

General Education Handbook



Approved by the General Education Committee on April 19, 2024.
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General Education Mission Statement

Hooghandóó dóó Adahwiis'áágóó óhoo'33' yee náásdoogáál. The purpose of the Diné College General Education curriculum is to act as a bridge to the broader world that is built upon a foundation of Diné history, language, and culture. The General Education curriculum enables students to pursue their academic and professional aspirations. Students will explore experiences that consider diverse world views, philosophies, cultures, and contemporary life that is consistent with the principles contained within Sá'ah Naaghái Bik'eh Hózhóón. This educational bridge consists of the student's ability to write clearly, think critically, speak effectively, reason mathematically, and creative self-expression that promotes social and personal responsibility, ethical reasoning, and civic knowledge and engagement to address local and global issues.

Introduction

General Education as foundation knowledge for engaging with the world.

The philosophy of general education at Diné College is to ensure graduates have a knowledge base and skillset for engaging as effective members of their community and the world. This body of knowledge includes written and oral communication; mathematics skills; the ability to think critically through exposure to the social, life, and physical sciences; confidence in expressing themselves through art, music, or writing; and connection to the history and significance of the Diné People. As such, this requires exposure to a variety of academic disciplines where students can engage with faculty and colleagues outside their chosen major at a level anyone can enter. Therefore, the General Education Core consists of and offers coursework in five areas at the freshman & sophomore levels.

Assessment Levels

Assessment of General Education is a program-level, rather course-level, assessment. Since students must demonstrate understanding of the expected content, assessment must occur toward the end of the course to ensure sufficient exposure to the course information. As a program-level assessment, students are certified that they have obtained a base of knowledge through the collection of courses completed. Therefore, only those students who have successfully completed the course (passed) would be assessed rather than all students as would occur in course-level assessment.

The process for developing assessment plans follows the Diné Educational Philosophy: Nitsáhákees (Critical Thinking), Nahat'á (Planning), Iiná (Implementing), and Sih Hasin (Closing the Loop).

Nitsáhákees

After review and revision of the General Education Mission Statement, the General Education Committee drafted a process aimed at making General Education Assessment efforts more consistent and organized.

Nahat'á

Feedback from multiple stakeholders indicated the need to have plans and assessment information that are meaningful for future program improvement. The following document outlines how to complete assessment of General Education courses.

Iiná

Cooperation of all faculty will be expected to implement assessment plans appropriately. This document outlines the step-by-step plan for implementation of General Education assessment.

Sih Hasin

At the conclusion of each academic year, the General Education Committee and Academic departments will seek feedback on the process to make improvements for the upcoming assessment cycle.

General Education Committee Purpose

The General Education Committee is responsible for overseeing and facilitating implementation of the general education program at Diné College, including review and approval of courses for the General Education core, determining the processes and timeline for assessment, and supporting development of courses appropriate for transfer to higher education institutions in Arizona and New Mexico.

Goals of the General Education Committee

Establish the procedure for adding existing courses to the General Education Core.

Articulate the process of collecting and assessing artifacts.

Determine annual timeline for the assessment process.

Publish guidelines and make them available to the college community.

Train all faculty on the process.

Rationale for General Education Handbook

The purpose of the General Education Handbook is to serve as a guide for what constitutes General Education at Diné College. As such, it includes guidelines for how courses may be added to the general education curriculum as well as defining the process of assessing student work for determining the success of the curriculum.

This handbook will be regularly reviewed and updated as needed.

Course Inclusion in the General Education Core

Process

1. Courses must be foundational to a program and address at least one of the six areas of General Education Assessment (Diné Perspective, Write Clearly, Think Critically, Speak Effectively, Reason Mathematically, & Self Express Creatively).
2. Courses must have no prerequisites, except for specific General Education Sequences (ie: ENG 101/102)
3. Courses must already be approved by the Curriculum Committee; and must already be listed in the course catalog/schedule.

If the above requirements are met, a faculty member may petition the General Education Committee for inclusion of a course in the General Education Core. This process requires submission of the “General Education Course Form” (TBD), which will describe how the course fits within the General Education Core, the Student Learning Objective(s) the course meets, and the artifact(s) to be collected. The General Education Committee will review to approve, decline, or request changes. A course approved by the General Education Committee will then be forwarded to the Provost Council to review for final inclusion in the General Education Core. Upon final approval by the General Education Committee and Provost Council, the course will be forwarded to the Catalog Committee for publication.

Syllabus Requirements

Syllabi for each course in the General Education Core must have a statement indicating which Student-Learning Outcome(s) the course addresses.

The statement consists of three elements:

1. A clause indicating which portion(s) of the bridge statement from the mission that the artifact’s Student Learning Outcomes (SLO) is intended to address.
2. A description of the artifact.
3. A sentence connecting the information being collected by the artifact to how the information is intended to facilitate a students’ exploration of “experiences that consider diverse world views, philosophies, cultures, and contemporary life consistent with Sá’ah Naagháí Bik’eh Hózhóón.”

Example: (Introduction to American Government):

In order to develop skill in thinking critically, students will write a paper describing the major roles and functions of the three branches of government (legislative, executive, & judicial) and how power is divided among them. This is intended to give students a solid foundation in how political power is divided and policy established and executed in contemporary life.

For purposes of assessment, artifacts should cover broad, basic aspects of the course material that will be covered no matter who teaches the course and when. Artifacts should be collected across all sections of a course and continue each semester.

Assessment Process Overview

Artifact Determination

Responsible persons:

Full-time Instructional Faculty who teach the General Education Course

If a single faculty member is responsible for all sections of that course, they will create the assignment on their own.

If multiple faculty members teach various sections of a course, then a single assignment crossing all sections must be created by the involved faculty jointly.

For courses only led by Adjunct Faculty, the Adjunct Faculty member will collaborate with a Full-time Faculty Member in a related Instructional Area.

Artifact Requirements:

The assignment must be part of the course and cannot be an assignment established just for General Education Assessment.

The assignment must not be available to students before the “drop with a W” date and be submitted in the final third of the course.

Each General Education Course will have the course number, artifact, artifact prompt, week in the course of the semester the assignment will be available to students, and the week in the semester the assignment is due as part of an appendix to the General Education Handbook.

Activity Time Frame:

In the Spring Semester of each academic year, artifacts will be reviewed with changes submitted to the General Education Committee for inclusion in the General Education Handbook for the following academic year.

Artifact Collection

Responsible persons:

Instructional Faculty who teach each section of a General Education Course.

Process:

At the end of each semester, grades for the course section will be finalized and submitted (fall, spring, or summer). The General Education artifacts will then be collected from each course to be submitted to the Assessment Office after grades have been submitted at the end of each term the course is taught.

Artifacts should not have student names or grades attached to them.

Only artifacts from students who pass the course (C or better) are to be submitted.

A General Education Artifact Identification Card will be completed indicating the number of artifacts submitted and the number of missing artifacts from students who passed the course but did not submit the specific assignment creating the artifact.

Artifacts and the Artifact Identification Card from a single course section will be submitted to the Assessment Office as multiple files in a single folder whether by email or link to a cloud-based storage system.

Activity Time Frame:

The 4 days following the submission of final grades each term (Fall, Spring, or Summer).

Artifact Storage

Responsible Persons:
Office of Assessment

Process:

The Assessment Office will download submitted folders with Artifacts & Artifact Cards.

The assessment archivist will then create a 10-digit identification number for each individual artifact consisting of:

The 4-digit academic year as determined by the Fall Semester (2023 began in August of 2023 and lasts through July 2024).

The term (fall = 1, spring = 2, summer = 3)

The general education area (Diné Perspective = 1, Write Clearly = 2, Think Critically = 3, Speak Effectively = 4, Reason Mathematically = 5, and Self Express Creatively = 6)

And a 4-digit number ranging from 0000 to 9999 just using consecutive numbering in general education area as artifacts are submitted.

Example: An artifact for “Reason Mathematically” for Summer of 2022 (final term of 2021 academic year) might have this id number: 2021350123 (Academic Year: 2021; Summer: 3; Reason Mathematically: 5; Artifact #123 submitted in the Reason Mathematically General Education Area: 0123).

Activity Time Frame:

The 10 business days following the submission of final grades each term (Fall, Spring, or Summer).

Artifact Sampling

Responsible Persons:
Office of Assessment

Process:

For each General Education area, a stratified random sample will be identified and obtained from across all the artifacts within the specific area to be supplied to the appropriate faculty for review.

Using <https://www.surveysystem.com/sscalc.htm> with a Confidence Level of 95%, a Confidence Interval of 10, and a population defined as the annual average of total AA, AS, BA, & BS graduates over the preceding 5 years, the sample size will be determined.

Within an academic year’s artifacts, for each area, 3/7ths will be randomly drawn from fall artifacts, 3/7ths from spring artifacts, and 1/7th from summer artifacts.

Which artifacts, within each area and term, will be assessed will be determined using a random-number generator to identify specific artifacts by the final four digits of the 10-digit artifact-identification number.

Activity Time Frame:

Weeks 2-5 of the Fall Semester.

Artifact Review

Responsible Persons:

Full-time Faculty in each general education area working as a committee:

Diné Perspective Diné Studies
Write Clearly English Writing
Think Critically Sciences (Social/Behavioral & Life/Physical)
Speak Effectively Diné Studies Currently
Reason Mathematically Mathematics Faculty
Self Express Creatively Fine Arts & Creating Writing
Faculty without a General Education Area: Business & Education

Process:

Faculty in each general education area will review the supplied artifacts using the appropriate VALUE or adapted/adopted rubric. Each artifact will be scored for each area on the rubric and the scores averaged. Cumulative results reported to the General Education Committee using the table below for compilation and dissemination to college as a whole.

If 80% of artifacts score 3.00 or better, no further action is required for that area.

If 60 to 79% score 3.00 or better, that area will be identified for monitoring and remediation if scores do not improve to 80% the following year.

If less 60% score 3.00 or better, immediate efforts to remediate will be required in a collaboration between the faculty in that General Education area, as the content experts, and the members of the General Education Committee as the responsible faculty committee

CRITICAL THINKING

Faculty in each general education area will review the supplied artifacts using the appropriate VALUE or adapted/adopted rubric. Each artifact will be scored for each area on the rubric and the scores averaged. Cumulative results reported to the General Education Committee using the table below for compilation and dissemination to college as a whole.

- If 80% of artifacts score 1.00 or better, no further action is required for that area.
- If 60 to 79% score 1.00 or better, that area will be identified for monitoring and remediation if scores do not improve to 80% the following year.
- If less 60% score 1.00 or better, immediate efforts to remediate will be required in a collaboration between the faculty in that General Education area, as the content experts, and the members of the General Education Committee as the responsible faculty committee

Activity Time Frame:

Weeks 6-12 of the Fall Semester.

Reporting Table:

General Education Area: _____

Count of Artifacts Assessed: _____

	3.00 or Greater	2.00 to 2.99	1.00 to 1.99	Less than 1.00
Percent Averaging				

General Education Assessment Reporting

Responsible Persons:

General Education Committee & Assessment Office

Process:

The table reporting the score distributions from each General Education area will be sent to the chair of the General Education Committee and to the Assessment Office Director. The results will be collated into a single document showing the scores for each area and noting any areas requiring either remediation or monitoring for potential remediation.

Activity Time Frame:

Weeks 12-16 of the Fall Semester for creating the report and spring pre-semester meetings for dissemination.

Remediation Planning

Responsible Persons:

Faculty in General Education Area of Concern & General Education Committee

Process: Faculty in the area of concern will consider ideas for remediation and, after coming to consensus, present to the General Education Committee for potential approval for implementation.

Activity Time Frame:

Spring Semester of Academic Year in which the need for remediation is identified.

Summary of Responsible Persons and Timeframes

Artifact Collection

Responsible persons:

Instructional Faculty who teach each section of a General Education Course.

Activity Time Frame:

The 4 days following the submission of final grades each term (Fall, Spring, or Summer).

Artifact Storage

Responsible Persons:

Office of Assessment

Activity Time Frame:

The 10 business days following the submission of final grades each term (Fall, Spring, or Summer).

Artifact Sampling

Responsible Persons:

Office of Assessment

Activity Time Frame:

Weeks 2-5 of the Fall Semester.

Artifact Review

Responsible Persons:

Full-time Faculty in each general education area working as a committee:

Activity Time Frame:

Weeks 6-12 of the Fall Semester.

General Education Assessment Reporting

Responsible Persons:

General Education Committee & Assessment Office

Activity Time Frame:

Weeks 12-16 of the Fall Semester for creating the report and spring pre-semester meetings for dissemination.

Remediation Planning

Responsible Persons:

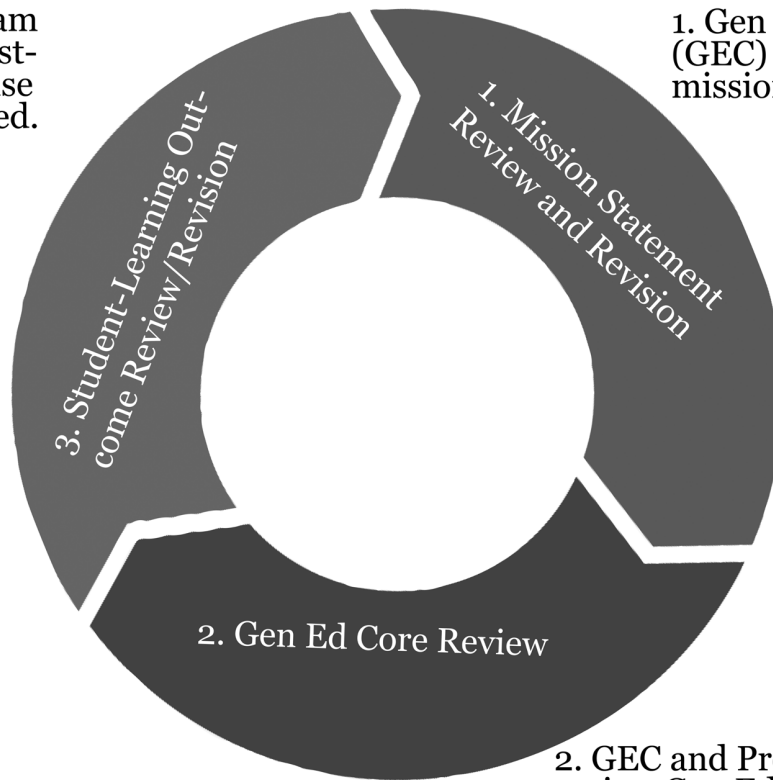
Faculty in General Education Area of Concern & General Education Committee

Activity Time Frame:

Spring Semester of Academic Year in which the need for remediation is identified.

General Education Committee Process Map

3. GEC and Program Faculty review existing SLO's and revise or update as needed.

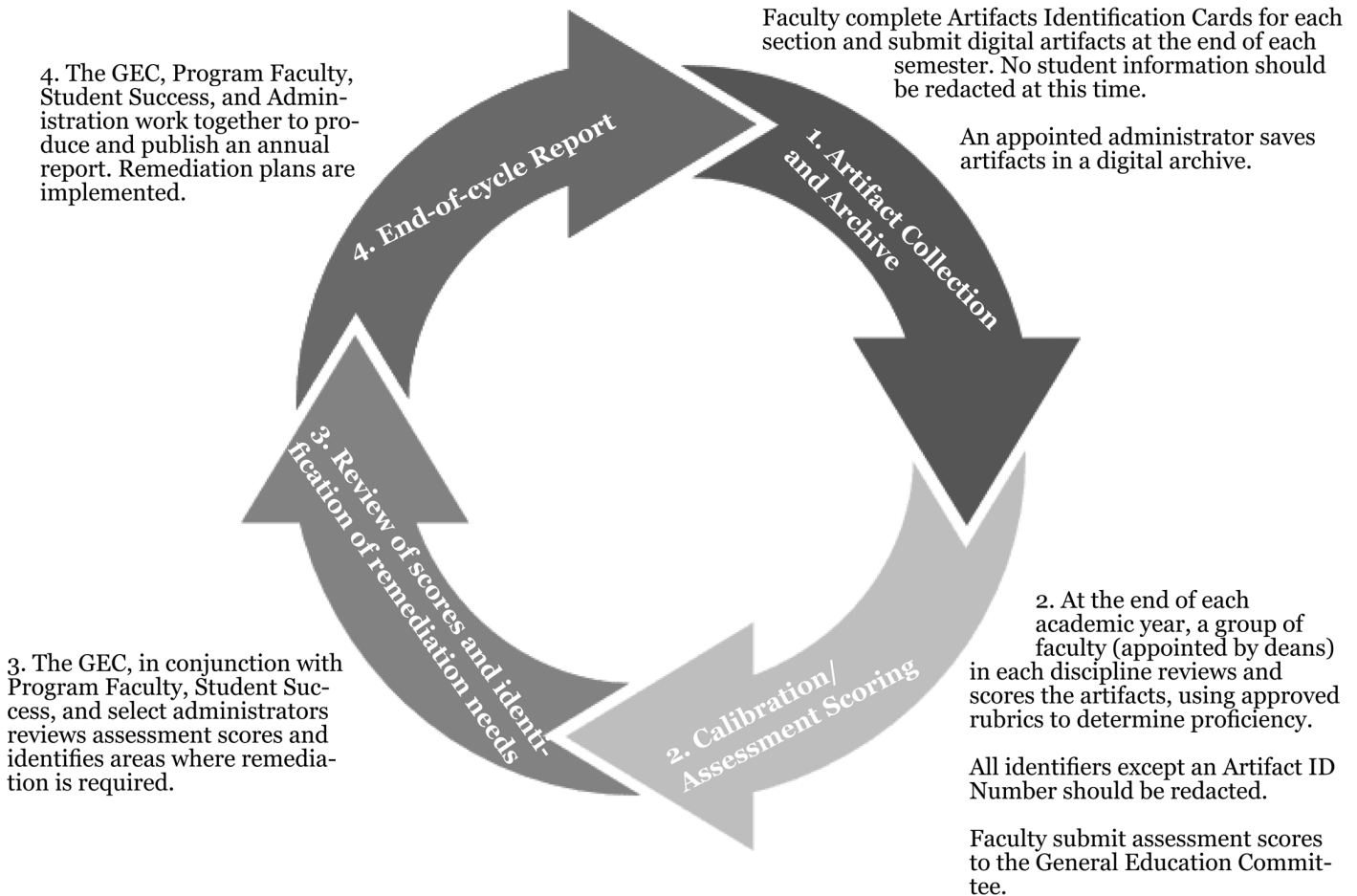


1. Gen Ed Committee (GEC) reviews and revises mission statement.

2. GEC and Program Faculty review Gen Ed Core and update as needed.

General Education Assessment Process Map

General Education Annual Assessment Cycle



Appendix A: General Education Core

	CREDITS
COMMUNICATIONS	6

First-Year Composition

ENG 101 College Composition I

ENG 102 College Composition II

HUMANITIES AND FINE ARTS	6
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English (Literature)

ENG 231 Introduction to Literature

ENG 233 Introduction to Native American Literature

Humanities

HUM 152 Film Appreciation

Art History

ARH 110 Art Appreciation

ARH 211 Survey of Native American Art

Creative Writing

CW 208 Introduction to Creative Writing

Fine Arts

FA 106 Color Theory

FA 115 Drawing

FA 178 Introduction to Digital Photography

Library Science

LIB 110 Foundations of Library Research

MATHEMATICS	3-4
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One math class as required by the student's degree program

MTH 106 Survey of College Mathematics – The Art of Math

MTH 110 College Algebra

MTH 114 College Mathematics/Quantitative Reasoning

Or another MTH class as identified by degree program and student placement.

SOCIAL AND BEHAVIORAL SCIENCES	6
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History

HST 101 World Civilization I

HST 102 World Civilization II

HST 135 American History: Prehistory to 1865

HST 136 American History: 1865 to Present

Anthropology

ANT 111 Introduction to Cultural Anthropology

ANT 112 Physical Anthropology

ANT 116 Introduction to Human-Animal Studies

ANT 160 Navajo Agricultural History to Present

ANT 216 Animals as Commodities

Economics

ECO 111 Introduction to Economics

ECO 200 Principles of Macroeconomics

ECO 210 Principles of Microeconomics

Native American Studies

NAS 111 Introduction to Native American studies

NAS 200 Decolonization and Resiliency in Indigenous Communities

NAS 250 Colonization and Ethnopolitics of the Americas

Political Science

POS 111 Introduction to Political Science

POS 170 American Government and Politics

Psychology

PSY 111 Introduction to Psychology

Sociology

SOC 111 Introduction to Sociology

SOC 215 Native Americans in American Society

SOC 230 Racial and Ethnic Relations

LABORATORY SCIENCE	8
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Life Science

BIO 100 Biology Concepts
 BIO 160 Introduction to Human Anatomy and Physiology
 BIO 181 General Biology I
 BIO 182 General Biology II

Physical Science

CHM 130 Fundamental Chemistry
 CHM 151 General Chemistry I
 ENV 101 Introduction to Environmental Science
 GLG 101 Physical Geology
 PHY 101 Fundamentals of Physics
 PHY 110 Algebra-based Physics

DINÉ STUDIES	9-10
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Navajo Language

NAV 101 Navajo as a Second Language I
 NAV 102 Navajo as a Second Language II
 NAV 201 Intermediate Navajo as a Second Language III
 NAV 202 Advanced Intermediate Navajo as a Second Language IV
 NAV 211 Navajo Literacy I

Navajo History & Culture

NIS 111 Foundations of Navajo Culture
 NIS 221 Navajo History to Present

Appendix B: General Education Artifact Identification Card

At the end of each Academic Term, Instructional Faculty for General Education Courses are required to submit artifacts (pieces of student evidence) in preparation for analysis at a later date.

Please fill in for each group of artifacts.

Indicate which General Education Core the Artifacts pool is intended to represent.

General Education Student Learning Outcomes:

1. ☐ Diné Perspective
☐ Write Clearly
☐ Think Critically
☐ Speak Effectively
☐ Reason Mathematically
☐ Creatively Self Express
-

Course Name/Department: _____

Campus/Location Site: _____

2. Course Title : _____

Course # : _____

Section#: _____

Term (Check One):

3. ☐ Fall
☐ Spring
☐ Summer
-

4. How many artifacts are in this group? _____

5. Assessment Prompt: [Please copy/paste or attach the assessment question or assignment]

Appendix C: Area Rubrics

Dine Studies

Grid View

List View

	Exceeds Expectations	Meets Expectation	Approaching Expectations	Does Not Meet Expectations
Use of k'é terms in oral communication	Speaks with extensive and correct knowledge of k'é relationships addressed in the course with no errors.	Speaks with mostly correct knowledge of k'é relationships addressed in the course with few errors.	Speaks with a moderate level of correct knowledge of k'é relationships addressed in the course, and/or with significant errors.	Speaks with little to no knowledge of k'é relationships addressed in the course.
Pronunciation and Fluency	Speech is smooth; the speaker is comfortable and confident in the use of language learning in class. No mispronunciation that would interfere with comprehension by a sympathetic native speaker.	Speech is occasionally hesitant, with some rephrasing. Mispronunciation causing misunderstanding occurs only rarely.	Speech is hesitant (e.g., frequent rephrasing, unfinished sentences, and long pauses). Several misunderstandings arise from a mispronunciation of words or errors in intonation.	Speech is hesitant and choppy; mispronunciation and inaccurate stress make understanding difficult. Has to repeat a lot to be understood; OR not enough speech to evaluate.
Consistency of Navajo use in Presentation	Stays in Navajo language for the entire presentation.	Stays in Navajo for most of the presentation, with few English words.	Stays in Navajo, with an almost equal amount of English used.	Uses mainly all English and limited Navajo in presentation.
Vocabulary	Shows control of a wide range of the vocabulary taught in class and always used the vocabulary appropriately.	Show control of an adequate range of the vocabulary taught in class and most often used the vocabulary appropriately.	Some control new vocabulary from class but rely on fixed expressions/basic vocabulary or misuse vocabulary.	Shows minimal control of vocabulary taught, making discussion of related topics extremely difficult; OR not enough speech to evaluate.
Verb Usage	Demonstrates proper use of most verbs taught in class (different forms of verbs).	Show mostly proper use of several verbs taught in class, with some errors.	Some use of some verbs taught in class, and use of verbs with several errors.	Attempts to use simple verbs taught in class or few verbs, and significant errors present.
Word Order (Syntax)	Exhibits firm control over the use of sentences and phrase structures taught in class.	Show mostly proper use of a variety of sentence structures taught in class.	Shows essential control (basic to emerging) over simple sentences and phrase structures taught in class.	Utilizes a minimal number of simple sentences and phrase structures taught in class and uses structures with many errors.

Write Clearly

SLO: Write clearly

Written communication is the development and expression of ideas in writing. Writers communicate through a variety of styles and genres to create, entertain, inform, analyze, argue, interpret, and explain. At the university level, competency in written communication requires the effective use of writing skills appropriate to a professional workplace, public communication, or an academic environment.

ENG 101 Rubric

Catalogue ENG 101 College Composition I (3) Emphasizes critical reading and writing to develop necessary college level communication skills. One guided research paper is required.

Assignment: Multi paragraph essay with a central focus

	Excellent 4	Meets Most Expectations 3	Approaches Expectations 2	Needs Improvement 1
Central Focus (intro & thesis statement)	Central focus is completely clear	Central focus and purpose are mostly clear	Central focus and purpose are fairly clear	Central focus and purpose are unclear
Organization, Development Cohesiveness (body paragraph & discourse level)	Essay is fully developed and cohesive	Essay is mostly developed and cohesive	Essay is partially developed and cohesive	Essay is underdeveloped and lacks cohesion
Conventions (sentence level)	Grammar and syntax are correct with no errors in spelling or punctuation	Grammar and syntax are correct with very few errors in spelling or punctuation	Repeated weaknesses in mechanics and usage. Pattern of flaws	Mechanical and usage errors so severe that writer's ideas are difficult to understand

ENG 102 Rubric

Catalogue ENG 102 College Composition II (3) Prerequisite: ENG 101 with a grade of 'C' or greater. Emphasizes development of critical, analytical, and argumentative skills through reading, writing, and discussion. Continues research writing and requires one research paper.

Assignment: Multi paragraph essay, Annotated Bibliography, or Literature Review that includes scholarly sources

	Excellent 4	Meets Most Expectations 3	Approaches Expectations 2	Needs Improvement 1
Central Focus (intro & thesis statement)	Central focus is completely clear	Central focus and purpose are mostly clear	Central focus and purpose are fairly clear	Central focus and purpose are unclear
Organization, Development Cohesiveness (body paragraph & discourse level)	Essay is fully developed and cohesive	Essay is mostly developed and cohesive	Essay is partially developed and cohesive	Essay is underdeveloped and lacks cohesion
Scholarly sources including Elders and community members	Uses sources to support, extend, and inform, but not substitute for writer's own development of ideas. Skillfully combines material from a variety of sources. Always conforms to style manual.	Uses sources to support, extend, and inform the writer's own development of ideas. Appropriately uses quotes but may not always conform to required style manual.	Uses relevant sources but substitutes them for the writer's own ideas. Quotations and paraphrases may be too long and/or inconsistently referenced.	Fails to use sources and/or overuses quotations or paraphrasing and/or uses source material without acknowledgement.
Conventions (sentence level)	Grammar and syntax are correct with no errors in spelling or punctuation	Grammar and syntax are correct with very few errors in spelling or punctuation	Repeated weaknesses in mechanics and usage. Pattern of flaws	Mechanical and usage errors so severe that writer's ideas are difficult to understand

Think Critically: Laboratory Sciences

Criteria	4 - Exceeds Learning Outcomes	3 - Meets Learning Outcomes	2 - Approaches Learning Outcomes	1 - Does not meet Learning Outcomes
Problem Solving Skills	Student can read and interpret the given question. Then set up a conceptual strategy for solving the problem. Is proficient in the math skills required to complete the problem.	Student is able to read and interpret the question and apply the conceptual strategy to set up the problem. But lacks several required math skills to completely solve the problem.	Student is able to read the question, but lacks sufficient knowledge to apply the concepts and can only partially solve the problem.	Student is unable to interpret the given question and set up the problem. Does not have the pre-requisite math skills to solve the problem.
Critical Thinking Skills	Student is able to draw correlations between the concepts learned and cite real world examples that are meaningful and concise.	Student can understand concepts when prompted by appropriate examples. However, the student cannot independently make the correlations.	Student is having difficulty in drawing correlations and could meet learning outcomes with additional support.	Student shows little understanding of the concepts learned and is unable to use examples in enhancing learning outcomes.
Procedural Skills	Student can read and follow all given instructions thoroughly, carry out the procedure independently and generate, organize and analyze useful experimental data.	Student is able to read and follow some instructions. Needs a little help to carry out the procedure and generate, organize and analyze meaningful experimental data.	Student can read, follow the procedure partially, cannot generate sufficient meaningful data to complete the assignment.	Student is unable to understand and follow the procedure. Thus, cannot complete the given assignment.



Think Critically: Social & Behavioral Sciences

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

	4	3	2	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, <u>described</u> , but offers little context as to why the issue is being explored.	Issue/problem to be considered critically is stated but vague leaving the problem undefined, ambiguous.	Not attempted/demonstrated.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information from scholarly sources Comprehensive analysis with sophisticated interpretation Clear, robust connections between sources and main arguments Sophisticated integration of paraphrased scholarly work	Information from scholarly sources Coherent analysis with basic interpretation Connections between sources and main points were made. Limited critical examination of source material	Information from general (non-scholarly) sources Some interpretation and supporting insights. Numerous quotes used.	Not attempted/demonstrated.
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 in order to be objective.	Shows an emerging awareness of present assumptions (i.e. biases) Begins to identify some contexts when presenting a position in order to be objective.	Shows minimal awareness of others' assumptions than one's own (or vice versa).	Not attempted/demonstrated.
Student's Position (perspective, thesis/hyp+othesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue from 2 or more sides of an issue.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue is stated and obvious (1 sided).	The author's purpose of writing is unclear in relation to the issue at hand.	Not attempted/demonstrated.
Conclusions and Related Outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation.	Conclusion is logically tied to a range of information from the written work, but at times moves away from the information as a whole.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are superficial.	Not attempted/demonstrated.



ORAL COMMUNICATION VALUE RUBRIC

For more information, please contact value@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 16 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.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and including a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

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

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

For more information, please contact value@aacu.org

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	Milestones 3 2		Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Reason Mathematically

Quantitate Literacy Rubric for General Education Learning Objective

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Interpretation of Quantitative Information	Accurately interprets complex quantitative information (e.g., graphs, tables, formulas) and explains its relevance in context	Interprets quantitative info with minor errors; explains it in context	Somewhat interprets info but with significant errors or unclear context	Misinterprets or cannot interpret quantitative info
Mathematical Modeling / Calculation	Applies appropriate models/methods correctly and efficiently; justifies choices	Uses correct models or methods with minor mistakes; partially explains reasoning	Attempts a model or method but with errors or poor explanation	Incorrect or no use of appropriate model/method
Application to Real-World Problems	Accurately applies quantitative methods to solve complex real-life problems and explains the implications clearly	Applies methods to real-world context with minor flaws in reasoning or interpretation	Connects math to real world but weak execution or misinterpretation	Does not relate math to real-world context or misapplies it
Use of Assumptions & Limitations	Clearly states and evaluates assumptions, limitations, and implications of the math used	States assumptions but with limited critique or insight	Identifies assumptions but does not discuss limitations or implications	No recognition of assumptions or limitations
Communication of Quantitative Ideas	Communicates reasoning, results, and conclusions clearly with appropriate math language and representations	Communicates ideas with some clarity and use of correct terminology	Limited or unclear communication of ideas; inconsistent terminology	Confusing or incorrect communication; lacks math language

Self Express Creatively

Outcome(s):

Show a broad understanding of the theories, perspectives, and methods of the Humanities and Fine Arts by:

- Demonstrating knowledge of the human condition using discipline-appropriate criteria (Nitsahakees – Thinking).
- Responding to the human condition using discipline-specific criteria (Nahat'a – Planning).
- Explaining how context (historical, cultural, etc.) influences the creation or interpretation of the topic of study (Iina – Communicating).
- Engaging in self-reflection and demonstrating intellectual and personal growth (Siihasin – Introspection).

Rating Scale:

- 4 – Exemplary Demonstrates mastery with depth and originality.
- 3 – Adequate Demonstrates sufficient competence with minor inconsistencies.
- 2 – Superficial Shows basic understanding but lacks depth, clarity, or accuracy.
- 1 – Inadequate Demonstrates little to no understanding or relevance.

SELF-EXPRESS CREATIVELY RUBRIC – HUMANITIES & FINE ARTS GENERAL EDUCATION

Category/Score	Exemplary - 4	Adequate - 3	Superficial - 2	Inadequate - 1
(Nitsahakees – Thinking) Demonstrate Knowledge of the Human Condition	Demonstrates thorough knowledge of major figure(s), artist(s), writer(s), concepts, or ideas in the area of study. Articulates insightful, specific reasons for their importance.	Demonstrates sufficient knowledge, making direct reference to relevant figures or concepts, though occasionally lacking in detail or accuracy.	Demonstrates superficial knowledge, providing general information often lacking depth or accuracy.	Demonstrates little or no knowledge, providing irrelevant or inaccurate information.
(Nahat’a – Planning) Evaluate the Human Condition Using Discipline-Specific Criteria	Thoroughly critiques or evaluates key figures, artists, writers, or concepts in an area of study using appropriate methods.	Sufficiently critiques or evaluates key elements in an area of study using appropriate methods.	Demonstrates superficial ability to critique or evaluate key figures, artists, writers, or concepts using appropriate methods.	Demonstrates little or no ability to critique or evaluate using discipline-specific criteria.
(Iina – Communicating) Explain How Context Influences the Topic	Clearly and completely explains how context influences the issue being studied, providing well-detailed, accurate, and relevant information.	Clearly explains contextual influences but occasionally lacks detail or accuracy.	Provides a superficial explanation of how context influences the issue, often lacking depth or accuracy.	Demonstrates little to no ability to explain how context influences the issue being studied, providing irrelevant or inaccurate information.
(Siihasin – Introspection) Engage in Self-Reflection and Growth	Engages in deep self-reflection, demonstrating strong motivation and persistence in intellectual and personal growth.	Reflects on learning with some depth but may not fully articulate personal growth or persistence.	Displays minimal self-reflection or motivation, with limited evidence of learning progression.	Shows little to no self-reflection or motivation in the learning process.

Appendix D: Approved General Education Courses with Artifact Plans

Diné Perspective

NIS 111 Foundations of Navajo Culture

NIS 221 Navajo History to Present

Write Clearly

ENG 101 College Composition I

Catalogue ENG 101 College Composition I (3) Emphasizes critical reading and writing to develop necessary college level communication skills. One guided research paper is required.

Assignment: Multi paragraph essay with a central focus

ENG 102 College Composition II

Catalogue ENG 102 College Composition II (3) Prerequisite: ENG 101 with a grade of 'C' or greater. Emphasizes development of critical, analytical, and argumentative skills through reading, writing, and discussion. Continues research writing and requires one research paper.

Assignment: Multi paragraph essay, Annotated Bibliography, or Literature Review that includes scholarly sources

Think Critically

ANT 111 Introduction to Cultural Anthropology

ANT 160 Navajo Agricultural History to Present

Speak Effectively

NAV 101 Navajo as a Second Language I

NAV 201 Intermediate Navajo as a Second Language

Reason Mathematically

MTH 106 Survey of College Mathematics – The Art of Math

MTH 110 College Algebra

MTH 114 College Mathematics/Quantitative Reasoning

All three courses will utilize a single, 30-question exam in ALEKS to assess student knowledge in the area of mathematics. The exam is available for review upon request.

Self Express Creatively

ARH 110 Art Appreciation

