

- **Course:** English 1301 (Rhetoric and Composition)
- **Faculty Responsible:** John Doe
- **Year:** 2015-2016
- **Core Competency to Measure:** Critical Thinking
- **Artifact Type:** Student Produced Work
- **Common Signature Assignment:** Yes
- **Collection Semester:** Spring
- **Blackboard Assignment:** Yes
- **Assignment Description:** Students will be required to respond to an open-ended prompt in which they must provide at least one concrete example on how content learned in the duration of the course may be applied towards situations in their personal or professional careers. The prompt will also include a list of course specific topics discussed throughout the course which may be utilized in the prompt response.
- **Assessment Approach:** Faculty coordinated evaluation sessions will be carried out in the semester after assignments are collected. Evaluation sessions will not include individuals whose courses participated in this process and may include faculty from other areas to add objectivity to the process. Institutionally developed rubrics will be used to assess student assignments.
- **Assessment Schedule:** Assignments will be disseminated via Blackboard during the last month of the semester.

- **Course:** Math 1314 (College Algebra)
- **Faculty Responsible:** Jane Doe
- **Year:** 2015-2016
- **Core Competency to Measure:** Communication
- **Artifact Type:** Student Produced Work
- **Common Signature Assignment:** Yes
- **Collection Semester:** Spring
- **Blackboard Assignment:** Yes
- **Assignment Description:** Students will be required to write a paragraph explaining the structure and application of a mathematical concept/formula to a high school student. Prompt will also include a list of course specific topics discussed during the duration of the course which may be utilized as subject matter for the prompt response.
- **Assessment Approach:** Faculty coordinated evaluation sessions will be carried out in the semester after assignments are collected. Evaluation sessions will not include individuals whose courses participated in this process and may include faculty from other areas to add objectivity to the process. Institutionally developed rubrics will be used to assess student assignments.
- **Assessment Schedule:** Assignments will be disseminated via Blackboard during the last month of the semester.

- **Course:** Art 1301 (Art Appreciation)
- **Faculty Responsible:** Jane Doe
- **Year:** 2015-2016
- **Core Competency to Measure:** Oral Communication
- **Artifact Type:** Student Produced Work
- **Common Signature Assignment:** Yes
- **Collection Semester:** Spring
- **Blackboard Assignment:** Yes
- **Assignment Description:** Students will be required to develop an oral presentation on the significance and use of art during a period in art history. Instructions will include a timeline listing prominent periods in art history ranging from the Stone Age to Postmodernism. The presentation will be recorded in either audio or video format by the student, and last no more than five minutes. Blackboard technical assistance will be required to facilitate this process.
- **Assessment Approach:** Faculty coordinated evaluation sessions will be carried out in the semester after assignments are collected. Evaluation sessions will not include individuals whose courses participated in this process and may include faculty from other areas to add objectivity to the process. Institutionally developed rubrics will be used to assess student assignments.
- **Assessment Schedule:** The assignment will be issued in the first two weeks of the semester and have a deadline before the end of the semester. Outlets for technical assistance will be determined and provided to students if needed. All presentation files will be uploaded through blackboard.

- **Other suggestions:**

Critical Thinking / Communication (ANY Course):

Students will be asked to write a one-page essay detailing whether and how they have applied lessons learned in the introductory course to their lives. In addition to encouraging honest reporting, students will be asked to provide specific examples of their applications. Course instructors will be asked to disseminate this as a homework assignment but will not be used as a course grade. Although not required, instructors will be encouraged to engage in class discussion of the homework assignment to stimulate learning activities.

Critical Thinking / Communication (anything math related):

To assess students' critical thinking and communication skills, instructors will assign a homework assignment with five components. Components 1-4 are standard mathematical problems that require students to apply what they have learned in the course to solve them. The last component will require students to choose one of the problems that they solved and explain, step by step in complete sentences, how they solved it. In other words, they will need to document their solutions. This final component will be used to assess critical thinking and written communication. To avoid resistance from students in completing the fifth component of the assignment, instructors are encouraged to offer extra credit. Although not required, instructors will also be encouraged to have students demonstrate their solution to the fifth component of the assignment to the rest of the class, or have students work in groups for a few minutes to compare their planned approaches and discuss them. *Note: this assignment could be altered to assess students' oral communication skills by recording student demonstrations or evaluating group discussions.*