

La Sierra University

University Studies Program Assessment Criteria for Core Themes & General Curriculum

I. Communication

Students will communicate effectively in many different situations, involving diverse people and viewpoints.

A. Listening: Students will listen actively and respectfully to analyze the substance of other's comments.

1. Beginning

- a. Avoid interrupting the speaker.
- b. Summarize speaker's main points when called upon to do so.
- c. Integrate the message into one's own frame of reference.
- d. Anticipate forthcoming points.

2. Developing

- a. Develop a framework for organizing the message.
- b. Differentiate between relevant information and information requiring further explanation or analysis.
- c. Take notes paraphrasing salient points.
- d. Ask clarifying questions.

3. Accomplished

- a. Differentiate between denotation and connotation; recognize irony, metaphorical language, and intentionally misleading language.
- b. Develop a framework for organizing the message.
- c. Summarize the speaker's purpose.
- d. Identify and evaluate evidence used to support specific claims.

4.

B. Speaking: Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

1. Beginning

- a. Use brief opening and closing remarks.
- b. State and address an assigned topic clearly.
- c. Develop a number of points appropriate to the time allowed.
- d. Express key points understandable.

2. Developing

- a. Establish eye contact with the audience.
- b. Avoid distracting physical actions and mannerisms.
- c. Speak understandable and clearly audible Standard English.
- d. Avoid repeated phrases or utterances irrelevant to the message.
- e. Develop a clear thesis.
- f. Use rhetorically appropriate opening and closing remarks.
- g. Differentiate and move coherently from one point to another.

- h. Use supporting and interesting material suited to the message audience.

3. Accomplished

- a. Pay attention to and speak directly to the audience.
- b. Use appropriate gestures and facial expressions.
- c. Support a clear thesis with supporting points that progress to a conclusion.
- d. Use concrete and well-chosen supporting material.
- e. Use audio-visual support, when appropriate, without creating distractions.

C. Reading: Students will read effectively and analytically and will comprehend college level materials.

1. Beginning

- a. Correctly decode vocabulary suitable for first year post secondary education.
- b. Understand and accurately summarize the major points of reading material.
- c. Learn and use specialized vocabulary appropriately.

2. Developing

- a. Develop a framework for organizing the text and be able to relate it to one's own frame of reference.
- b. Correctly decode vocabulary appropriate to the reading material of one or more disciplines.
- c. Understand, summarize, and apply the major points of non-specialized and some specialized reading material.
- d. Diagnose some reading deficiencies and independently resolve them and seek aid in resolving others.

3. Accomplished

- a. Accurately summarize non-specialized and specialized reading material in two or more disciplines.
- b. Diagnose most reading deficiencies and independently resolve them.
- c. Develop a framework for organizing the meaning of a written text.
- d. Summarize the writer's purpose and the connection between components of one's writing.
- e. Differentiate between denotation and connotation, recognize irony, metaphorical language, and intentionally misleading language.
- f. Identify the relative importance and relevance of parts of the text.
- g. Identify and evaluate evidence used to support specific claims.

D. Writing: Students will write in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

1. Beginning

- a. Write an essay or narrative of several paragraphs that they can read aloud understandably.

- b. Distinguish sentences within paragraphs, capitalizing the first word of a sentence and ending it with terminal punctuation.
- c. Learn specialized vocabulary through reading and use that vocabulary appropriately.

2. Developing

- a. Write an essay or narrative that begins with a clear thesis and moves toward a logical conclusion.
- b. Develop the topic to a degree with some details and examples.
- c. Support claims with evidence that is relevant and reasonable.
- d. Display at last an adequate use of language, avoiding most grammar and diction errors.
- e. Employ some sentence structure variation.
- f. Display a limited range of vocabulary.
- g. Express ideas in specific, concrete language and develop some specific examples.

3. Accomplished

- a. Address the writing task effectively and thoughtfully.
- b. Essay or narrative is well organized, unified, and coherent.
- c. Develop the topic fully, providing well-chosen details and support.
- d. Display skillful use of language consistently.
- e. Demonstrate a wide variety of sentence structures.
- f. Display a wide range of vocabulary.

II. Cognition

Students will develop a body of information within specific areas, including Foundational Studies: mathematics, world languages, lifetime fitness, and written and oral communication; and Thematic Areas: Identity, Citizenship, and Globalization; Culture and Context; Religious Beliefs and Practice; and Scientific Inquiry. Students will think logically and critically in solving problems, explaining their conclusions and evaluating, supporting, or critiquing the thinking of others.

A. Problem Solving: Students will identify and analyze real or potential problems and develop, evaluate, and test possible solutions, using the scientific method where appropriate.

1. Beginning

- a. Identify problem types.
- b. Rely on standardized solution methods rather than guesswork or intuition.
- c. Understand the level of complexity of a problem.

2. Developing

- a. Focus on difficult problems with persistence.
- b. Work independently with confidence.
- c. See the real world relevance of problems.
- d. Provide a logical interpretation of the data.

3. Accomplished

- a. Achieve clear, unambiguous conclusions from the data.

- b. Employ creativity in the search for a solution.
- c. Recognize and value alternative problem solving methods when appropriate.

B. Critical Thinking: Students will formulate ideas and concepts in addition to using those of others.

1. Beginning

- a. Read materials carefully.
- b. Recognize differences between fact and opinion.
- c. Understand issues under consideration.

2. Developing

- a. Consider implications of data, patterns, ideas, and perspectives.
- b. Outline thoughts and consider issues, facts, formulas, and procedures appropriate to the discipline.
- c. Employ data from other disciplines.
- d. Demonstrate open-mindedness.

3. Accomplished

- a. Persevere through complex issues and problems.
- b. Draw well-supported, logical conclusions.
- c. Use a logical chain of thought when defending view.
- d. Understand and exhibit confidence in conclusions.

C. Quantitative Reasoning: Students will use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

1. Beginning

- a. Identify the quantities that are involved in the issue.
- b. Identify the quantities that need to be addressed in analyzing the issue.
- c. Make a prediction about the solution of the issue. (For example, the interest paid will be between \$50 and \$100).
- d. Check the guess or solution against the issue. Refine the guess, if necessary.

2. Developing

- a. Have a clear understanding of the issue and be able to restate it in one's own words.
- b. Make a list of known facts related to the issue.
- c. Make a list of information that could be helpful in finding a solution to the issue.
- d. Make a logical guess about the solution.
- e. Check the guess or solution against the issue. Refine the guess, if necessary.
- f. Identify the different mathematical units involved.
- g. Identify the mathematical units involved in the solution.

3. Accomplished

- a. Be able to explain why or why not a solution makes sense.
- b. Use the logical skills and develop a strategy to find solutions to the issue.
- c. Carry out the strategies and develop solutions to the issue.

- d. Check the solutions against the issue.
- e. Interpret the solutions in the context of the issue.
- f. Justify the solution by giving practical and logical reasons.

D. Transfer of Knowledge and Skills to a New Context: Students will apply their knowledge and skills to new and varied situations.

1. Beginning

- a. Read the material carefully or contemplate the situation carefully.
- b. Identify what the final solution should determine.
- c. Identify a few intermediate steps required that connect previous material to the new context.

2. Developing

- a. Read the material carefully or contemplate the situation carefully.
- b. Identify what the final solution should determine.
- c. Identify some intermediate steps required that connect previous material to the new context.
- d. Be able to bring other resources to bear on the solution.
- e. Be able to see a problem or challenge in a wider context.
- f. Recognize basic patterns from prior context that are applicable to a new context.

3. Accomplished

- a. Read the material carefully or contemplate the situation carefully.
- b. Identify what the final solution should determine.
- c. Identify all intermediate steps required that connect previous material to the new context.
- d. Be able to bring other resources to bear on the solution.
- e. Be able to see a problem or challenge in a wider context.
- f. Recognize basic patterns from prior context that are applicable to a new context.
- g. Arrive at solution expeditiously.
- h. Create complex analogies between new and old context.
- i. Go beyond solving the problem at hand to optimizing the process in a new environment or situation.

III. Information Competency

Students will use printed materials, personal communications, observation, and electronic resources to find and evaluate information.

A. Technological Competency: Students will use technological applications to find, organize, and present information effectively.

1. Beginning

- a. Define and articulate the need for information that is appropriate to complete a specific college-level research project or paper.
- b. Match the information requirement with the appropriate resources, such as format type, primary and secondary information, current and

historical information, information representing various points of view, and scholarly versus popular press.

- c. Construct and implement search strategies appropriate for a variety of retrieval systems, including online catalogs, periodical databases, statistical databases, online reference tools, and World Wide Web search tools.

2. Developing

- a. Organize relevant information from multiple appropriate sources based on usefulness, reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- b. Read the selected texts, recognize main ideas with supporting details, and synthesize the information obtained to meet the needs of a college-level assignment.
- c. Compile a discipline-appropriate bibliography of sources obtained through one's research at the beginner level.
- d. Successfully discuss, present and preserve the research findings using a variety of media, including presentation software and CD recorder.

3. Accomplished

- a. Evaluate relevant information from multiple appropriate sources based on usefulness, reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- b. Successfully complete a college-level research paper, utilizing a word processing program and other necessary software, such as a spreadsheet, data base management program, or graphics program.
- c. Successfully publish the final product of a research project on the Internet with software that may include multimedia recording and presentation capabilities.

IV. Social Interaction

Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.

A. Teamwork: Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.

1. Beginning

- a. Join a group cooperatively.
- b. Acknowledge members of the group.
- c. Listen attentively to members of the group.
- d. Prepare to be reliable members of the group.
- e. Contribute to the end product of the group.

2. Developing

- a. Give input and/or recommendations confidently.
- b. Complete assigned tasks in a timely fashion.
- c. Respect different points of view.
- d. Agree on group priorities, goals and procedures.
- e. Assist in building a consensus.

3. Accomplished

- a. Take an active position in a group by assigning tasks and/or speaking for the group.
- b. Take responsibility for end product that reflects the minority as well as the majority conclusions of the group.
- c. Encourage and acknowledge the work of other group members.

V. Personal Development and Responsibility

Students will develop individual responsibility, spiritual development, personal integrity, and respect for diverse people and cultures.

A. Self-management: Students will demonstrate habits of intellectual exploration, personal responsibility, and physical well-being.

1. Beginning

- a. Demonstrate personal responsibility through good attendance, punctuality, and performance of required tasks.
- b. Monitor the quality of one's acceptance of responsibility and respond to advice or counseling where appropriate.
- c. Participate in the development of a personal educational plan by interacting with staff and others in shaping and refining one's educational goals and strategies for achieving them.

2. Developing

- a. Demonstrate an understanding of the role of physical well-being in achieving educational and personal goals.
- b. Participate in the development of a personal academic portfolio to document one's educational growth and one's habits of intellectual exploration.

3. Accomplished

- a. Develop and maintain an on-line portfolio to document one's educational growth and habits of intellectual exploration.
- b. Select institutions to which one wants to apply for admission, employment, or some other professional consideration.
- c. Identify appropriate contact within the institution to send portfolio.
- d. Send electronic portfolio to institutions, including a cover letter addressed to a specific contact within the institution.

B. Religious & Spiritual Development: Students will develop an informed awareness of religious belief and spiritual formation with a Seventh-day Adventist context and global perspective and will become conversant in the study of religious texts and traditions.

1. Beginning

- a. Describe and examine one's spiritual life within a community of faith.
- b. Describe the Adventist religion and traditions.
- c. Read and understand the biblical texts.

2. Developing

- a. Compare and contrast a variety of approaches to spiritual life.

- b. Understand and appreciate one's own tradition while comparing and contrasting with other world religions.
- c. Compare and contrast sacred texts of the world.

3. Accomplished

- a. Evaluate and critique religious experience.
- b. Integrate spirituality into a mature devotional life.
- c. Critique and appreciate global religious perspectives of the 21st century.
- d. Enhance understanding and appreciation of sacred texts through critical analysis.

C. Respect for Diverse People and Cultures: Students will interact respectfully in groups whose membership includes such diverse human traits as language, culture, and physical ability.

1. Beginning

- a. Identify and describe the aspects of a number of cultures including their own.
- b. Work in diverse groups when given the opportunity.
- c. Appreciate the variety of U.S. residents.
- d. Understand the historical struggle for equality and justice in the U.S.

2. Developing

- a. Identify many cultural and linguistic backgrounds and reflect upon cultural and linguistic prejudice.
- b. Understand cultural, linguistic and physical differences.
- c. Interact respectfully with others in the classroom including one's instructor.

3. Accomplished

- a. Strive to be understanding and respectful when working in groups with people who have diverse cultural and linguistic backgrounds and different physical abilities.
- b. Influence others to respect diverse people and cultures.

D. Moral, Ethical, and Social Responsibilities: Students will identify significant issues both theoretically and as specific problems of contemporary life, using their experience and knowledge to evaluate the interaction of their values with their discipline.

1. Beginning

- a. Identify and describe simple ethical dilemmas in scenarios derived from every day life situations.
- b. Identify value issues in the thematic areas.
- c. Identify one's personal perspective and that of the broader community with respect to the social and moral aspects of contemporary issues.

2. Developing

- a. Identify and describe complex ethical dilemmas in scenarios derived from every day life situations.

- b. Assess values and interpretations of situations in the thematic disciplines.
- c. Discriminate between one's personal perspective and that of the broader community with respect to the social and moral aspects of contemporary issues.

3. Accomplished

- a. Identify and accurately describe complex ethical dilemmas from life situations and theoretical scenarios in a variety of contexts.
- b. Analyze and critique the values that underlie various critical positions and articulate one's own values with coherence and integrity.
- c. Justify values and ethical decisions based on sound reasoning.
- d. Demonstrate a clear understanding and integrate the complex factors of the social and moral aspects of contemporary issues.