literacy (UCC and State Outcomes).
- (2) Develop Assessment Tools, Professional Development, and Submission Forms for UCC Integration and Relevant State Outcomes.
- (3) Professional Development on Critical Thinking or other outcomes as needed to drive improvements.

### **2017-2018 Academic Year:**

- (1) Assess Integrative Thinking and Relevant State Outcomes.
- (2) Professional Development Critical Thinking and other outcomes, as needed.

### **2018-2019 Academic Year:**

- (1) Assess Critical Thinking and Relevant State Outcomes.
- (2) Professional Development, as needed.



## Appendix 16: UCC Course Approval Form—Liberal Education Courses

### UCC COURSE APPROVAL FORM – LIBERAL EDUCATION COURSES

**MUST BE SUBMITTED TO BOB WEISS NO LATER THAN MARCH 15, 2013**

By submitting this form, the department faculty offering the course identified below agrees to complete the list of expectations for faculty teaching UCC courses and recognizes that inclusion of the identified course on the UCC list is provisional, dependent upon completion of the expectations listed below.

- 1) **Identify Course Code, Number, Course Name, Credit Hours for which UCC Approval is requested. Include the same information if the course has a required Lab component:**

Example: **BIOL 107 Essentials of Anatomy and Physiology – 3 cr.**

**BIOL 107L Essentials of Anatomy and Physiology Lab – 1cr.**

- 2) **Identify Program Faculty Member Responsible for UCC Course Approval Process:**

Example: **Rene LaMontagna**

- 3) **Identify Other Program Faculty Teaching and Collaborating on the UCC Course Approval Process:**

Example: **Melody Candler-Catt**

As a part of provisional inclusion of a course on the UCC list, all appropriate department faculty agree to: (“X” Yes as indication of agreement)

- X Yes**      **Submit or revise the UCC course proposal form or other materials as requested by the UCC Committee.**
- X Yes**      **Participate in professional development to prepare to teach and assess the UCC liberal education and state general education outcomes.**
- X Yes**      **Teach and assess the statewide general education outcomes using UCC faculty approved assessment methods.**
- X Yes**      **Teach and assess the Vincennes University’s liberal education outcomes using UCC faculty approved assessment methods.**
- X Yes**      **Send the appropriate college dean page 1 of this form.**

- 4) **Name of faculty filling out this form: Rene LaMontagna**      **Date: 2/14/2013**

- 5) **College: Science and Math**

- 6) Remember to save this form as a word file that includes the Course ID and email to [rweiss@vinu.edu](mailto:rweiss@vinu.edu) by March 15, 2013. Example: **UCC Approval Form BIOL 107**
- 7) Copy the course description from the online catalog.

**Example:**

**BIOL 107 - Essentials of Human Anatomy and Physiology**

**3 hrs (Sem I)**

The study of basic human body structure and function. Emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Intended primarily for students in the Practical Nursing and Emergency Medical Services programs, the Biomedical Technician Concentration of Electronics Technology program, and the Funeral Service program. 3 lecture hours.

Prerequisite(s): Students must qualify for [MATH 013](#) and [ENGL 101](#) ; and complete [READ 011](#) with a grade of C or better if required. Corequisite(s): [BIOL 107L](#) .

**BIOL 107L - Essentials of Human Anatomy and Physiology Laboratory**

**1 hr (Sem I)**

Examines the principles of [BIOL 107](#) through lab exercises, models, slides, and animal dissections. 2 laboratory hours.

Corequisite(s): [BIOL 107](#).

- 8) Select the appropriate competency for the proposed course from the list below:

Example: 4. Scientific Ways of Knowing

**Liberal Education Outcome Competencies (Ways of Knowing)**

4. Scientific Ways of Knowing
5. Humanistic and Artistic Ways of Knowing
6. Social and Behavioral Ways of Knowing

- 9) Use this area to explain how the proposed course will address **Critical Thinking** (VU liberal outcome)

- 10) Use this area to explain how the proposed course will address **Ethical Thinking**. (VU liberal outcome) *This area is not required to complete at this time.*
- 11) Use this area to explain how the proposed course will address **Integrative Thinking**. (VU liberal outcome) *This area is not required to complete at this time.*
- 12) **The proposed course must meet all of the statewide outcomes for the selected competency.**  
**Delete all statewide outcomes except for the ones that apply to the proposed course. In this case you would not delete statewide outcomes 4.1 – 4.6.**

#### **4. Scientific Ways of Knowing**

Upon completion of the General Education Transfer Core, students will be able to:

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

#### **5 Social and Behavioral Ways of Knowing**

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

### **6. Humanistic and Artistic Ways of Knowing**

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

**Use this area to explain how this course will address all of the statewide outcomes for the selected competency. Tentatively to begin in the Fall of 2013.**

- 4.1
- 4.2
- 4.3
- 4.4
- 4.5
- 4.6

**If this course is or will be taught by multiple instructors, what collaborative process will be used to teach and assess the UCC and Statewide outcomes?**

**Example: Common Assignment(s)**

**The Common Course Outline will eventually be copied to this form – the submission date yet to be determined.**

## Appendix 17: UCC Course Approval Form—Basic Skills

### UCC COURSE APPROVAL FORM – BASIC SKILLS COURSES

**MUST BE SUBMITTED TO BOB WEISS NO LATER THAN MARCH 15, 2013**

By submitting this form, the department faculty offering the course identified below agrees to complete the list of expectations for faculty teaching UCC courses and recognizes that inclusion of the identified course on the UCC list is provisional, dependent upon completion of the expectations listed below.

- 1) **Identify Course Code, Number, Course Name, Credit Hours for which UCC Approval is requested. Include the same information if the course has a required Lab component:**

Example: **ENGL 101 English Composition I – 3 cr.**

- 2) **Identify Program Faculty Member Responsible for UCC Course Approval Process:**

Example: **Laurel Smith**

- 3) **Identify Other Program Faculty Teaching and Collaborating on the UCC Course Approval Process:**

Example: **Kathy Miller**

As a part of provisional inclusion of a course on the UCC list, all appropriate department faculty agree to: (“X” Yes as indication of agreement)

- X Yes**      **Submit or revise the UCC course proposal form or other materials as requested by the UCC Committee.**
- X Yes**      **Participate in professional development to prepare to teach and assess the UCC liberal education and state general education outcomes.**
- X Yes**      **Teach and assess the statewide general education outcomes using UCC faculty approved assessment methods.**
- X Yes**      **Teach and assess the Vincennes University’s liberal education outcomes using UCC faculty approved assessment methods.**
- X Yes**      **Send the appropriate college dean page 1 of this form.**

- 4) **Name of faculty filling out this form: **Laurel Smith**      Date: **2/14/2013****

- 5) **College: **Humanities****

- 6) **Remember to save this form as a word file that includes the Course ID and email to [rweiss@vinu.edu](mailto:rweiss@vinu.edu) by March 15, 2013. Example: **UCC Approval Form ENGL 101****

7) **Copy the course description from the online catalog.**

**Example:**

**ENGL 101 - English Composition I**

---

**3 hrs (Sem I, II)**

English Composition I is a college level course in critical reading and writing designed to help students develop their ability to think critically, to organize their thoughts, and to express ideas clearly and effectively. The course will focus on the various modes of expository writing, such as process, description, narration, comparison, cause/effect, and analysis, and give significant focus to argumentation. Students will be introduced to documentation. Numerous in-class assignments are required in addition to extended essays written outside of class. Required of all students. *This course is a transferIN course.* 3 class hours.

Prerequisite(s): (1) SAT Writing score of 440 or greater and SAT Reading score of 420 or greater or equivalent placement test scores, and satisfactory placement essay score, (2) a grade of C or better in [ENGL 011](#) and [READ 011](#) , or (3) a grade of B or higher in [ENGL 009](#) and a C or greater in [READ 011](#) .

8) **Select the appropriate competency for the proposed course from the list below:**

**Example: 1. Written Communication**

**Basic Skills Competencies (Foundational Skills)**

- Written communication
- Speaking and Listening
- Quantitative Reasoning

9) **The proposed course must meet all of the statewide outcomes for the selected competency.**

**Delete all statewide outcomes except for the ones that apply to the proposed course. In this case you would not delete statewide outcomes 1.1 – 1.7.**

## 1. *Written Communication*<sup>4</sup>

Upon completion of the General Education Transfer Core, students will be able to:

- 1.8. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.9. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
- 1.10. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.11. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.12. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.13. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.14. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

## 2. *Speaking and Listening*

Upon completion of the General Education Transfer Core, students will be able to:

- 2.8. Use appropriate organization or logical sequencing to deliver an oral message.
- 2.9. Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.10. Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.11. Advance an oral argument using logical reasoning.
- 2.12. Provide credible and relevant evidence to support an oral argument.
- 2.13. Demonstrate the ethical responsibilities of sending and receiving oral messages.

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<sup>4</sup> The written communication learning outcomes are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>).

2.14. Summarize or paraphrase an oral message to demonstrate comprehension.

### 3. *Quantitative Reasoning*<sup>5</sup>

Upon completion of the General Education Transfer Core, students will be able to:

- 3.9. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.10. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.11. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
- 3.12. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 3.13. Communicate which assumptions have been made in the solution process.
- 3.14. Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.15. Cite the limitations of the process where applicable.
- 3.16. Clearly explain the representation, solution, and interpretation of the math problem.

**Use this area to explain how this course will address all of the statewide outcomes for the selected competency. Tentatively to begin in the Fall of 2013.**

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5
- 1.6
- 1.7

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<sup>5</sup> A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.



If this course is or will be taught by multiple instructors, what collaborative process will be used to teach and assess the Statewide outcomes?

Example: **Common Assignment(s)**

The Common Course Outline will eventually be copied to this form – the submission date yet to

**Appendix 18: Curriculum Proposal—Common Course Outlines with New Requirements**  
**ADMINISTRATIVE CURRICULUM PROPOSAL, 2013-14**  
**March 7, 2013 AG-3**

**Author:** Dr. Carolyn Jones

**I. Academic Guidelines** **Academic**

**Proposal 1: Common Course Outline/Syllabus Revisions**

**Description:** Revise the Vincennes University Common Course Outline (CCO) and Syllabus in response to recent updates in the University Core Curriculum, recent updates in the VU assessment practices, and new syllabi requirements of the Indiana CTL Standing Subcommittee.

**Rationale:** In the past year, VU has revised its general education core, developed five Liberal Education Outcomes to replace the University Core Skills, and implemented strategies to assess both the VU Liberal Education outcomes and the new state general education outcomes. In addition, the Indiana CTL Standing Subcommittee has recently proposed all course syllabi submitted for statewide transfer evaluation include the course grading policy. The updates made by VU and the new requirements of the CTL Subcommittee should be reflected in the CCO and syllabus templates.

**Impact on University Core Curriculum:** N/A

**Fiscal Impact:** N/A

**Impact to Other VU Colleges and Areas:** N/A

**VINCENNES UNIVERSITY**

**COMMON COURSE OUTLINE**

Course Title:

Course Number:

Credit Hours:

Distribution of Contact Hours:

## ~~II. I. Course Catalog Description:~~

### ~~II. University Core skills supported by this course include the following~~

- ~~\_\_\_\_\_ Reading~~
- ~~\_\_\_\_\_ Writing~~
- ~~\_\_\_\_\_ Oral Communications~~
- ~~\_\_\_\_\_ Critical Thinking/Problem Solving~~
- ~~\_\_\_\_\_ Mathematics~~
- ~~\_\_\_\_\_ Science~~
- ~~\_\_\_\_\_ Computer~~
- ~~\_\_\_\_\_ Health and Physical Education~~
- ~~\_\_\_\_\_ Library and Research~~
- ~~\_\_\_\_\_ Cultural and Historical Awareness~~
- ~~\_\_\_\_\_ Socialization~~

~~(3) University Core graduation requirements met by this course:~~

## II. Course Designation

This course is a:

- Major program course
- UCC course
- Writing intensive course
- Speaking intensive course
- Reading intensive course
- Quantitative intensive course
- Developmental

## ~~III. Common Course Outcomes:~~

**III. VU Liberal Education Outcomes met by this course:**

- Engage in articulate expression through critical reading and effective written, oral, and digital communication.
- Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.
- Evaluate ethical behavior as an individual and as a member of local and global communities.
- Apply critical and creative thinking skills to solve problems.
- Integrate knowledge and perspectives of different disciplines to answer complex questions.

**IV. ~~Course Text and Materials Statement:~~****IV. UCC/State Outcomes met by this course:****1. Written Communication**

1.1. Produce texts that use appropriate formats, genre conventions, and documentation

styles while controlling tone, syntax, grammar, and spelling.

1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.

1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.

1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to

audience, purpose, context, genre, and convention.

- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

## **2. Speaking and Listening**

- 2.1. Use appropriate organization or logical sequencing to deliver an oral message.
- 2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.4. Advance an oral argument using logical reasoning.
- 2.5. Provide credible and relevant evidence to support an oral argument.
- 2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
- 2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

## **3. Quantitative Reasoning**

- 3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
- 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 3.5. Communicate which assumptions have been made in the solution process.

3.6. Analyze mathematical results in order to determine the reasonableness of the solution.

3.7. Cite the limitations of the process where applicable.

3.8. Clearly explain the representation, solution, and interpretation of the math problem.

#### **4. *Scientific Ways of Knowing***

4.1. Explain how scientific explanations are formulated, tested, and modified or validated.

4.2. Distinguish between scientific and non-scientific evidence and explanations.

4.3. Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.

4.4. Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.

4.5. Use current models and theories to describe, explain, or predict natural phenomena.

4.6. Locate reliable sources of scientific evidence to construct arguments related to real world issues.

#### **5. *Social and Behavioral Ways of Knowing***

5.1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.

5.2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.

5.3. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.

5.4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.

5.5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

5.6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

## **6. Humanistic and Artistic Ways of Knowing**

6.1. Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

6.2. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.

6.3. Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts

6.4. Analyze the concepts and principles of various types of humanistic or artistic expression.

6.5. Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.

6.6. Develop arguments about forms of human agency or expression grounded in rational

analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.

6.7. Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.



**V. Course Outcomes** (List 5-10 broad knowledge, skills, or values outcomes statements.

Outcomes statements describe, from the student perspective, the significant and essential learning that students will have achieved and demonstrated by the end of the course. Outcomes statements begin with verbs that express the cognitive or affective levels of achievement students are expected to exhibit upon exiting the course.

**Outcomes are not** a description of the instructor's objectives; they are neither a list of everything that the instructor teaches in a course nor a list of all the activities in which students participate during the course.)

**VI. Course Content** (List broad content areas, topics, or themes covered by this course, i.e. what are you teaching in this course.)**VII. Course Text and Materials Policy****VIII. Course Grading Policy**

**VINCENNES UNIVERSITY**

**FACULTY SYLLABUS**

Course Title:

Course Number:

Credit Hours:

Distribution of Contact Hours:

## ~~II. I. Course Catalog Description:~~

~~(1) Catalog Description:~~

~~(2) University Core skills supported by this course include the following~~

- ~~\_\_\_\_\_ Reading~~
- ~~\_\_\_\_\_ Writing~~
- ~~\_\_\_\_\_ Oral Communications~~
- ~~\_\_\_\_\_ Critical Thinking/Problem Solving~~
- ~~\_\_\_\_\_ Mathematics~~
- ~~\_\_\_\_\_ Science~~
- ~~\_\_\_\_\_ Computer~~
- ~~\_\_\_\_\_ Health and Physical Education~~
- ~~\_\_\_\_\_ Library and Research~~
- ~~\_\_\_\_\_ Cultural and Historical Awareness~~
- ~~\_\_\_\_\_ Socialization~~

~~(3) University Core graduation requirements met by this course:~~

## **II. Course Designation**

**This course is a:**

- Major program course
- UCC course
- Writing intensive course
- Speaking intensive course
- Reading intensive course
- Quantitative intensive course
- Developmental

---

**III. ~~Common Course Outcomes:~~****III. VU Liberal Education Outcomes met by this course:**

- Engage in articulate expression through critical reading and effective written, oral, and digital communication.
- Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.
- Evaluate ethical behavior as an individual and as a member of local and global communities.
- Apply critical and creative thinking skills to solve problems.
- Integrate knowledge and perspectives of different disciplines to answer complex questions.

**IV. ~~Course Text and Materials Statement:~~****IV. UCC/State Outcomes met by this course:****1. Written Communication**

1.1. Produce texts that use appropriate formats, genre conventions, and documentation

styles while controlling tone, syntax, grammar, and spelling.

1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.

1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.

1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.

1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

## **2. Speaking and Listening**

2.1. Use appropriate organization or logical sequencing to deliver an oral message.

2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.

2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.

2.4. Advance an oral argument using logical reasoning.

2.5. Provide credible and relevant evidence to support an oral argument.

2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.

2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

## **3. Quantitative Reasoning**

3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.

3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.

- 3.5. Communicate which assumptions have been made in the solution process.
- 3.6. Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.7. Cite the limitations of the process where applicable.
- 3.8. Clearly explain the representation, solution, and interpretation of the math problem.

#### **4. Scientific Ways of Knowing**

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2. Distinguish between scientific and non-scientific evidence and explanations.
- 4.3. Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4. Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5. Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6. Locate reliable sources of scientific evidence to construct arguments related to real world issues.

#### **5. Social and Behavioral Ways of Knowing**

- 5.1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3. Demonstrate basic literacy in social, behavioral, or historical research methods and

analyses.

5.4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.

5.5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

5.6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

## **6. Humanistic and Artistic Ways of Knowing**

6.1. Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

6.2. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.

6.3. Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts

6.4. Analyze the concepts and principles of various types of humanistic or artistic expression.

6.5. Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.

6.6. Develop arguments about forms of human agency or expression grounded in rational

analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.

6.7. Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

**V. Course Outcomes** (List 5-10 broad knowledge, skills, or values outcomes statements.

Outcomes statements describe, from the student perspective, the significant and essential learning that students will have achieved and demonstrated by the end of the course. Outcomes statements begin with verbs that express the cognitive or affective levels of achievement students are expected to exhibit upon exiting the course.

**Outcomes are not** a description of the instructor's objectives; they are neither a list of everything that the instructor teaches in a course nor a list of all the activities in which students participate during the course.)

**VI. Course Content** (List broad content areas, topics, or themes covered by this course, i.e. what are you teaching in this course.)**VII. Course Text and Materials Policy****VIII. Course Grading Policy****IX. Course Policies****(1) Vincennes University Attendance policy**

The Vincennes University policy is premised upon the notion that students will attend all sessions of the classes in which they are enrolled. This policy supports Vincennes University's philosophy that students benefit most from the people and facilities provided by the citizens of Indiana through proper and adequate class attendance. Consequently, missing class for any reason will be regarded as an absence. When absences result from an approved and required University activity, they will not be counted against a student, and the work missed may be made up.

Vincennes University believes that students who participate in University-sponsored activities and faculty-developed field trips must develop habits of attendance consistent



with such participation, or voluntarily refrain from such participation. *For whatever reason an absence occurs, the student is responsible for the work missed.*

- (2) Make-up work and late work
- (3) Use of electronic devices in class
- (4) Instructor's Academic Dishonesty Policy/Statement
- (5) Disabilities Services Policy

The Office of Disability Services reviews requests and determines appropriate accommodations for students with disabilities. Students with psychological, physical, sensory, communicative and/or learning disabilities should seek out this office as soon as possible after admission to VU if they require academic accommodations. The student will be required to provide copies of medical or psychometric evaluations that document the presence of a disability and the impact of the disability on the student's level of functioning. The Office of Disability Services also coordinates the availability of assistive technology at various campus locations to provide accessible classroom materials and equipment. Vincennes University complies with the requirements set forth by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to assure the rights of individuals with disabilities to fair, non-discriminatory treatment. The Office of Disability Services is located at the South Entrance of Vigo Hall. The phone number is 812-888-4501. Specific procedures for requesting an accommodation for a disability may be found at the Office of Disability Services website at [www.vinu.edu/DisabilityServices](http://www.vinu.edu/DisabilityServices) . Students that will be requesting accommodations should view the Disability Services website for documentation requirements.

- (6) Standard of Student Behavior

Student need to be aware that violations of the University Standard of Student Behavior as listed in the Vu Catalog may result in some form or disciplinary action.

- (7) Content/Schedule change statement

**X. Instructional Methodologies/Activities**

**XI. Course Calendar/Schedule/Assignments**

## VU Common Course Outline Instructions

**Cover Page:** Record information as indicated.

### I. Course Catalog Description

Cut and paste the course description from the online catalog into this section.

### II. Course Designation

Remove any of the bulleted items that DO NOT apply to your course.

### III. VU Liberal Education Outcomes met by this course:

Remove any of the bulleted outcomes that DO NOT apply to your course. If none of the outcomes are addressed, insert "Non Applicable" into this section. Major program course outlines should include any liberal education outcomes that are assessed as part of the essential learning of the course.

### IV. UCC/State Outcomes met by this course:

Remove any of the bulleted outcomes that DO NOT apply to your course. Courses on the UCC list must address all of the discipline-specific outcomes. If none of the outcomes are addressed, insert "Non Applicable" into this section. Major program course outlines should include any liberal education outcomes that are assessed as part of the essential learning of the course.

### V. Course Outcomes

List 5-10 broad knowledge, skills, or values outcomes statements. Outcomes statements describe, from the student perspective, the significant and essential learning that students will have achieved and demonstrated by the end of the course. Outcomes statements begin with verbs that express the cognitive or affective levels of achievement students are expected to exhibit upon exiting the course. **Outcomes are not** a description of the instructor's objectives; they are neither a list of everything that the instructor teaches in a course nor a list of all the activities in which students participate during the course.

### VI. Course Content

List broad content areas, topics, or themes covered by this course, i.e. what are you teaching in this course

### VII. Course Text and Materials Policy

List books and materials to be used in this course. This information is necessary for distance education, EXCEL, early college, and military faculty.

### VIII. Course Grading Policy

List policies to be followed by all faculty who teach the course. Examples include percentage of class points to come from labs, tests, homework, or mandatory assignments. This information is necessary for distance education, EXCEL, early college, and military faculty.

**Appendix 19: 2011 General Education Survey**  
**2011 General Education Survey**

Results are from VU's 2011 survey of faculty perception about the general education program. 208 faculty responded to the survey. 185 faculty identified critical thinking as a skill they reinforce in their courses. The complete set of survey results can be found at: <http://improve.vinu.edu/content/reports>

<b>Which of the following general and liberal education <u>skills</u> do you currently reinforce in your courses including major program courses? (Please choose all that apply.)</b>	
<b>171</b>	Writing
<b>145</b>	Speaking
<b>148</b>	Critical Reading
<b>185</b>	Critical Thinking
<b>74</b>	Quantitative
<b>6</b>	Literacy
<b>129</b>	Foreign Language
<b>91</b>	Creative Thinking
<b>75</b>	Diversity
<b>106</b>	Global Thinking
<b>82</b>	Ethical Thinking
<b>120</b>	Information Literacy
<b>50</b>	Teamwork
<b>135</b>	Aesthetic
<b>6</b>	Awareness
<b>135</b>	Computer Skills
<b>6</b>	Other ( <i>Please Explain</i> ) See below for comments

### Appendix 20: Critical Thinking Rubric

Qualities of Critical Thinking	Inadequate	Developing	Acceptable	Advanced	Excellent
<b>Explanation of problem, question, conflict or issue</b>	Fails to identify, summarize, or explain the main problem, question, conflict or issue. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Clearly identifies and summarized the main issues, but does not clearly explain why/how the issues are problems or create questions.	Clearly and completely identifies and summarized the main issues, and explains why/how they are problems, questions, conflicts or issues.	Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues and recognizes issues that are not explicitly stated.
<b>Evidence <i>Selecting and using information to investigate a point of view or conclusion</i></b>	Doesn't state data or information that counts as evidence <b>(No research completed)</b>	States limited data or information but fails to evaluate the quality of the evidence <b>(Fails to research each side equally or poor quality )</b>	States the data or information with limited evaluation of evidence from both perspectives. <b>(Research represents multiple perspectives but some questionable sources)</b>	Clearly understands the data or information from both perspectives and expresses judgment about the evidence. <b>(Research is limited but uses quality sources)</b>	Fully recognizes and evaluates evidence from both perspectives and uses skillful judgment. <b>(Research is from high quality resources and fully develops multiple perspectives)</b>
<b>Influence of context and assumptions  (i.e. cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)</b>	Presents main problem, question, conflict, or issue as having no connections to other conditions or contexts. No analysis of assumptions.	Limited identification of contexts and/or assumptions related to main problem, question, conflict, or issue.	Identifies multiple contexts and/or multiple assumptions but limited application to main problem, question, conflict or issue. Limited recognition of own and others contexts and/or assumptions.	Fully identifies multiple contexts and assumptions, both author's own and others and integrates them into the discussion as it applies to the main problem, question, conflict or issue.	Thoroughly and systematically analyzes own and others assumptions and relevant contexts. Fully applies the analysis of the contexts and assumptions to the main problem, question, conflict, or issue.
<b>Student's position :</b>	Fails to formulate and clearly express or imply own point of view regarding main problem, question, conflict, or issue.	Vaguely states or implies a position regarding main problem, question, conflict or issue with limited awareness of other perspectives and no discussion of strengths and weaknesses of author's viewpoint.	States a position regarding main problem, question, conflict, or issue with awareness of other perspectives and considers only minor objections and considers only the weakest and/or mostly easily refuted alternative positions. Minimal discussion of strengths and weaknesses of author's viewpoint.	Formulates a clear and precise personal point of view concerning main problem, question, conflict or issue. Considers a range of alternative positions and discusses strengths and weaknesses of author's position.	States a specific, imaginative, and reasonable personal point of view concerning main problem, question, conflict or issue. Recognizes limits of own position while synthesizing other perspectives into own position.
<b>Conclusions and related outcomes <i>(implications and consequences)</i></b>	No consideration of implications and related outcomes.	Limited connections between the conclusions drawn and the information provided; little or no discussion of implication of the position taken	Conclusions follow from the information, but conclusions are of limited significance; position assumptions and implications of conclusions are not explored.	Most conclusions clearly follow from the information considered and integrate multiple perspectives. Position assumptions and implications are explored although full significance might not be developed.	Conclusions and implications are fully fleshed out in a systematic way that follows from consideration of multiple perspectives; conclusions and implications are insightful and creative

### Appendix 21: Ethical Thinking Rubric

Qualities of Ethical Thinking	Inadequate	Developing	Adequate	Advanced	Excellent
Explanation of <b>ethical</b> problem, question, conflict or issue	Fails to identify, summarize, or explain the main ethical problem, question, conflict or issue. Represents the issues inaccurately or inappropriately.	Identifies main ethical issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main ethical issues, but does not explain why/how they are problems or creates questions.	Clearly identifies and summarizes the main ethical issues, but does not explain fully why/how they are problems, questions, conflicts or issues.	Clearly identifies and summarizes the main ethical issues, and explains why/how they are problems, questions, conflicts or issues and recognizes issues that are not explicitly stated.
Ethical Self-Awareness	Student fails to state own core belief.	Student states either their core beliefs or articulates the origins of the core beliefs, but not both.	Student states both core beliefs and the origins of the core beliefs.	Student discusses in detail/analyzes both core beliefs and the origin of the core beliefs.	Student discusses in detail/analyzes both core beliefs and origins of core beliefs and discussion has greater depth and clarity.
Influence of ethical context and assumptions	Presents main ethical problem, question, conflict, or issue as having no connections to other conditions or contexts. No analysis of assumptions.	Limited discussion of some context and/or some assumptions related to main ethical problem, question, conflict, or issue.	Identify multiple contexts and/or multiple assumptions but limited application to main ethical problem, question, conflict or issue. Limited recognition of own and others contexts and/or assumptions.	Identifies multiple context and assumptions, both author's own and others and integrates them into the discussion as it applies to the main ethical problem, question, conflict or issue.	Thoroughly and systematically analyzes own and others assumptions and relevant contexts. Applies the analysis of the contexts and assumptions to the main ethical problem, question, conflict, or issue.
Student's Ethical position :	Fails to formulate and clearly express own ethical point of view regarding main problem, question, conflict, or issue.	Vaguely states an ethical position regarding main problem, question, conflict or issue with limited awareness of other perspectives and no discussion of strengths and weaknesses of author's viewpoint.	States an ethical position regarding ethical problem, question, conflict, or issue with awareness of other perspectives and considers only minor objections and considers only the weakest and/or mostly easily refuted alternative positions. Minimal discussion of strengths and weaknesses of author's viewpoint.	Formulates a clear and precise ethical point of view concerning main problem, question, conflict or issue. Considers a range of alternative positions and discusses strengths and weaknesses of author's position.	State a specific and imaginative ethical point of view concerning main ethical problem, question, conflict or issue. Recognizes limits of own position <b>but can reasonably defend position against objections from different perspectives.</b>
Conclusions and related outcomes <i>(implications and consequences)</i>	No consideration of implications and related outcomes.	Limited connections between the conclusions drawn and the information provided; little or no discussion of implication of the position taken	Conclusion follow from the information, but conclusions are of limited significance; implications of the conclusions are considered but are not fully fleshed out or they are minimally important	Most conclusions clearly follow from the information considered and integrate multiple perspectives in a limited but meaningful way. Assumptions are explored although the full significance might not be fleshed out.	Conclusions and implications are fully fleshed out in a systematic way that follows from consideration of multiple perspectives; conclusions and implications are insightful and creative

### Appendix 22: Integrative Thinking Rubric

Qualities of Integrative Thinking	Inadequate	Developing	Adequate	Advanced	Excellent
<b>Connections to Experience</b> <i>Connects relevant experience and discipline being studied</i>	Does not identify connections between life experiences and academic discipline being studied.	<b>Identifies</b> limited connections between life experiences and those academic disciplines being studied.	<b>Compares</b> life experiences and academic discipline being studied to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks in discipline being studied.	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom to <b>deepen understanding</b> of discipline being studied and to broaden own points of view.
<b>Connections to another academic discipline or perspective</b>	Does not present examples, facts or theories from another academic discipline or perspective	Presents examples, facts, or theories from one or more academic discipline or perspective.	<b>Connects</b> examples, facts, or theories from one or more academic discipline or perspective and uses skills, abilities, theories, or methodologies gained in one situation in a new situation <b>to contribute to understanding of problems or issues.</b>	Connects examples, facts, or theories from one or more academic discipline or perspective, and adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations <b>to solve problems or explore issues</b>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from one or more academic discipline, and adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations <b>to solve difficult problems or explore complex issues in original ways.</b>
<b>Integrated Communication</b>	Does not fulfill assignment in an appropriate form.	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) <b>in an appropriate form.</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>to explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression.
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Does not describe own performances with general descriptors of success and failure.	Describes own performances with general descriptors of success and failure.	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).

### Appendix 23: Combined Critical and Ethical Thinking Rubric

Qualities of Ethical and Critical Thinking	Inadequate	Developing	Adequate	Advanced	Excellent
Explanation of <b>ethical</b> problem, question, conflict or issue	Fails to identify, summarize, or explain the main ethical problem, question, conflict or issue. Represents the issues inaccurately or inappropriately.	Identifies main ethical issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main ethical issues, but does not explain why/how they are problems or creates questions.	Clearly identifies and summarizes the main ethical issues, but does not explain fully why/how they are problems, questions, conflicts or issues.	Clearly identifies and summarizes the main ethical issues, and explains why/how they are problems, questions, conflicts or issues and recognizes issues that are not explicitly stated.
Ethical Self-Awareness	Student fails to state own core belief.	Student states either their core beliefs or articulates the origins of the core beliefs, but not both.	Student states both core beliefs and the origins of the core beliefs.	Student discusses in detail/analyzes both core beliefs and the origin of the core beliefs.	Student discusses in detail/analyzes both core beliefs and origins of core beliefs and discussion has greater depth and clarity.
Influence of ethical context and assumptions	Presents main ethical problem, question, conflict, or issue as having no connections to other conditions or contexts. No analysis of assumptions.	Limited discussion of some context and/or some assumptions related to main ethical problem, question, conflict, or issue.	Identify multiple contexts and/or multiple assumptions but limited application to main ethical problem, question, conflict or issue. Limited recognition of own and others contexts and/or assumptions.	Identifies multiple context and assumptions, both author's own and others and integrates them into the discussion as it applies to the main ethical problem, question, conflict or issue.	Thoroughly and systematically analyzes own and others assumptions and relevant contexts. Applies the analysis of the contexts and assumptions to the main ethical problem, question, conflict, or issue.
Student's Ethical position:	Fails to formulate and clearly express own ethical point of view regarding main problem, question, conflict, or issue.	Vaguely states an ethical position regarding main problem, question, conflict or issue with limited awareness of other perspectives and no discussion of strengths and weaknesses of author's viewpoint.	States an ethical position regarding ethical problem, question, conflict, or issue with awareness of other perspectives and considers only minor objections and considers only the weakest and/or mostly easily refuted alternative positions. Minimal discussion of strengths and weaknesses of author's viewpoint.	Formulates a clear and precise ethical point of view concerning main problem, question, conflict or issue. Considers a range of alternative positions and discusses strengths and weaknesses of author's position.	State a specific and imaginative ethical point of view concerning main ethical problem, question, conflict or issue. Recognizes limits of own position <b>but can reasonably defend position against objections from different perspectives.</b>
Conclusions and related outcomes <i>(implications and consequences)</i>	No consideration of implications and related outcomes.	Limited connections between the conclusions drawn and the information provided; little or no discussion of implication of the position taken	Conclusion follow from the information, but conclusions are of limited significance; implications of the conclusions are considered but are not fully fleshed out or they are minimally important	Most conclusions clearly follow from the information considered and integrate multiple perspectives in a limited but meaningful way. Assumptions are explored although the full significance might not be fleshed out.	Conclusions and implications are fully fleshed out in a systematic way that follows from consideration of multiple perspectives; conclusions and implications are insightful and creative



### Appendix 24: Humanities Mapped Critical Thinking Rubric

Qualities of Critical Thinking	Inadequate	Developing	Acceptable	Advanced	Excellent
<p><b>Explanation of problem, question, conflict or issue</b></p> <p>Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience. (6.1)</p>	<p>Fails to identify, summarize, or explain the main problem, question, conflict or issue. Represents the issues inaccurately or inappropriately.</p>	<p>Identifies main issues but does not summarize or explain them clearly or sufficiently</p>	<p>Clearly identifies and summarizes the main issues, but does not clearly explain why/how the issues are problems or create questions.</p>	<p>Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues.</p>	<p>Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues and recognizes issues that are not explicitly stated.</p>
<p><b>Evidence Selecting and using information to investigate a point of view or conclusion</b></p> <p>Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources. (6.2)</p>	<p>Doesn't state data or information that counts as evidence <b>(No research completed)</b></p>	<p>States limited data or information but fails to evaluate the quality of the evidence <b>(Fails to research each side equally or poor quality )</b></p>	<p>States the data or information with limited evaluation of evidence from both perspectives. <b>(Research represents multiple perspectives but some questionable sources)</b></p>	<p>Clearly understands the data or information from both perspectives and expresses judgment about the evidence. <b>(Research is limited but uses quality sources)</b></p>	<p>Fully recognizes and evaluates evidence from both perspectives and uses skillful judgment. <b>(Research is from high quality resources and fully develops multiple perspectives)</b></p>
<p><b>Influence of context and assumptions</b></p> <p><b>(i.e. cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)</b></p> <p>Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts. (6.6)</p>	<p>Presents main problem, question, conflict, or issue as having no connections to other conditions or contexts. No analysis of assumptions.</p>	<p>Limited identification of contexts and/or assumptions related to main problem, question, conflict, or issue.</p>	<p>Identifies multiple contexts and/or multiple assumptions but limited application to main problem, question, conflict or issue. Limited recognition of own and others contexts and/or assumptions.</p>	<p>Fully identifies multiple contexts and assumptions, both author's own and others and integrates them into the discussion as it applies to the main problem, question, conflict or issue.</p>	<p>Thoroughly and systematically analyzes own and others assumptions and relevant contexts. Fully applies the analysis of the contexts and assumptions to the main problem, question, conflict, or issue.</p>
<p><b>Student's position :</b></p> <p>Analyze the concepts and principles of various types of humanistic or artistic expression. (6.4)</p> <p>Create, interpret, or reinterpret artistic and/or humanistic</p>	<p>Fails to formulate and clearly express or imply own point of view regarding main problem, question, conflict, or issue.</p>	<p>Vaguely states or implies a position regarding main problem, question, conflict or issue with limited awareness of other perspectives and no discussion of strengths and weaknesses of author's viewpoint.</p>	<p>States a position regarding main problem, question, conflict, or issue with awareness of other perspectives and considers only minor objections and considers only the weakest and/or mostly easily refuted</p>	<p>Formulates a clear and precise personal point of view concerning main problem, question, conflict or issue. Considers a range of alternative positions and discusses strengths and weaknesses of author's</p>	<p>States a specific, imaginative , and reasonable personal point of view concerning main problem, question, conflict or issue. Recognizes limits of own position while synthesizing other perspectives into own position.</p>

works through performance or criticism. (6.5)			alternative positions. Minimal discussion of strengths and weaknesses of author's viewpoint.	position.	
<p><b>Conclusions and related outcomes</b> <i>(implications and consequences)</i></p> <p>Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts. (6.6)</p> <p>Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time. (6.7)</p>	No consideration of implications and related outcomes.	Limited connections between the conclusions drawn and the information provided; little or no discussion of implication of the position taken	Conclusions follow from the information, but conclusions are of limited significance; position assumptions and implications of conclusions are not explored.	Most conclusions clearly follow from the information considered and integrate multiple perspectives. Position assumptions and implications are explored although full significance might not be developed.	Conclusions and implications are fully fleshed out in a systematic way that follows from consideration of multiple perspectives; conclusions and implications are insightful and creative

## Appendix 25: Science Mapped Critical Thinking Rubric

Qualities of Critical Thinking	Inadequate	Developing	Acceptable	Advanced	Excellent
<p><b>Explanation of problem, question, conflict or issue</b></p> <p><i>Apply foundational knowledge and discipline-specific concepts to address issues or solve problems (4.3)</i></p>	<p>Fails to identify, summarize, or explain the main problem, question, conflict or issue. Represents the issues inaccurately or inappropriately.</p>	<p>Identifies main issues but does not summarize or explain them clearly or sufficiently</p>	<p>Clearly identifies and summarizes the main issues, but does not clearly explain why/how the issues are problems or create questions.</p>	<p>Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues.</p>	<p>Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues and recognizes issues that are not explicitly stated.</p>
<p><b>Evidence Selecting and using information to investigate a point of view or conclusion</b></p> <p><i>Distinguish between scientific and non-scientific evidence and explanations (4.2)</i></p> <p><i>Locate reliable sources of scientific evidence to construct arguments related to real-world issues (4.6)</i></p>	<p>Doesn't state data or information that counts as evidence <b>(No research completed)</b></p>	<p>States limited data or information but fails to evaluate the quality of the evidence <b>(Fails to research each side equally or poor quality)</b></p>	<p>States the data or information with limited evaluation of evidence from both perspectives. <b>(Research represents multiple perspectives but some questionable sources)</b></p>	<p>Clearly understands the data or information from both perspectives and expresses judgment about the evidence. <b>(Research is limited but uses quality sources)</b></p>	<p>Fully recognizes and evaluates evidence from both perspectives and uses skillful judgment. <b>(Research is from high quality resources and fully develops multiple perspectives)</b></p>
<p><b>Influence of context and assumptions (i.e. cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)</b></p> <p><i>Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions (4.4)</i></p>	<p>Presents main problem, question, conflict, or issue as having no connections to other conditions or contexts. No analysis of assumptions.</p>	<p>Limited identification of contexts and/or assumptions related to main problem, question, conflict, or issue.</p>	<p>Identifies multiple contexts and/or multiple assumptions but limited application to main problem, question, conflict or issue. Limited recognition of own and others contexts and/or assumptions.</p>	<p>Fully identifies multiple contexts and assumptions, both author's own and others and integrates them into the discussion as it applies to the main problem, question, conflict or issue.</p>	<p>Thoroughly and systematically analyzes own and others assumptions and relevant contexts. Fully applies the analysis of the contexts and assumptions to the main problem, question, conflict, or issue.</p>
<p><b>Student's position:</b></p> <p><i>Distinguish between scientific and non-scientific evidence and explanations (4.2)</i></p> <p><i>Locate reliable sources of scientific evidence to construct arguments related to real-world issues (4.6)</i></p>	<p>Fails to formulate and clearly express or imply own point of view regarding main problem, question, conflict, or issue.</p>	<p>Vaguely states or implies a position regarding main problem, question, conflict or issue with limited awareness of other perspectives and no discussion of strengths and weaknesses of author's viewpoint.</p>	<p>States a position regarding main problem, question, conflict, or issue with awareness of other perspectives and considers only minor objections and considers only the weakest and/or mostly easily refuted alternative positions. Minimal discussion of strengths and weaknesses of author's viewpoint.</p>	<p>Formulates a clear and precise personal point of view concerning main problem, question, conflict or issue. Considers a range of alternative positions and discusses strengths and weaknesses of author's position.</p>	<p>States a specific, imaginative, and reasonable personal point of view concerning main problem, question, conflict or issue. Recognizes limits of own position while synthesizing other perspectives into own position.</p>

<p>Conclusions and related outcomes <i>(implications and consequences)</i></p> <p><i>Use current models and theories to describe, explain, or predict natural phenomena (4.5)</i></p>	<p>No consideration of implications and related outcomes.</p>	<p>Limited connections between the conclusions drawn and the information provided; little or no discussion of implication of the position taken</p>	<p>Conclusions follow from the information, but conclusions are of limited significance; position assumptions and implications of conclusions are not explored.</p>	<p>Most conclusions clearly follow from the information considered and integrate multiple perspectives. Position assumptions and implications are explored although full significance might not be developed.</p>	<p>Conclusions and implications are fully fleshed out in a systematic way that follows from consideration of multiple perspectives; conclusions and implications are insightful and creative</p>
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### Appendix 26: Social Science Mapped Critical Thinking Rubric

Qualities of Critical Thinking	Inadequate	Developing	Acceptable	Advanced	Excellent
<p><b>Explanation of problem, question, conflict or issue</b></p> <p><b>Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain (5.1)</b></p>	<p>Fails to identify, summarize, or explain the main problem, question, conflict or issue. Represents the issues inaccurately or inappropriately.</p>	<p>Identifies main issues but does not summarize or explain them clearly or sufficiently</p>	<p>Clearly identifies and summarizes the main issues, but does not clearly explain why/how the issues are problems or create questions.</p>	<p>Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues.</p>	<p>Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues and recognizes issues that are not explicitly stated.</p>
<p><b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i></p> <p><b>Identify the strengths and weaknesses of contending explanation or interpretations for social, behavioral, or historical phenomena. (5.2)</b></p> <p><b>Demonstrate basic literacy in social, behavioral, or historical research methods and analysis. (5.3)</b></p> <p><b>Evaluate evidence supporting conclusions about the behavioral of individuals, groups, institutions, or organizations. (5.4)</b></p>	<p>Doesn't state data or information that counts as evidence <b>(No research completed)</b></p>	<p>States limited data or information but fails to evaluate the quality of the evidence <b>(Fails to research each side equally or poor quality )</b></p>	<p>States the data or information with limited evaluation of evidence from both perspectives. <b>(Research represents multiple perspectives but some questionable sources)</b></p>	<p>Clearly understands the data or information from both perspectives and expresses judgment about the evidence. <b>(Research is limited but uses quality sources)</b></p>	<p>Fully recognizes and evaluates evidence from both perspectives and uses skillful judgment. <b>(Research is from high quality resources and fully develops multiple perspectives)</b></p>
<p><b>Influence of context and assumptions</b>  (i.e. cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)</p> <p><b>Recognize the extent and impact</b></p>	<p>Presents main problem, question, conflict, or issue as having no connections to other conditions or contexts. No analysis of assumptions.</p>	<p>Limited identification of contexts and/or assumptions related to main problem, question, conflict, or issue.</p>	<p>Identifies multiple contexts and/or multiple assumptions but limited application to main problem, question, conflict or issue. Limited recognition of own and others contexts and/or assumptions.</p>	<p>Fully identifies multiple contexts and assumptions, both author's own and others and integrates them into the discussion as it applies to the main problem, question, conflict or issue.</p>	<p>Thoroughly and systematically analyzes own and others assumptions and relevant contexts. Fully applies the analysis of the contexts and assumptions to the main problem, question, conflict, or issue.</p>

<p>of diversity among individuals, cultures, or societies in contemporary or historical contexts. (5.5)</p>					
<p><b>Student's position :</b></p>	<p>Fails to formulate and clearly express or imply own point of view regarding main problem, question, conflict, or issue</p>	<p>Vaguely states or implies a position regarding main problem, question, conflict or issue with limited awareness of other perspectives and no discussion of strengths and weaknesses of author's viewpoint.</p>	<p>States a position regarding main problem, question, conflict, or issue with awareness of other perspectives and considers only minor objections and considers only the weakest and/or mostly easily refuted alternative positions. Minimal discussion of strengths and weaknesses of author's viewpoint.</p>	<p>Formulates a clear and precise personal point of view concerning main problem, question, conflict or issue. Considers a range of alternative positions and discusses strengths and weaknesses of author's position.</p>	<p>States a specific, imaginative, and reasonable personal point of view concerning main problem, question, conflict or issue. Recognizes limits of own position while synthesizing other perspectives into own position.</p>
<p><b>Conclusions and related outcomes (implications and consequences)</b></p> <p>Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities. (5.6)</p>	<p>No consideration of implications and related outcomes.</p>	<p>Limited connections between the conclusions drawn and the information provided; little or no discussion of implication of the position taken</p>	<p>Conclusions follow from the information, but conclusions are of limited significance; position assumptions and implications of conclusions are not explored.</p>	<p>Most conclusions clearly follow from the information considered and integrate multiple perspectives. Position assumptions and implications are explored although full significance might not be developed.</p>	<p>Conclusions and implications are fully fleshed out in a systematic way that follows from consideration of multiple perspectives; conclusions and implications are insightful and creative</p>

**Appendix 27: Initial List of UCC Courses**  
**Email from Dr. Carolyn Jones and UCC Course List**

**Updated UCC course submissions list**

Carolyn  
K  
Jones

Friday, April 05, 2013 11:20AM

Faculty advisors,

It is the intention of the CAAC to allow only former Broad Core courses for addition to the UCC Course list for the 2013-14 academic year. Please be aware the UCC Course Submissions list sent out last week included some courses not formerly on the Broad Core. Included here is an updated list. Courses on this edited list indicated with ~~yellow/strike through~~ were not formerly on the Broad Core and will therefore be removed from the list. Please do not advise students to take these courses to fulfil UCC requirements.

*(See attached file: UCC - March 15 Submission List.doc)*

Carolyn Jones, Ph.D.  
Assistant Provost of Curriculum and Instruction  
Vincennes University  
812.888.4176

**University Core Curriculum (UCC) Course Submissions**  
**March 19, 2013**

***Courses to be Added to Current UCC Listing:***

**College of Science and Mathematics**

- AGRI 103 Fundamentals of Horticulture
- BIOL 108 Principles of Anatomy and Physiology I
- BIOL 109 Principles of Anatomy and Physiology II
- BIOL 112 Anatomy and Physiology II
- BIOL 112L Anatomy and Physiology Laboratory II
- BIOL 200 Heredity and Society
- ~~BIOL 205 Survey of Microbiology~~
- BIOL 210 Microbiology
- BIOL 210L Microbiology Laboratory
- CHEM 108 Chemistry for the Arts
- ~~CHEM 111 Chemistry I~~

- EARTH 105 Geography of Indiana
- EARTH 112 Geographic Information Systems
- EARTH 204 Oceanography
- EARTH 208 Principles of Conversation
- EARTH 210 General Astronomy
- EARTH 221 Meteorology
- PHYS 106 General Physics II
- PHYS 106L General Physics Laboratory II
- PHYS 206\* Physics for Scientists and Engineers II
- PHYS 206L\* Laboratory for Physics for Scientists and Engineers II  
(\* students may enroll in PHYS 206 without enrolling in PHYS 206L)
- PHYS 218 Essentials of College Physics
- PSCI 102 Physical Science for Elementary Education

### College of Social Sciences and Performing Arts

- COMM 202 Oral Interpretation of Literature
- ~~PSYC 249 Abnormal Psychology~~
- ~~SOCL 153 Introduction to Social Work~~
- ~~SOCL 240 Social Work Practice~~
- ~~SOCL 251 Introduction to Social Welfare and Social Work~~
- ~~SOCL 266 Human Behavior in the Social Environment~~
- THEA 146 Fundamentals of Acting

### College of Humanities

- ARTT 116 Drawing I
- ARTT 213 Ceramics I
- ARTT 220 Photography I
- ~~ARTT 232 History of Visual Design and Communication~~
- FACS 156 Marriage and Family
- FACS 206 Fundamentals of Nutrition
- JOUR 216 Mass Communication
- LITR 210 Literature of the Old Testament
- LITR 211 Literature of the New Testament
- LITR 227 Introduction to World Fiction
- LITR 228 Introduction to World Poetry
- LITR 229 Introduction to World Drama
- LITR 230 Contemporary Literature
- LITR 240 Children's Literature
- PHIL 213 Logic
- PHIL 220 Philosophy of Religion
- FREN 101 French Level I
- FREN 103 French Level II



- SPAN 101 Spanish Level I
- SPAN 103 Spanish Level I
- GRMN 101 German Level I
- GRMN 103 German Level II

***Courses to be Removed from Current Listing as a Form was not submitted for these courses:***

**Social Science**

- PSYC 280 Health Psychology
- SOCL 154 Cultural Anthropology
- SOCL 164 Introduction to Multicultural Studies
- SOCL 253 Introduction to Social Psychology
- SOCL 254 Introduction to Archaeology

**Diverse Cultures and Global Perspectives Course List**

- FREN 230 Contemporary French Civilization
- GRMN 230 A Survey of German Civilization
- SPAN 230 Survey of Spanish Civilization
- SPAN 240 Survey of Spanish American Culture
- TECH 300 Workplace Diversity

## Appendix 28: Human Biology Critical Thinking Assignment BIOL 100, Human Biology Assignment

8) Select the appropriate competency for the proposed course from the list below:

4. Scientific Ways of Knowing

### Liberal Education Outcome Competencies (Ways of Knowing)

4. Scientific Ways of Knowing
5. Humanistic and Artistic Ways of Knowing
6. Social and Behavioral Ways of Knowing

9) Use this area to explain how the proposed course will address **Critical Thinking** (VU liberal outcome)

### State outcomes to be assessed:

- Distinguish between scientific and non-scientific evidence and explanations. (4.2)
- Apply foundational knowledge and discipline-specific concepts to address issues or solve problems. (4.3)
- Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions. (4.4)
- Use current models and theories to describe, explain, or predict natural phenomena. (4.5)
- Locate reliable sources of scientific evidence to construct arguments related to real-world issues. (4.6)

### Assignment Description:

The students will be given an article or two on a current issue related to anatomy and physiology. Before or after, whichever is deemed appropriate, the students read the article the instructor will cover the science necessary for the students to understand the content of the article. The class will then split into groups and complete the "Tug" exercise. The "Tug" exercise first involves having the the students determine the controversial question that the articles are highlighting. They will then be asked to fill in the box below. One each side will be the extreme viewpoints of the controversial question. In the middle, above the line, they will list any viewpoints that are in between the two extreme viewpoints. On the line, they will put any fact, ethical principle, value, or stakeholder's viewpoint that "tugs" them towards one viewpoint or the other. If the fact, principle etc. strongly pulls them towards one viewpoint they would place it on the line very close to that viewpoint and if it only has a small influence on tugging them towards a viewpoint it goes more in the middle of the line. By the time they finish the "tug"

drawing, they should have facts, ethical principles, values, and stakeholder's viewpoints on both sides of the line. Each student's line will look different based on how strongly different "tugs" pull them. After completing the "tug" worksheet they will complete a worksheet which will allow for assessment of their critical thinking skills. The worksheet will consist of the following questions.

The appropriate section of rubric being assessed is listed above the question(s):

**Explanation of problem, question, conflict, or issue:**

1. Explain the controversial question and explain why it is controversial
2. Describe the different viewpoints within the dilemma. Explain why each creates questions that must be answered.

**Student Viewpoint/Evidence**

3. What is your viewpoint on the issue? Consider the shades of gray options. Write out your viewpoint in a complete sentence.
4. What factual information supports your viewpoint? Explain
5. Describe at least one viewpoint on the issue that differs from yours. Explain the facts and principles that support this opposing viewpoint. (More than one opposing viewpoint may need to be discussed)

**Influence of context and assumptions**

6. How do different contexts (i.e. cultural/social, educational, technological, political, scientific, economic, personal experience) influence your viewpoint?

**Conclusions and related outcomes**

7. If your viewpoint was followed, what would be the implications and consequences (good and bad) for appropriate stakeholders and all of society?

**Assignment Goals Related to Course Goals**

One of the outcomes for this class is that students "Apply critical thinking skills to biological issues". This assignment will allow students to develop an understanding that not all biology information related to anatomy and physiology has a right or wrong answer. This assignment will allow for assessing of the above stated course outcome.

**Assignment Significance:**

The students will complete this assignment a minimum of twice during the semester. Together they will be worth a minimum of 5% of the student's grade.

**Appendix 29: Chemistry of Hazardous Materials Critical Thinking Assignment  
CHEM 120, Chemistry of Hazardous Materials**

**UCC COURSE APPROVAL FORM – LIBERAL EDUCATION  
OUTCOMES**

**MUST BE SUBMITTED TO BOB WEISS NO LATER THAN MARCH 15, 2013**

By submitting this form, the department faculty offering the course identified below agrees to complete the list of expectations for faculty teaching UCC courses and recognizes that inclusion of the identified course on the UCC list is provisional, dependent upon completion of the expectations listed below.

- 1) **Identify Course Code, Number, Course Name, Credit Hours for which UCC Approval is requested. Include the same information if the course has a required Lab component:**

**CHEM 120 Chemistry of Hazardous Materials – 4 cr. hrs.**

- 2) **Identify Program Faculty Member Responsible for UCC Course Approval Process:**

**Aaron Bruck**

- 3) **Identify Other Program Faculty Teaching and Collaborating on the UCC Course Approval Process:**

**Dustin Jenkins**

As a part of provisional inclusion of a course on the UCC list, all appropriate department faculty agree to: (“X” Yes as indication of agreement)

- X Yes**      **Submit or revise the UCC course proposal form or other materials as requested by the UCC Committee.**
- X Yes**      **Participate in professional development to prepare to teach and assess the UCC liberal education and state general education outcomes.**
- X Yes**      **Teach and assess the statewide general education outcomes using UCC faculty approved assessment methods.**
- X Yes**      **Teach and assess the Vincennes University’s liberal education outcomes.**
- X Yes**      **Send the appropriate college dean page 1 of this form.**

- 4) **Name of faculty filling out this form: Aaron Bruck      Date: 3/11/2013**

**College: Science and Math**

- 6) **Remember to save this form as a word file that includes the Course ID and email to [rweiss@vinu.edu](mailto:rweiss@vinu.edu) by March 15, 2013. Example: UCC Approval Form CHEM 120**

- 7) **Copy the course description from the online catalog.**

## CHEM 120 - Chemistry of Hazardous Materials

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### 3 hrs (Sem II)

Course examines the metric system of units, basic atomic structure, periodic table, nomenclature, physical and chemical properties of salts, inorganic and organic compounds and their basic reactions and hazardous effects. Course includes an in depth study of the 9 classes of hazardous materials as defined by DOT, OSHA, and EPA. Lab concentrates on the properties and reactions involving hazardous materials. 2 lecture hours, 2 laboratory hours.

Prerequisite(s): A grade of C or better in [READ 009](#), [ENGL 009](#) or [ENGL 011](#), and [MATH 010](#) or appropriate placement test scores.

### 8) Select the appropriate competency for the proposed course from the list below:

#### 4. Scientific Ways of Knowing

### 9) Use this area to explain how the proposed course will address **Critical Thinking** (VU liberal outcome)

The state outcomes assessed will be the following:

- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

Purpose of assignment: Through the use of issues common to society and chemistry, students will critically think about a controversial issue and use resources to construct a logical argument.

Scope: Through the use of 2-3 small activities in lecture or lab, students will gain experience in learning how to think critically, how to find reliable sources of information in print and online, and applying this information to make rational arguments. The learning will culminate in a capstone-like project at the end of the semester where students will be asked to synthesize this

information into a larger issue that has multiple dimensions. Working in groups, students will be asked to create a poster presentation with their analysis, findings, conclusions, and resources included. Students individually will also submit an individual reflection paper including their own personal perspectives on the issue.

### **Assignment specifics in the context of the Critical Thinking rubric:**

#### Description of Problem

Students will be given articles or multimedia to illustrate a common issue or controversy at the interface of science and society. Common topics include, but are not limited to: Global warming/climate change

- Fertilizers and groundwater
- Nuclear energy
- DDT vs. Malaria
- Fracking
- Vaccines
- Drug testing on humans/animals
- EPA vs. Industrial growth/efficiency
- Cryogenics
- Oil availability vs. Environment

Students will be asked to identify the problem or issue and apply said issue to course content.

#### **Evidence**

As part of the analysis of the problem or issue, students will be asked to identify the people or groups of people most affected by the issue. Students will also be asked to describe the arguments and positions of those key stakeholders, using outside resources when necessary to strengthen the claims of each position.

#### **Influence of Context and Assumptions**

By tying the issue to course content, students are gaining and determining a scientific context for the problem. By investigating the arguments of the stakeholders, students are considering multiple contexts aside from a purely scientific viewpoint.

#### **Student's position/conclusions**

Students will be asked to present their own viewpoint as it pertains to the issue presented in the form of a reflection paper. Students will have to substantiate their claims with evidence and show that they have considered all perspectives as they draw their final conclusions.

#### **Integration into course**

The 2-3 activities would be a part of a homework grade that has traditionally been 15% of the overall CHEM 120 grade. The capstone project would be handled as a separate entity that could easily be an additional 4-5% of the overall course grade.

- 10) Use this area to explain how the proposed course will address **Ethical Thinking**. (VU liberal outcome) *This area is not required to complete at this time.*
- 11) Use this area to explain how the proposed course will address **Integrative Thinking**. (VU liberal outcome) *This area is not required to complete at this time.*
- 12) **The proposed course must meet all of the statewide outcomes for the selected competency.**

#### **4. Scientific Ways of Knowing**

Upon completion of the General Education Transfer Core, students will be able to:

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

**Use this area to explain how this course will address all of the statewide outcomes for the selected competency. Tentatively to begin in the Fall of 2013.**

4.2-4.6 are addressed in the Issues assignments for the Critical Thinking assessment.

4.1 will be assessed by a separate project

**If this course is or will be taught by multiple instructors, what collaborative process will be used to teach and assess the UCC and Statewide outcomes?**

**Appendix 30: World Literature 1 Critical Thinking Assignment**  
**LITR 225, World Literature I**

8) Select the appropriate competency for the proposed course from the list below:

Example 6 Humanistic and Artistic Ways of Knowing

**Liberal Education Outcome Competencies (Ways of Knowing)**

4. Scientific Ways of Knowing
5. Social and Behavioral Ways of Knowing
6. Humanistic and Artistic Ways of Knowing

9) Use this area to explain how the proposed course will address **Critical Thinking** (VU liberal outcome)

The state outcomes that will be assessed are the following:

- Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience. (6.1)
- Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources. (6.2)
- Analyze the concepts and principles of various types of humanistic or artistic expression. (6.4)
- Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism. (6.5)
- Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts. (6.6)
- Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time. (6.7)



**Assignment Description: Explanation of problem, question, conflict or issue**—Students will identify and focus their research on a problem or thematic concern at the heart of one or more of the course’s readings. They will demonstrate how and to what extent this issue, problem, or concern is reflected in modern media or literature. **Evidence**—Using a minimum of two primary sources and three secondary sources to establish the appropriate context of the issue or problem, students will demonstrate the following **Assignment Goals**:

- a clear understanding the **Influence of Assumptions** by the author or those of the student him or herself
- a focus on a universal or persistent problem, issue, motif, or pattern in literature and human expression
- the ability to recognize unresolved problems, limits, uncertainties or alternative interpretations concerning the issue
- an improved understanding of a modern text, media, or literary motif by means of synthesizing its relationship to ancient texts, mythologies, or motifs
- recognition of the **Influence of Context**, culture, traditions, or mythologies on the literary works or authors
- a thesis that asserts a **Student’s Position**, making an argument concerning the problem or issue and the significance of the works’ perspectives, contexts, or themes
- the essay must arrive at a **Conclusion** that is demonstrated by the explicit support of the thesis

**Assignment Plan:** First, students will need to identify a work of literature in the course that has a central theme, conflict, character, or symbol that appears in modern media and literature. Then the student will apply a close reading of the text(s), and provide context and perspective from his or her research of the literature and time period and culture. Then, critically analyzing the connection(s) between the two primary sources—the ancient and the modern—the student should formulate a thesis that focuses on the thematic similarities should closely identify the problem, conflict, or issue. The thesis should assert a point of view concerning the connections, patterns, or importance of the problem, motif, or issue. Then, develop points of support for your overall thesis, and make those connections explicitly in the essay using correctly integrated direct quotes, summary, and paraphrase. Finally, conclude by restating the thesis and the essay’s conclusions. Tagging sources, adequate paragraph development, and correct parenthetical citation throughout is required. A work cited page is also required.

**Requirements and Weight:** A minimum of five sources are required—*at least two primary sources*, a literary source on the syllabus and one modern work, and *at least three secondary sources--only one source can be a website*. The essay requires 1200-1500 words, MLA documentation (APA by permission), a work cited page, and an annotated bibliography and worth 15%.

Consider these topic examples:

- How do the warriors and the horror of war as illustrated in *The Illiad* compare to modern depictions like *Apocalypse Now* or *Band of Brothers*? What do you think this says about humanity's experience with conflict and violence? Have the ideas of valor, honor, or camaraderie remained the same? Do you think humanity experiences less violence now than in the ancient past?
- The hero cycle describes the mythological patterns and symbols of the hero journey, and the lowest point is what Campbell calls the Abyss stage. How do portrayals of modern heroes depict the Abyss of the Hero Cycle? How does a comparison illustrate about humanity's values, concerns, or fears over the span of time? What about Apotheosis? For example, consider why suffering followed by enlightenment is central to the stories of hero figures like Gilgamesh, Job, Odysseus, Frodo, or Harry Potter. Does this mean suffering is necessary?
- The actions of oppressed or marginalized characters often reflect a concern in the society or among the people of the time—consider women like Penelope or Lysistrata. Is the plot of *Lysistrata* comparable to modern events like Occupy Wall Street or democratic revolutions in the Middle-East? How effective appears to be non-violent opposition and civil disobedience? What role does wisdom or knowledge play in these kinds of scenarios?
- Women in classical literature have many representations, none better known than goddess like Athena, Aphrodite, Artemis, Hera, or Persephone, or the female figures in epics like Shambhat and Siduri, Circe and Kalypso, Helen and Penelope, or Medea and Lysistrata. Each plays an important role in her respective story, but how does this compare to the roles female characters have today? What does this suggest to you? Have the depictions of women evolved as women have struggled for greater equality?
- Humanity has many stories of Creation and concerning our connection to the gods. How would you characterize the relationship between the gods and humanity in classical Western literature? How important are the myths of literature to modern origin stories? For example, what is the significance of the movie *Prometheus* and the eponymous mythic figure? How does this compare to the events and figures of *Genesis* or the *Enuma Elish*?

**Appendix 31: Art History 1 Critical Thinking Assignment**  
**ARTT 130, Art History I**

**UCC COURSE APPROVAL FORM – LIBERAL EDUCATION OUTCOMES**

**MUST BE SUBMITTED TO BOB WEISS NO LATER THAN MARCH 15, 2013**

By submitting this form, the department faculty offering the course identified below agrees to complete the list of expectations for faculty teaching UCC courses and recognizes that inclusion of the identified course on the UCC list is provisional, dependent upon completion of the expectations listed below.

- 1) Identify Course Code, Number, Course Name, Credit Hours for which UCC Approval is requested. Include the same information if the course has a required Lab component:**

Course: **ARTT 130 -3 credit hours**

- 2) Identify Program Faculty Member Responsible for UCC Course Approval Process:**

Lead Faculty: **Deborah Hagedorn**

- 3) Identify Other Program Faculty Teaching and Collaborating on the UCC Course Approval Process:**

Other Faculty: **Morgan Ford Willingham, Andrew Cozzens, (Jasper).**

As a part of provisional inclusion of a course on the UCC list, all appropriate department faculty agree to: ("X" Yes as indication of agreement)

- X** Yes      **Submit or revise the UCC course proposal form or other materials as requested by the UCC Committee.**
- X** Yes      **Participate in professional development to prepare to teach and assess the UCC liberal education and state general education outcomes.**
- X** Yes      **Teach and assess the statewide general education outcomes using UCC faculty approved assessment methods.**
- X** Yes      **Teach and assess the Vincennes University's liberal education outcomes.**
- X** Yes      **Send the appropriate college dean page 1 of this form.**

- 4) Name of faculty filling out this form: **Stephen Black**      Date: **3/11/2013****

- 5) College: **Humanities****

- 6) Remember to save this form as a word file that includes the Course ID and email to [rweiss@vinu.edu](mailto:rweiss@vinu.edu) by March 15, 2013. Example: **UCC Approval Form ARTT 130 Art History I****

**7) Copy the course description from the online catalog.**

ARTT 130 - Art History I—Pre-history to 1500

3 hrs (Sem I, II)

A survey of painting, sculpture and architectural styles from ancient cultures to the pre-Renaissance era with an emphasis on Western art. This course explores the historical context of art movements as well as the analysis of individual artists and works of art. *This course is a transferIN course.* 3 class hours.

Prerequisite(s): A grade of C or better in [READ 011](#), or SAT Reading score of 420 or greater, or appropriate placement test scores.

**8) Select the appropriate competency for the proposed course from the list below:**

Humanistic and Artistic Ways of Knowing

**Liberal Education Outcome Competencies (Ways of Knowing)**

4. Scientific Ways of Knowing
5. Social and Behavioral Ways of Knowing
6. Humanistic and Artistic Ways of Knowing

**9) Use this area to explain how the proposed course will address **Critical Thinking** (VU liberal outcome)**

The state outcomes that will be assessed are the following:

- Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience. (6.1)
- Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources. (6.2)
- Analyze the concepts and principles of various types of humanistic or artistic expression. (6.4)
- Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism. (6.5)
- Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts. (6.6)
- Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time. (6.7)

**General Description of Assignment:**

The student will compare and contrast four works of art selected from various Art Historical period(s). Each student will be assigned four different art historical images from various cultures that have been studied during

the course of the semester. Each student will randomly be dealt four images, all which are images that are illustrated in their textbook. The student will be asked to focus on similarities and/or differences among the various art objects.

**Assignment Goal:**

The goal of the assignment is to identify the key ideas being compared and to analyze the points of similarity and dissimilarity between the ideas being presented by using a compare/contrast chart that will lead to a conclusive position.

**Description of Assignment Specifics:**

This assignment will be administered during the tenth week of the semester. Each student will be required to deliver a 2 – 3 minute oral presentation of their research. All final projects will be displayed on a presentation board to be shared with other members of the class. The assignment will be worth a total of 10% of the student's final grade.

**Explanation of Problem:**

A concept mapping chart will be distributed to each student. The provided chart will assist the student in outlining certain points that need to be considered when viewing and when analyzing the four separate images. Additional primary and secondary sources will be required and must be used to help assist the student in addressing the following issues:

- a timeline mapping out the span of time between cultures
- content or subject matter of the image
- technique / medium used to create the work of art
- political climate of the area
- cultural /geographical location
- spiritual overtones / references

**Evidence:**

The student will be required to “outline” the similarities and the differences between the images using the provided compare/contrast charts as their guide. They will assess the image according to what they visually “see” and according to what they have “read” in the textbook in addition to what they have learned during lecture. Students will be required to apply primary and secondary sources when viewing and when researching each image. The compare/contrast chart will require students to use reasoning to test the quality of their thinking when comparing and contrasting four very different works of art.

Using the compare/contrast chart, students will demonstrate:

- How to identify the broad outlines of art and its historical context from the Pre-Historic to the Pre-Renaissance Period.
- Employ appropriate vocabulary for discussing art forms, techniques, and movements.
- Identify and evaluate the contributions of individual artists in terms of their historical periods.
- Compare and contrast art forms and variant traditions in world art through the Pre-Renaissance era.

- Identify and discuss the role of ideologies and religions in the art forms of the historical eras.
- Recognize the role of art and artists within cultural societies.

**Influence of Context and Assumptions:**

Students will apply a careful reading of the text along with primary and secondary sources, to critically analyze the connections between the four art historical images. By defining the main idea(s) and by conducting research, the student will organize these findings to support a conclusion. The student will:

- Identify the key ideas being compared.
- Analyze the points of similarity and dissimilarity between the ideas being presented by using the compare/contrast chart.
- Describe the found conclusions.

**Student's Position:**

Students will be asked to present their findings and conclusions by creating a presentation board where the similarities and differences are visually outlined. Each student will be required to deliver an oral presentation of their final thesis. The classroom would be set-up somewhat like a museum where all students could walk around and review what conclusions other students have determined. The classroom would represent "the Art Historical timeline" from the Pre-Historic to the Pre-Renaissance time periods with a sampling of images from each art period studied.

**Conclusions and Related Outcomes:**

Based on the art, and what you know about the context in which the art came, does the art help explain the political, religious and cultural conflicts of the period in which they were created? Does this research enhance your ability to place current societal issues into context?

**Appendix 32: Sociological Aspects of Death Critical Thinking Assignment**  
**SOCL 260, Social Aspects of Death**

**UCC COURSE APPROVAL FORM – LIBERAL EDUCATION OUTCOMES**

**MUST BE SUBMITTED TO BOB WEISS NO LATER THAN MARCH 15, 2013**

By submitting this form, the department faculty offering the course identified below agrees to complete the list of expectations for faculty teaching UCC courses and recognizes that inclusion of the identified course on the UCC list is provisional, dependent upon completion of the expectations listed below.

- 1) Identify Course Code, Number, Course Name, Credit Hours for which UCC Approval is requested. Include the same information if the course has a required Lab component:**

Course: **SOCL260 Sociological Aspects of Death**

- 2) Identify Program Faculty Member Responsible for UCC Course Approval Process:**

Lead Faculty: **Jan Stenftenagel**

- 3) Identify Other Program Faculty Teaching and Collaborating on the UCC Course Approval Process:**

Other Faculty: **Carol Phillippe**

As a part of provisional inclusion of a course on the UCC list, all appropriate department faculty agree to: ("X" Yes as indication of agreement)

- Yes**      **Submit or revise the UCC course proposal form or other materials as requested by the UCC Committee.**
- Yes**      **Participate in professional development to prepare to teach and assess the UCC liberal education and state general education outcomes.**
- Yes**      **Teach and assess the statewide general education outcomes using UCC faculty approved assessment methods.**
- Yes**      **Teach and assess the Vincennes University's liberal education outcomes.**
- Yes**      **Send the appropriate college dean page 1 of this form.**

- 4) Name of faculty filling out this form: Jan Stenftenagel      Date: 3/26/2013**

- 5) College: Social Science**

- 6) Remember to save this form as a word file that includes the Course ID and email to [rweiss@vinu.edu](mailto:rweiss@vinu.edu) by March 15, 2013. Example: **UCC Approval Form ARTT 130 Art History I****

**7) Copy the course description from the online catalog.**

SOCL 260 Sociological Aspects of Death

**3 hrs (Sem II)**

This course is designed to explore the death process. The various theories and philosophies about death and dying will be explored initially. The course will then look at the sociological and psychological reactions to the dying process. Finally, the sociological, psychological and religious meaning and impact of the funeral and reactions will be explored. 3 lecture hours.

**8) Select the appropriate competency for the proposed course from the list below:**

Social and Behavioral Ways of Knowing

**Liberal Education Outcome Competencies (Ways of Knowing)**

4. Scientific Ways of Knowing
5. Social and Behavioral Ways of Knowing
6. Humanistic and Artistic Ways of Knowing

**9) Use this area to explain how the proposed course will address **Critical Thinking** (VU liberal outcome)****5 Social and Behavioral Ways of Knowing**

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

**General Description of Assignment:**

Students will research in depth the topic "Death in a Different Culture."



**Assignment Goal:**

Students will explore and learn about death customs, rites, and rituals in a culture other than one's own. The culture will be from another historical era or geographic location. This assignment is worth 10% of the grade for the course and meets a specific course outcome (*To demonstrate in-depth research into one culture's death rituals*).

**Description of Assignment Specifics:**

Students will research their randomly assigned culture and present their findings to the class in a 7-10 minute oral presentation accompanied by PowerPoint or Prezi. Students will submit an outline of their findings, a copy of the PowerPoint, and References in APA style (a minimum of seven scholarly sources). The presentations must include the following:

- Map and location of culture
- Discussion of the rituals, services, ceremonies immediately before the death, at the time of death, and immediately following the death.
- What historical influences led to these customs/rituals?
- What is the method of body disposition?
- What are the after-death beliefs?
- How does the culture deal with grief? Are there rules about behavior, clothing, and so on?
- Are there ethical issues that may be problematic (especially as they relate to contemporary society)?
- What additional information is found to enhance the findings of this project.

**Explanation of Problem (5.1):**

Death rituals occur in every time and every place throughout human experience. Students will identify the time, the place, and the other influences on death rituals in the culture they are researching.

**Evidence (5.3 and 5.4):**

Research a minimum of seven scholarly sources to find information that describes the death rituals of the culture. Are these sources from experts in the field? Does any of the research give conflicting results? Identify and discuss any differences.

**Influence of Context and Assumptions (5.5):**

Identify the differences between contemporary American death rituals and those of the researched culture. Identify the similarities and show how various aspects of death rituals are consistent throughout time and place.

**Student's Position:**

Discuss how learning about death rituals in other cultures has changed or modified or influenced your thinking about contemporary death rituals, and your own attitudes towards death.

**Conclusions and related outcomes (5.6):**

Students will show in-depth knowledge of death practices in one culture in order to bring the topic into focus as a universal and inescapable aspect of life.

- 10) Use this area to explain how the proposed course will address **Ethical Thinking**. (VU liberal outcome) *This area is not required to complete at this time.*
- 11) Use this area to explain how the proposed course will address **Integrative Thinking**. (VU liberal outcome) *This area is not required to complete at this time.*
- 12) **The proposed course must meet all of the statewide outcomes for the selected competency.**

## Appendix 33: American History 1 Critical Thinking Assignment

HIST 139, American History I

### UCC COURSE APPROVAL FORM – LIBERAL EDUCATION OUTCOMES

**MUST BE SUBMITTED TO BOB WEISS NO LATER THAN MARCH 15, 2013**

By submitting this form, the department faculty offering the course identified below agrees to complete the list of expectations for faculty teaching UCC courses and recognizes that inclusion of the identified course on the UCC list is provisional, dependent upon completion of the expectations listed below.

- 1) **Identify Course Code, Number, Course Name, Credit Hours for which UCC Approval is requested. Include the same information if the course has a required Lab component:**

Example: **HIST139 AMERICAN HISTORY I (3 Credit Hours)**

- 2) **Identify Program Faculty Member Responsible for UCC Course Approval Process:**

Example: **KRISTAL SHICK**

- 3) **Identify Other Program Faculty Teaching and Collaborating on the UCC Course Approval Process:**

Example: **GRETCHEN KELLER, JOE FABYAN, KIRK ABENDROTH**

As a part of provisional inclusion of a course on the UCC list, all appropriate department faculty agree to: (“X” Yes as indication of agreement)

- X Yes**      **Submit or revise the UCC course proposal form or other materials as requested by the UCC Committee.**
- X Yes**      **Participate in professional development to prepare to teach and assess the UCC liberal education and state general education outcomes.**
- X Yes**      **Teach and assess the statewide general education outcomes using UCC faculty approved assessment methods.**
- X Yes**      **Teach and assess the Vincennes University’s liberal education outcomes.**
- X Yes**      **Send the appropriate college dean page 1 of this form.**

- 4) **Name of faculty filling out this form: KRISTAL SHICK      Date: 3/6/2013**

- 5) **College: SOCIAL SCIENCE AND PERFORMING ARTS**

- 6) **Remember to save this form as a word file that includes the Course ID and email to [rweiss@vinu.edu](mailto:rweiss@vinu.edu) by March 15, 2013. Example: UCC Approval Form BIOL 107**

7) **Copy the course description from the online catalog.**

**Example:**

**HIST139 AMERICAN HISTORY I**

**3 hrs (Sem I, II)**

The colonial period; causes and results of the American Revolution; the development of the federal system of government; the growth of democracy; early popular American culture; territorial expansion; slavery and its effects; sectionalism; causes and effects of the Civil War; Reconstruction, political and economic. *This course is a transferIN course.* 3 lecture hours.

Prerequisite(s): A grade of C or better in [READ 009](#) and [ENGL 009](#) , or SAT Reading and Writing scores of 380 or greater, or appropriate placement test scores.

8) **Select the appropriate competency for the proposed course from the list below:**

**Example 5 Social and Behavioral Ways of Knowing**

**Liberal Education Outcome Competencies (Ways of Knowing)**

4. Scientific Ways of Knowing
5. Social and Behavioral Ways of Knowing
6. Humanistic and Artistic Ways of Knowing

9) Use this area to explain how the proposed course will address **Critical Thinking** (VU liberal outcome)

The state outcomes that will be assessed are the following:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.

- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

**Assignment Description:**

Students will be asked to pick a historical event they feel is the most significant event that we have covered and defend their choice through research, analyzing multiple perspectives, and drawing conclusions.

**Assignment Goal:**

The purpose of this assignment is to have students learn to think like a historian by evaluating historical events through research. Students will look at an event through different perspectives and draw conclusions.

**Assignment Specifics:**

Students will be asked at different times throughout the semester to decide what they think is the most important piece of information they have learned up to that point. Four assignments will be given throughout the semester with a final project at the end of the semester (One assignment every few weeks). The question will be put to the student as follows: A meteor is getting ready to hit Earth and destroy all historical data. You are responsible for saving information on one topic (person or event) we have covered in class to pass on to future generations. What do you save? Students will then have to answer the following questions over the topic they pick (the topic will be the student's position):

**Explanation of Problem, Question, Conflict, or Issue**

1. Provide background and summarize the topic you have chosen.

**Evidence**

2. Look at the topic you have chosen and provide different viewpoints. How do different groups view this event?

### **Influence of Context and Assumptions**

3. How has your background impacted the event you have chosen? How has the background of the different groups impacted the event?
4. The event the student has chosen is the student's viewpoint. They will have to defend their event choice by discussing why the event is what they would save for future generations.

### **Conclusions and Related Outcomes**

5. How has your topic influenced society today?
6. What would be some negative consequences of your choice?

Students will be provided with feedback after every assignment they do which will get them ready for the main project at the end of the semester. Students will then be asked to pick three pieces of information they found most important (answering the same question as above) and either do a paper, poster board, or presentation answering questions 1-6 above. Students will be given the rubric prior to the assignments.

### **Weight of the assignment:**

The total of all the assignments throughout the semester and the final project would be worth approximately 12 percent of the student's total grade (equal to a test grade).

- 10) Use this area to explain how the proposed course will address **Ethical Thinking**. (VU liberal outcome) *This area is not required to complete at this time.*
- 11) Use this area to explain how the proposed course will address **Integrative Thinking**. (VU liberal outcome) *This area is not required to complete at this time.*
- 12) **The proposed course must meet all of the statewide outcomes for the selected competency.**

**Delete all statewide outcomes except for the ones that apply to the proposed course**

**Appendix 34: Introduction to Psychology Critical Thinking Assignment**  
**PSYC 142, General Psychology**

**UCC Course Critical Thinking Assignment Checklist**

Course Title: **General Psychology (PSYC142)**

**1. Numbered State Outcomes:**

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analysis.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

**2. General description of assignment:**

Evil: Are some people just born that way? This assignment gets students to look at and evaluate how to answer this question using two prominent perspectives from Psychology: cognitive, behavioral, neuroscientific, psychodynamic, and humanistic. Students do this by: 1) selecting 2 perspectives from the preceding list, 2) finding sources (at least 4, 2 from each) from both perspectives, 3) writing a paper integrating both perspectives and presenting a way of answering the question.

**3. Assignment goal or how the assignment fits into the overall goals of the course:**

Student in general psychology will learn to start thinking like a psychologist and this assignment helps them get more into that mindset, taking on different psychological perspectives. The assignment also gets them to think critically about an issue relevant to psychology and life and learn to formulate potential answers.

**4. Description of assignment specifics and/or plan for accomplishing the assignment:**

Instructor will discuss the major psychological perspectives with students, helping them understand the hallmarks of each and launching them into a search for sources from those perspectives that will help them answer the question about evil and its source.

Sources that students want to use for the paper will be submitted to the instructor for approval. Instructor will present, during the course of the assignment timeline, methods for finding sources, as well as appropriate sources for use in an assignment like this.

Classroom discussion will also be held regarding APA style so that students understand the style and format. Students will write a 2-3 page paper as the final product for the assignment. The paper will allow students to compare and contrast the two perspectives they have selected to understand how the answer to the question: *are some people just born evil?* would be answered.

**5. Explanation of the value of this assignment relative to the overall course grade:**

10% of overall grade

**6. Explanation of problem, question, conflict, or issue:**

Students provide an explanation of the problem as formed by both perspectives

**7. Evidence: Selecting and using information to investigate a point of view or conclusion:**

students must include at least 4 sources (they will submit the sources to the instructor for approval), 2 from each perspective in helping students formulate an understanding and present that understanding in their paper

**8. Influence of context and assumptions:**

it is imperative that students thoroughly explain how someone working within each perspective views the issue and how, according to the perspectives, an answer to the question would be sought

**9. Student's position:**

once the students have discussed the issue (in their papers) using the two perspectives (as outlined above), they will then be required to present their perspective on the issue, answering such questions as: do you agree with one of the other perspective? Why? Be sure to support your perspective with evidence you have collected from your sources

**Conclusions and related outcomes (implications and related consequences):**

students will include the conclusions that can be drawn from two perspectives and the implications that those conclusions have for psychologists and society at large



**Appendix 35: UCC Course Critical Thinking Assignment Checklist**

**UCC Course Critical Thinking Assignment Checklist**

Course Title \_\_\_\_\_

<b>Critical Thinking Assignments should include the following:</b>			Notes
	<b>1.</b>	Numbered State Outcomes indicated in the assignment (4.1-4.6 Science, 5.1-5.6 Social and Behavioral; 6.1-6.7 Humanistic and Artistic)	
	<b>2.</b>	General Description of the Assignment.	
	<b>3.</b>	Assignment goal or how the assignment fits into the overall goals of the course.	
	<b>4.</b>	Description of assignment specifics and/or plan for accomplishing the assignment.	
	<b>5.</b>	Explanation of the value of this assignment relative to the overall course grade.	
<b>Critical Thinking Rubric Dimensions</b>			
	<b>6.</b>	Explanation of problem, question, conflict or issue	
	<b>7.</b>	Evidence: Selecting and using information to investigate a point of view or conclusion	

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	<b>8.</b>	Influence of context and assumptions (i.e. cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)	
	<b>9.</b>	Student's position	
	<b>10.</b>	Conclusions and related outcomes (implications and related consequences)	