

Bachelor of General Studies (BGS) Assessment Committee
Response to the Executive Summary for KBOR Review
Ron Matson, Chair of the BGS Assessment Committee

Recommendations

- ***Monitor ACT Outcomes of the BGS Program***
Each year data will be collected to monitor the ACT scores of BGS majors. Issues that arise will be discussed for possible remediation.
- ***Especially for the undergraduate program, consider targeted advising programs to move students towards completion in a timely manner. Targeted advising may also allow students the opportunity to learn about other in-demand programs across the University (i.e. engineering, health professions).***

“Targeted advising” (intentional advising as discussed below) already occurs in the LAS BGS degree in several ways. Some students who are heading to professional colleges (law and medicine, for example) are already advised intentionally to take the BGS because the demands of the curricula in biology, chemistry, and bio-chemistry are so heavy with requirements that the traditional BA/BS becomes problematic.

In addition, Health Professions, Business, and Education have a GPA requirement higher than 2.0. If students are dismissed from the professional colleges for not meeting the GPA requirement, they may request admission to LAS while trying to improve their GPA, with the goal of returning to the professional college. To wit:

If re-admitted to LAS by the Admissions and Exceptions Committee, each student is required to meet with an LASAC advisor before registering for classes. The LASAC advisor at that time begins talking with the student about options for earning a degree. The discussion includes

- assisting the student in analyzing the reason for the poor academic performance
- collaboration with the student in creating a strategy for improving academic performance
- the possibility of re-entry into the professional college
- the choice of a BA or BS degree in LAS, or a BGS degree

So the discussion of options for the student begins at the first meeting with a student and an LASAC advisor. The same discussion occurs the next semester after the student has the opportunity for showing GPA improvement. Students are encouraged at that time to develop a realistic educational plan for graduation within a timeline consistent with the student's life circumstances.

None of the professional colleges require a language, so domestic students from the professional schools usually have not taken language courses. In LAS, however, all BA degree students and CJ majors are required to complete 15 hours of a language. Depending on how many hours remain for the student's choice of degree, the BGS may be more attractive to students who are changing to an LAS degree, because no foreign language is required.

Once the student makes a choice of and LAS degree, the LASAC advisor assists them in their course choices consistent with their goal. (Written by Barbara Mason, Director of the LAS Advising Center.)

Efforts should be made to document that the program review process is part of a continuous improvement approach involving interdisciplinary departmental faculty members.

There is a five-person committee, the BGS Assessment Committee, made up of an Associate Dean of LAS, a Chair, and one member from each of the three divisions in the Fairmount College of Liberal Arts and Sciences (Humanities, Social and Behavioral Sciences, and Math/Natural Sciences). The committee meets twice each semester to review activities, make decisions about how to implement changes in the Assessment Plan, and discuss information to be gathered in future assessment activities. Attached in Appendix A is the *Bachelor of General Studies Assessment Plan Grid/Template* that shows the process of interaction between collecting information and changing the Assessment Plan and provides evidence of the “continuous improvement approach.” In addition, note that Goal 1, early in the assessment period, and the data collected, informed the development of measurement instruments for all the Goal 2 outcomes. Also, note that the Committee changed the data collection strategy from bringing students to a lab for collection of writing samples to doing so through on-line.

The learning outcomes for both programs should be further developed and a revised assessment process needs to be implemented to include the following: Learning Outcomes, Assessment Methods, Targets, Results, and Analysis.

In as much as the BGS Assessment Committee had met and decided to redefine our student learner outcomes, per these instructions, I am recommending to the committee the following plan:

- **Learner Outcomes:** Utilize the AAUC VALUE rubrics for 1) **Critical Thinking**, 2) **Foundations and Skills for Lifelong Learning**, and 3) **Integrative Learning** as the learner outcomes for the new Assessment Plan. (See Appendix B)
- **Assessment Methods:** These measures and their attendant rubrics will be used to assess the level of achievement once the materials are developed by the BGS Committee. I recommend the 2nd level or first “milestone” be the outcome level.
- **Targets:** Targets will be initially set at 75 percent.
- **Results:** YTBD
- **Analysis:** Review of the results by the committee will determine future decisions and actions to improve the BGS degree.

Prior to the next review in 2014: 1) Data should be collected and evaluated in terms of student perceptions about the program. 2) Data should be collected and evaluated from all program graduates to include salary, employment location, and employment in the field.

The undergraduate exit survey (2011) and the survey (2012) will be used to fulfill these purposes.

Appendix A

Bachelor of General Studies Assessment Plan/Grid Template

Bachelor of General Studies Assessment Plan Grid/Template
(Developed May, 2005)
(Updated September, 2010)

Program Initiated Goal/Objective	When, Where, and How Monitored	Expectation for Satisfactory Performance	Decision Point	Observation of Student Performance	When and By Whom are Results Analyzed	Outcome of Analysis	Committee Follow-up
Goal One: Count combinations of disciplines students choose. Outcome 1: Program Goal	Using Applications for Graduation for BGS students, count combinations of disciplines for all F04, S05, U05 grads.	N/A Preliminary Program Goal	Fall of 2005, once all the combinations from the App for Grad are counted. (Data came from LAS Advising in SP'06)	N/A Program Goal	BGS Assessment Committee, November 2005 meeting.	The data was brought to the BGS committee in F, 2006 and questions drafted that would allow all students to respond, regardless of comb.	Committee in F07 discussed options. We decided to discuss actions at the Spring, 2008 meeting. Met in Fall, 2009. Findings presented in a previous report.
Goal Two: Rationale for e areas. Outcome 2: BGS majors will be able to articulate how his/her specific program forms a coherent whole.	Once focus group findings develop outcomes from test group of 8 students (SP'06), 30 BGS grads from F05 will be asked to write a 500 wd essay.	Coherent rationale provided for the combination of the three disciplines chosen for the BGS major	Budget would not allow for hiring a Grad Student (LAS Dean). Questions were put into MR Interview and sent to recent grads in May, 2008	___ who met performance standard ___ who did not meet performance standard NA, only 4 respondents	N/A: too little data.	___ Percent who met the standard. (60% is the standard) NA; only 10 respondents	Committee met in Fall, 2009 and decided on a strategy to collect data on these outcomes; see 2010 report.
Goal Two: Rationale for e areas. Outcome 3: BGS majors will be able to compare and contrast kg from different disciplines.	Once focus group findings develop outcomes from test group of 8 students (SP'06), 30 BGS grads from F05 will be asked to write a 500 wd essay. (FL'06)	Ability to write a "compare and contrast" statement relating content from two of their disciplines in the BGS major.	Budget would not allow for hiring a Grad Student (LAS Dean). Questions were put into MR Interview and sent to recent grads in May, 2008	___ who met performance standard ___ who did not meet performance standard NA, only 4 respondents	N/A: too little data.	___ Percent who met the standard. (60% is the standard) NA; only 10 respondents	Committee met in Fall, 2009 and decided on a strategy to collect data on these outcomes; see 2010 report.
Goal Two: Rationale for e areas. Outcome 4: BGS majors will be able to explain how the degree program fits with career interests.	Once focus group findings develop outcomes from test group of 8 students (SP'06), 30 BGS grads from F06 will be asked to write a 500 wd ess.	Ability to write and document the relevance of their degree for their career interests.	Budget would not allow for hiring a Grad Student (LAS Dean). Questions were put into MR Interview and sent to recent grads in May, 2008	___ who met performance standard ___ who did not meet performance standard NA, only 4 respondents	First BGS Assessment Committee meeting in Fall, 07. Read by Committee Chair.	___ Percent who met the standard. (60% is the standard) NA; only 4 respondents, will resend 07-08	Committee met in Fall, 2009 and decided on a strategy to collect data on these outcomes; see 2010 report.

Program Initiated Goal/Objective	When, Where, and How Monitored	Expectation for Satisfactory Performance	Decision Point	Observation of Student Performance	When and By Whom are Results Analyzed	Outcome of Analysis	Committee Follow-up
<p>Goal Three: Soon to graduate BGS majors can document the value of their degree to different aspects of their lives. Outcome 5: BGS students will affirm the influence of their degree on the personal, educational, and employment dimensions of their lives.</p>	<p>BGS graduating seniors will be given a questionnaire to complete when having their App for Graduation checked in the LAS advising center near the end of the semester before they graduate.</p>	<p>Standard by which degree influence is measured on their lives in terms of education, personal, and employment.</p>	<p>Data analyzed for all of those near graduation who have completed the questionnaire.</p>	<p>_____ who met performance standard in each of the areas _____ who did not meet performance standard in each of the areas. 28 qnn's. have been collected and will be analyzed Fall, 2007. 49 questionnaires have been collected and are being entered, 1/10.</p>	<p>Committee will look at results of data at first Fall, 2010 meeting. Data input by Sociology GTA, analyzed by committee chair.</p>	<p>_____ who met performance standard in each area (standard is a mean of 75 percent affirming influence for the items/index measuring educational, personal, and employment effects) Yet to be completed.</p>	<p>Data collected in 2008 and 2009. N =49. Data will be analyzed by the Committee Chair and presented at Fall, 2010 meeting.</p>

Appendix B
AACU VALUE Rubrics

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valme@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptions demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionaryreference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.



CRITICAL THINKING VALUE RUBRIC

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Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact valine@aacm.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptions demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission, 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Framing Language

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC



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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Curiosity	Explores a topic in depth, yielding a rich awareness and/ or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/ or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/ or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/ or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/ or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/ or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/ or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact rubric@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt, one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning, learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.), performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

INTEGRATIVE LEARNING VALUE RUBRIC

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Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways .	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation .
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form .
Reflection and Self-Assessment <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>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.