ASSESSMENT PROCESS FOR VOLUNTEER CORE COURSES

Table of Contents

1

This document was approved by the University of Tennessee General Education Committee on March 8, 2017.

This document was updated for Volunteer Core in Spring 2019.

This document was updated in Fall 2022 to align with updated Volunteer Core Assessment procedures.

Volunteer Core Assessment Document – 2022-2023

Purpose of this Document

To ensure that The University of Tennessee General Education/Volunteer Core program delivers intended outcomes, all courses approved for Volunteer Core must be assessed on a regular basis. This assessment will also be utilized for SACSCOC. This document describes the process for that assessment.

The University of Tennessee Volunteer Core

The UT Volunteer Core consists of courses in the following categories:

- **Effective Communication**: Written Communication (WC), Oral Communication (OC), Applied Oral Communication (AOC)
- **Expanded Perspectives**: Arts & Humanities (AH), Natural Sciences (NS), Quantitative and Logical Reasoning (QR), Social Sciences (SS), Global Citizenship – United States (GCUS), Global Citizenship – International (GCI), Applied Arts and Humanities (AAH)
- **Engaged Inquiries**

Descriptions and student learning outcomes for the categories are given on the Undergraduate Council website (https://ugcouncil.utk.edu/general-education-curriculum/) and in the Undergraduate Catalog.

Some Definitions

See a description of UT's assessment process at The Office of Institutional Research and Assessment's website (https://oira.utk.edu/assessment-planning-and-resources/).

Assessment – The process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (*Learner-Centered Assessment on College Campuses: Shifting the Focus From Teaching to Learning* by Huba and Freed, 2000).

Assessment report – A summary of the results of the assessment of a Volunteer Core course. Reports are submitted online and will contain, for each student learning outcome:

Volunteer Core Assessment Document – 2022-2023

- a description of the direct and indirect methods used to assess those learning outcomes
- a description of the sampling method
- a report of the assessment results

Learning outcome – A statement that describes what a student should know once they complete a course or a program. Learning outcomes (LOs) for Volunteer Core courses are listed in the Undergraduate Catalog (see https://catalog.utk.edu/, Volunteer Core Requirements).

Direct assessment – Used to determine the level of student learning achieved against established learning outcomes. Activities in this category usually have a direct impact on measures of student performance (e.g., grades in a course). Some examples of direct assessment may include, but are not limited to exams, quizzes, oral presentations, dissertations, theses, essays, and portfolios.

Notes: If the sole purpose of a test is to measure one specific student learning outcome, the grade on the test can be used as a measure. If the test measures several outcomes, sub-scores for relevant questions should be used for each outcome.

Indirect assessment – Typically used to evaluate the quality of student learning experiences. Some examples of indirect assessments include self-efficacy surveys, end of course evaluations, focus groups, and questionnaires for alumni regarding program effectiveness and retention.

Student work – An exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a midterm exam, selected multiple-choice questions from a quiz, etc., that will be used to collect data for the assessment.

Assessment of Volunteer Core Courses

All Volunteer Core courses will be assessed on a regular basis to determine if they are meeting all the student learning outcomes for the Volunteer Core category/ies to which they belong.

Assessment timeline

The assessment of Volunteer Core courses will begin in the academic year 2023-2024.

Each course will be assessed in every Volunteer Core category (e.g., WC, OC, QR, etc.) to which it belongs once every three (3) years. The year in which a course will be assessed will be assigned by the Volunteer Core Assessment subcommittee. The year can be changed if there is some reason that the course cannot be assessed in the assigned year; e.g., the course is not offered in the proposed assessment year.

All student learning outcomes for each category will be assessed for each Volunteer Core course.

Information for assessment will be provided on the Volunteer Core course proposal form. This information will include:
- Department of course
- Department/School head's name and email
- Departmental Assessment coordinator name and email
- Volunteer Core Assessment coordinator for the college

Once a Vol Core proposal is accepted, it will be assigned a year for its first assessment. The course will be assessed every three years after this starting year. The proposer, their department head, and their departmental and/or college assessment coordinator will be notified of the year of first assessment and will be reminded when the course comes up again for assessment.

Assessment Subcommittee duties

The Assessment subcommittee will:
- Assign assessment years for all Volunteer Core courses.
- Each November, March, and May, remind the departments which courses are to be assessed the next academic year.
- Answer any questions on the assessment process.
- Review the results/reports submitted by the Volunteer Core category subcommittee chairs.
- Correspond with departments on actions plans if necessary.
- Report the results of each year's assessment process to the Volunteer Core/General Education committee.

Volunteer Core category subcommittee (WC, OC, AOC, etc.) duties

The Volunteer Core category subcommittees will:
- Review the reports submitted by the departments to determine which courses met/did not meet their benchmark.

- Submit a summary report to the Volunteer Core assessment subcommittee.

Course Assessment Process

Please note that *all* learning outcomes for each Volunteer Core category the course is listed in must be assessed.

The process for assessing a specific course for Volunteer Core is as follows:

1. **Reminders of upcoming assessment**

   At the beginning of the academic year of the planned assessment, the Volunteer Core Assessment subcommittee will remind departments about the upcoming review of their course(s) and will direct people to the rating scales and benchmarks.

2. **Prepare for your assessment.**

   Departments should review the following, which should be in the Volunteer Core proposal for each course:

   - **A description of student work to be collected**
     The student work may be an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a midterm exam, selected multiple-choice questions from a quiz, etc.
     o If there are multiple sections of the course and the different sections of the course don't share identical assignments, **select student work for each section that as closely resembles each other as possible.**
     o More than one learning outcome can be assessed by the same student work.
     o The assignment/exam/paper/etc. does not have to be made specifically for the purpose of this assessment. In fact, it is *preferable* that the student work be an assignment or test that is a normal part of the course.
     o Do not use an extra credit assignment; the work needs to be something that *all* students in the course or section complete.
     o Do not assess rough drafts; use final versions only.

   - **Sampling method**
     The sample should be as representative of the student population in the course as possible. The sampling method used is based on the number of students that are predicted to take the course:
     o If the course enrollment is below 50, student work from every student in the course should be collected.

o Otherwise, randomly collect at least 20% of the student work from *all sections* of the course OR work from *all students* in 20% of the sections of the class.
o If the 20% sample represents 50 or fewer students, at least 50 samples should be collected.

Contact the chair of the Volunteer Core Assessment subcommittee if there are changes from the proposal form that will affect your assessment.

Reminder: If there are multiple sections of the course and the different sections of the course don't share identical assignments, **select student work for each section that as closely resembles each other as possible.**

● **Rating scales**
You will choose which rating scale to use for each learning outcome according to the type of student work to be assessed.

Rating scale for OBJECTIVE questions (for multiple choice tests, etc.)

This type of scale should be used with any assignment or test that can be graded as points or percentages. You should grade each student's work as you normally would, then turn each individual student's score into a rubric value (1-4) based on the following scale:

1 = Ineffective: the individual student scores below 60% on selected questions.
2 = Adequate: the individual student scores between 60-74% on selected questions.
3 = Effective: the individual student scores between 75-89% on selected questions.
4 = Outstanding: the individual student scores 90% or above on selected questions.

Rating scale for SUBJECTIVE questions (essay questions, papers, etc.):
Each student's paper should be read and evaluated according to the rubric appropriate to the Volunteer Core category (see **Appendix B**). Each individual student's paper will receive a rating of 1 (ineffective) to 4 (outstanding).

● **Benchmark**
The benchmark represents satisfactory achievement of the student learning outcome. The benchmark describes how the department determines whether the course meets the student learning outcomes.

7

For all Volunteer Core courses, the benchmark is: 90% of students are rated adequate (2) or higher.

- Remember that you should report the **number** of students that scored each rating (1 to 4), *not* the averages of the ratings.
- Departments are highly encouraged to use the results to review their courses and create action plans designed to increase student ratings.

3. Collect student work.

During their agreed-upon assessment year, departments and instructors should collect student work according to their approved assessment plan.

4. Score the student work.

Using the rating scale and rubric appropriate to the student work, score each student's work as a 1, 2, 3, or 4.
Report the number of students obtaining each rating.

5. Submit assessment reports

All assessment reports and associated information should be submitted via the appropriate Qualtrics form. (Links to the forms can be found in Appendix A).

Submit your report by the following deadline dates:
- Fall assessments are due in February
- Winter mini-term assessments are due in June
- Spring assessments are due in June
- May mini-term assessments are due in September
- Summer assessments are due in September

Information needed for the report includes:
- Course information – course subject, number, title, instructor, description

- For each learning outcome:
  - Method for assessment – the assignment assessed, the sampling method
  - Results (detailed): The number of students scoring each rating
  - Results (general): Did the students meet the benchmark?
  - Actions planned/taken
  - Comments on the assessment results or process

Directions for entering your information can be found in **Appendix A**.

If you have questions regarding the entering of your assessment data, contact the chair of the Volunteer Core Assessment subcommittee.

6. **Analyze assessment results; decide on an action plan.**

The assessment reporting survey will calculate whether the benchmark was met by comparing the percentage of ratings 2 or higher to the benchmark of 90%.

If the benchmark was not met, the person submitting the report will be contacted by a member of the Assessment subcommittee to work on an action plan.

7. **Review of assessment reports.**

The appropriate Volunteer Core category subcommittee and the Volunteer Core Assessment subcommittee will review your assessment. You will receive any comments or suggestions and be asked to update or resubmit the form as needed.

If the **benchmark was not met:** The Volunteer Core/General Education Committee and the Undergraduate Council will be informed of classes not meeting the benchmark. For those courses, the following actions will take place:

- First-year benchmark not met:

  Instructor will propose actions to be taken. The class will be reviewed again the following year.

The Volunteer Core/General Education Committee and Teaching and Learning Innovation (TLI) will offer assistance to the department in taking action to meet the student learning outcome, if needed. An update of actions taken will be submitted to the Volunteer Core/General Education Committee the following year or as soon as possible.

- Second-year benchmark not met:

  Instructor meets with TLI, proposes actions to be taken, and the course is reviewed again the next year or as soon as possible.

- Third-year benchmark not met:

  The course will be removed from the Volunteer Core list for the category in which it is not meeting the benchmark. If a course is on multiple lists, it will remain on the lists for any categories for which it meets the benchmark.

Appendix A: Reporting the Results of Volunteer Core Course Assessments

Once you have completed an assessment of a Volunteer Core course, you will use the Qualtrics form(s) listed below to report the results of your assessment of all learning outcomes for each category.

Volunteer Core Category	Link to Qualtrics reporting form
WC - Written Communication	Qualtrics survey for WC
OC - Oral Communication	Qualtrics survey for OC
AOC - Applied Oral Communication	Qualtrics survey for AOC
AH - Arts & Humanities	Qualtrics survey for AH
AAH - Applied Arts & Humanities	Qualtrics survey for AAH
NS - Natural Sciences	Qualtrics survey for NS
QR - Quantitative and Logical Reasoning	Qualtrics survey for QR

SS - Social Sciences	[Qualtrics survey for SS](#)
GCI - Global Citizenship - International Focus	[Qualtrics survey for GCI](#)
GCUS - Global Citizenship - US Focus	[Qualtrics survey for GCUS](#)
EI - Engaged Inquiries	[Qualtrics survey for EI](#)

The reporting form

Each form will ask the following general questions:

- Term (Semester/year)
- Subject/number/title of the course being assessed
- Contact information for person doing the assessment

For each student learning outcome:
- Description of the assignment used for assessment.
- Description of sampling process
- Number of students receiving each rating
- Whether the benchmark was met
- Actions taken based on results
- Comments

Sample responses

Q: Subject/number/title of the course being assessed

The SUBJ is the 3-4 letter designation for the course. (AFST, PLSC, ENGL, MUCO)
Use the title of the course that is in the catalog.

Good answers:

- AFST 225, Introduction to African Literature
- PLSC 180, Landscape Design/Performance/Function
- ENGL 201, British Literature I: Beowulf through Johnson
- MUCO 120, History of Rock

Q: Description of the assignment used for assessment

Good answers should include a copy of the question/assignment (and an explanation of how the assignment meets the LO).

Example:

Students were to write a 1200-1500 word essay on one of the following prompts. Each prompt has elements of all three student learning outcomes:

Prompt #1:
Discuss the changes of comic opera and theater performance during the 18th century in one or two of western Europe's cosmopolitan centers (London, Paris, Vienna, Berlin, Prague). How did cultural, social, and political climates influence this development? Who had the most profound impact and why? Include innovations in structure and narratives, vocal types and dramatic roles, aesthetic ideologies, and audience reception.

Prompt #2
In the era of the Enlightenment, logic, the rights of man, and religious freedom were leading concepts. The material we have covered in class has shown that this was not always the case, particularly in areas under colonial rule such as the Americas. Select two works composed by composers on the American continent and discuss how they exhibit elements of the Galant while also conveying stylistic characteristics uncommon to western Europe.

Prompt #3

Discuss the development of salon culture during the 18th century and early 19th century. What influence did the Enlightenment have on this development? What were the most popular genres as why? How did this development aid in the rise of musical performance across the social classes? Include innovations in structure, instrumentation, aesthetics, and performance practice.

Q: Description of sampling process

Good answers:

- *There was only one section of the course with 30 students in the section. Therefore, student work was collected from all 30 students.*

- *This course had 10 sections with 40 students in each section (400 students total). We collected sample work from all students in 2 sections (80 students).*
Note: The instructor could either collect work from 2 sections (20% of the sections) or 20% of the 500 students (80 students). It is easier to collect work from all students in 2 sections than 20% of the students in each section.

Q: Number of students receiving each rating

Remember to enter the **number** of students receiving each rating. Do **NOT** enter the **percentage** of students receiving each rating.

Appendix B: Volunteer Core rubrics for subjective questions

Written Communication (WC) Rubric

WC Outcome 1	Outstanding (4)	Effective (3)	Adequate (2)	Ineffective (1)
Students will demonstrate the ability to write correctly, employing appropriate conventions of grammar, usage, and mechanics.	The writing consistently demonstrates a sophisticated command of conventions of grammar, usage, and mechanics. It is polished and largely free of errors.	The writing frequently demonstrates an effective command of conventions of grammar, usage, and mechanics. While the writing may contain occasional errors, they do not significantly interfere with meaning.	The writing generally demonstrates command of conventions of grammar, usage, and mechanics, though there may repeated and/or frequent errors that interfere with meaning.	The writing demonstrates little or no command of conventions of grammar, usage, and mechanics. It contains numerous and repeated errors, including those that significantly impede meaning.
WC Outcome 2	**Outstanding (4)**	**Effective (3)**	**Adequate (2)**	**Ineffective (1)**
Students will demonstrate the ability to focus material to convey a clear, unified point or effect.	The writing consistently demonstrates a sophisticated ability to convey a clear, unified point or effect. It consistently provides sophisticated connections within and between paragraphs and from beginning to end.	The writing frequently demonstrates an effective ability to convey a clear, unified point or effect. It consistently provides effective connections within and between paragraphs and from beginning to end.	The writing generally demonstrates the ability to convey a unified point or effect, though the point or effect may not be as clear as it could be. While the writing generally provides connections within and between paragraphs, some connections may be missing or unclear.	The writing demonstrates little or no ability to convey a clear, unified point or effect. It contains ineffective or no connections within and between paragraphs.
WC Outcome 3	**Outstanding (4)**	**Effective (3)**	**Adequate (2)**	**Ineffective (1)**
Students will demonstrate the ability to shape content, organization, style, and/or documentation conventions to correspond with appropriate disciplinary expectations and rhetorical contexts, including audience and purpose.	The writing consistently demonstrates a sophisticated use of conventions (including concepts, stylistic choices, and documentation) appropriate for disciplinary expectations and rhetorical contexts.	The writing frequently demonstrates an effective use of conventions (including concepts, stylistic choices, and documentation) appropriate for disciplinary expectations and rhetorical contexts.	The writing generally demonstrates use of conventions (including concepts, stylistic choices, and documentation) appropriate for disciplinary expectations and rhetorical contexts, though there may be occasional lapses.	The writing demonstrates little or no use of conventions (including concepts, stylistic choices, or documentation) appropriate for disciplinary expectations and rhetorical contexts.
WC Outcome 4	**Outstanding (4)**	**Effective (3)**	**Adequate (2)**	**Ineffective (1)**
Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.	The writing consistently demonstrates a sophisticated ability to support ideas with credible, authoritative evidence.	The writing frequently demonstrates an effective ability to support ideas with credible, authoritative evidence.	The writing generally demonstrates the ability to support ideas with credible, authoritative evidence, though some claims may be unsupported or supported by less-than-appropriate evidence.	The writing demonstrates little or no ability to support ideas with credible, authoritative evidence.

Oral Communication (OC) Rubric

OC Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to speak clearly and effectively.	Does not present information, arguments, ideas, or evidence clearly, concisely, and logically.	Presents with minimal organization – a clear purpose supported by main ideas that are easily identified.	Demonstrates above average skill in using language, organization, supporting evidence to engage and challenge the thinking of audience members.	Constitutes a genuinely individual contribution to the audience's thinking. Demonstrates exceptional skill in using the communication elements to create audience understanding and acceptance of a complex viewpoint.
OC Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.	Selects information and makes use of sources that are inappropriate to the purpose and the audience.	Selects some information appropriate for the purpose and the audience but does not make full use of relevant sources.	Selects information and evidence that are appropriate for the purpose, audience, and setting.	Selects full range of information and evidence that clearly addresses alternatives or opposing perspectives and makes use this information to fully support claims.
OC Outcome 3	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to present oral information effectively to different audiences, shaping message, organization, language choices, and delivery techniques to correspond with purpose and rhetorical context.	Reads presentation; frequently uses filler words ((uh, um, so, and, like, etc.); cannot be heard by all members of the audience, does not use hand gestures appropriately; wears clothing inappropriate for the occasion.	Uses extemporaneous style of delivery occasionally during the presentation; projects voice adequately but speaks in a monotone; occasionally uses filler words; makes inconsistent eye contact with the audience; attempts to wear attire appropriate to the occasion and purpose.	Uses extemporaneous style delivery during most of presentation; projects voice well; makes use of natural body gestures; makes frequent use of changes in tone and pace of delivery to maintain audience interest; makes appropriate use of visual aids; wears appropriate attire.	Makes use of a truly extemporaneous style of delivery; the delivery is fully adapted to the audience and the occasion; adapts the delivery during the presentation based on audience response; makes use of outstanding eye contact with all audience members; makes use of natural body gestures and movements; makes effective, innovative use visual aids; establishes genuine rapport with the audience.

Volunteer Core Assessment Document – 2022-2023

Applied Oral Communication (AOC) Rubric

AOC Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students demonstrate the ability to communicate clearly and effectively within a disciplinary area or profession.	Message lacks the clarity and organization necessary for delivery in a professional setting.	Message would need major organizational and clarity edits before being delivered in a professional setting.	Message would need minor organizational and clarity edits before being delivered in a professional setting.	Message is effective for delivery without editing in a professional setting.
AOC Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students demonstrate the ability to locate and use relevant, credible evidence to support ideas in accordance with disciplinary or professional standards.	Message uses inappropriate sources for the purpose and disciplinary standards.	Message uses some appropriate sources for the purpose and disciplinary standards.	Message uses appropriate sources and attempts to create evidence-based content appropriate for the purpose and disciplinary standards.	Message uses evidence-based content and sources appropriate for the purpose and disciplinary standards.
AOC Outcome 3	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students demonstrate the ability to effectively analyze potential audiences to shape message, organization, language choices, and delivery techniques in accord with disciplinary or professional purpose.	Message is inappropriate for the specific audience.	Message considers the specific audience with limited success.	Message attempts to target the specific audience with some success.	Message is appropriate for the specific audience Message incorporates strategies that target the specific audience.
AOC Outcome 4	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students engage in communication consistent with the ethical responsibilities of communicators within their respective disciplinary or professional contexts.	Message is inappropriate for delivery in a professional setting without starting over.	Message would need major edits before being delivered in a professional setting.	Message would need minor edits before being delivered in a professional setting.	Message is appropriate for delivery without editing in a professional setting.
AOC Outcome 5	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students model respect for diversity and cross-cultural verbal and nonverbal communication practices when interacting with targeted audiences.	Message reflects cultural insensitivity and would not be appropriate for a professional setting	Care has been taken to consider different perspectives and major revision would minimize offensiveness.	Message attempts to incorporate strategies that minimize potential offensiveness. Minor revision would increase cultural sensitivity.	Message incorporates strategies that minimize potential offensiveness and maximize cultural sensitivity.

Volunteer Core Assessment Document – 2022-2023

Arts & Humanities (AH) Rubric

AH Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.	Demonstrates little knowledge of the works, figures, and/or schools of thought in the area of study. Does not understand or is unable to adequately articulate the cultural or historical importance of the works, figures, or schools of thought. Comments usually lack direct reference to or detail about specific features of the works, figures, or schools of thought, and explanations, when offered, lack detail, relevance, and/or accuracy.	Demonstrates some knowledge of major works, figures, and/or schools of thought in the area of study. Provides only a few general or implied reasons why the works, figures, and/or schools of thought are culturally or historically important. Provides occasional direct reference to the works, figures, and/or schools of thought and their features, through explanations and information may be lacking in detail, accuracy, and/or relevance.	Demonstrates good knowledge of major works, figures, and/or schools of thought in the area of study. States clear yet general reasons why the works, figures, and/or schools of thought are culturally or historically important. Usually makes direct reference to the works, figures, and/or schools of thought and provides some information about the important features, though at times lacking in detail, accuracy, or relevance.	Demonstrates extensive knowledge of major works, figures, and/or schools of thought in the area of study. Articulates insightful, specific reasons why the works, figures, and/or schools of thought are important within their cultural/historical context. Makes frequent direct references to the features of the works, figures, and/or schools of thought and provides well-detailed explanations about their importance.
AH Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.	Demonstrates a lack of knowledge of the major historical/cultural significance of the works, figures, and/or schools of thought under study. Cannot articulate the cultural/historical importance of the works, figures, and/or schools of thought or place them in a cultural or historical perspective. Perceives works, figures, and/or schools of thought as isolated and does not draw conclusions between them. Provides little detail, explanation, and/or makes inaccurate statements.	Demonstrates some knowledge of some of the major historical/cultural significance of the works, figures, and/or schools of thought in the area of study. Provides only a few general or implied statements about the surrounding cultural/historical context. Provides occasional direct information about the significance of the works, figures, and/or schools of thought, though often lacking in detail, accuracy, or relevance.	Demonstrates some knowledge of the major historical/cultural significance of works, figures, and/or schools of thought and patterns of cultural/historical development in the area of study. Articulates general observations about the surrounding cultural/historical context(s). Provides clear information about the significance of the works, figures, and/or schools of thought, though at times it may be lacking in detail, supporting explanation, accuracy, or relevance.	Demonstrates extensive knowledge of major works, figures, and/or schools of thought, chronologies, and patterns of cultural/historical development in the area of study. Articulates insightful, specific observations or analyses of the surrounding cultural/historical context(s). Provides well-detailed, accurate, and relevant information about the works, figures, and/or schools of thought.

AH Outcome 3	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.	Student is not able to put together a coherent critique or evaluation of a work or accomplishment in the area studied. Usually does not use or does not apply appropriate terminology or concepts. Does not place the work or accomplishment in an evaluative context and does not provide direct detail or evidence to support claims. Includes multiple irrelevant and/or inaccurate statements. Argument does not present a unified focus and is often confusing or difficult to follow.	Provides a clear summary of a work or accomplishment in the area studied, but offers little analysis or evaluation, or offers unsupported opinion. May refer to some terminology from the discipline, though some misconceptions may be present. Makes occasional direct reference to the work or accomplishment and about other relevant works, cultural/historical contexts, or concepts (as appropriate to the assignment). Argument often lacks detail and supporting explanation, and the information offered may lack accuracy or relevance. Argument demonstrates some organizational flaws or is sometimes confusing and hard to follow.	Provides a coherent discussion of a work or accomplishment in the area studied. Makes valid points about the work or accomplishment, yet provides more summary than analysis. Uses and applies some terminology appropriate to the area studied. Provides clear and direct statements about the work or accomplishment, and about its relationship to some relevant works or accomplishments, cultural/historical contexts, and/or concepts (as appropriate to the assignment). At times, claims or explanations are lacking in supporting detail, reference to relevant external sources (if applicable), accuracy, or relevance. Argument is logically structured and focused.	Offers an insightful critical evaluation of a work or accomplishment in the area studied. Accurately uses and applies terminology or concepts appropriate to the area studied. Provides extensive specific, relevant, and accurate analysis and details about the work or accomplishment and about its relationship to other works or accomplishments, cultural/historical contexts, and/or concepts (as appropriate to the assignment). Accurately refers to relevant external sources (if applicable to the assignment). Argument is well organized and conveys a unified point throughout.

Natural Sciences (NS) Rubric

Note: Courses in the area should only use the rubric for objective questions as given in Section 2.e and as shown below:

Rating scale for objective questions (for multiple choice tests, etc.)

This type of scale should be used with any assignment or test that can be graded as points or percentages. You should grade each student's work as you normally would, then turn each individual student's score into a rubric value (1-4) based on the following scale:

1 = Ineffective: the individual student scores below 60% on selected questions.
2 = Adequate: the individual student scores between 60-74% on selected questions.
3 = Effective: the individual student scores between 75-89% on selected questions.
4 = Outstanding: the individual student scores 90% or above on selected questions.

Learning Objectives for Natural Science:

1. Students will demonstrate the ability to describe fundamental principles and chief discoveries through appropriate use of the basic vocabulary of a course's discipline.
2. Students will demonstrate the ability to identify the scientific dimensions of contemporary issues.

Courses *with a lab* should also meet the following learning outcome:

3. Students will demonstrate the ability to use experimental techniques to answer questions and test hypotheses.

Quantitative and Logical Reasoning (QR) Rubric

QR Outcome 1	1- Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to identify those aspects of arguments and claims that rely on quantitative evidence and on mathematical or logical reasoning.	Missing or incomplete work; doesn't show any connection between the original problem or argument and the work provided.	Work shows connections to the given problem or argument and takes at least one correct step towards a solution or re-statement of the problem.	Work draws from the given information and takes multiple correct steps towards the solution or re-statement of the problem. May still show several small misunderstandings, but nothing critical.	Clear work that connects the given problem or argument with a solution or effective restatement of the original statement. The work has multiple steps that show mastery of mathematical or logical reasoning.
QR Outcome 2	**1- Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to evaluate the appropriateness of conclusions drawn from quantitative evidence and mathematical or logical reasoning techniques.	Missing or incomplete or completely unsupported argument. No connection shown between given information and the results.	Connections between the parts of the problem are provided but they are not necessarily complete or presented with the expected precise language. The results are evaluated correctly or at least consistently with the support given.	Work or argument uses the given information correctly and makes the proper conclusions based on that data. The evaluation is correct, but may still show some small errors in reasoning or language.	Work evaluates the situation correctly, using proper language and methods, and provides proper support for any arguments or conclusions.
QR Outcome 3	**1- Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to formulate and solve problems that rely on mathematical or logical reasoning.	Missing or incomplete or completely unsupported answer (e.g., Missing or incomplete solution)	Solution and some support are provided, but there is no precision in the language or statements used, no quantitative elements in the support, or the solution does not logically follow from the support. (e.g., Solution given, but major errors with respect to the solution key.)	Solutions and support are provided and correct, but there are misuses of terminology or data, or there are some missing elements in the support. (e.g., Correct and matches most but not all of the solution key; differences are not significant.)	Solution is stated precisely using appropriate quantitative or logical notation and terminology, and is supported correctly using specific data references from the problem. (e.g., Match the wording and elements of the solution key.)

Social Sciences (SS) Rubric

SS Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will identify and critique claims about individual and group behavior and political and social systems.	Demonstrates little to no understanding of individual and group behavior and how such behavior is embedded within political and social systems. The work is (1) not focused on such behavior, and/or (2) does not provide support for positions with scholarly sources (as opposed to informal personal opinion) or relevant, detailed examples.	Attempts to demonstrate an understanding of individual and group behavior and how such behavior is embedded within political and social systems. The work states reasonably clear positions and attempts to support them with scholarly sources and/or relevant examples, though often lacking in detail.	Demonstrates understanding of individual and group behavior and how such behavior is embedded within political and social systems by successfully taking a scholarly approach to discuss such behavior. The author generally supports positions with scholarly sources and/or relevant, detailed examples.	Demonstrates a subtle understanding of individual and group behavior and how such behavior is embedded within political and social systems by providing detailed examples analyzed at a high level of complexity. The author uses scholarly sources and/or relevant examples effectively to support positions/claims.
SS Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition.	Demonstrates little to no knowledge of the methods social scientists use to investigate the human condition. The work demonstrates little understanding of the methods themselves, let alone when or why they are useful.	Attempts to demonstrate knowledge of the methods social scientists use to investigate the human condition, but does not demonstrate a solid grasp on the methods, when they are useful, and/or why they are useful.	Demonstrates knowledge of the methods social scientists use to investigate the human condition. Understands the methods themselves as well as when and why they are useful.	Demonstrates extensive knowledge of the methods social scientists use to investigate the human condition. Demonstrates a nuanced understanding of these methods as well as when and why they are useful. May also demonstrate understanding of the various methods' relative strengths and weaknesses.

Global Citizenship-International (GCI) Rubric

GCI Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will exhibit knowledge of the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States.	Exhibits little to no knowledge of the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States. May make several errors concerning the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States.	Exhibits basic knowledge of the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States. May make a few minor errors concerning the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States.	Exhibits knowledge of the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States. May make 1-2 minor errors concerning the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States.	Exhibits subtle and nuanced knowledge of the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States.
GCI Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate understanding of appropriate thematic and course-related vocabulary, or intermediate-level competency in a language other than English.	Demonstrates little to no understanding of appropriate thematic and course-related vocabulary. For languages: Little to no competency in reading and speaking a language other than English.	Demonstrates a basic understanding of appropriate thematic and course- related vocabulary by using the vocabulary in ways that are mainly correct. For languages: Basic intermediate competency in reading and speaking a language other than English (with a few minor errors).	Demonstrates understanding of appropriate thematic and course-related vocabulary by using the vocabulary correctly and relevantly. For languages: Intermediate competency in reading and speaking a language other than English (with 1-2 minor errors).	Demonstrates a subtle understanding of appropriate thematic and course-related vocabulary by using the vocabulary with nuance and mastery. For languages: Strong intermediate competency in reading and speaking a language other than English.
GCI Outcome 3	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate an ability to critically compare and reflect on different social and cultural perspectives.	Demonstrates no ability to critically compare and reflect on different social and cultural perspectives. Does not create critical distance from the object of study; does not identify similarities and differences between different social and cultural perspectives; and/or does not analyze the implications of similarities and differences in different social and cultural perspectives.	Demonstrates a basic ability to critically compare and reflect on different social and cultural perspectives. May have a few minor problems with demonstrating one of the following abilities: creating critical distance from the object of study; identifying similarities and differences between different social and cultural perspectives; and/or	Demonstrates an ability to critically compare and reflect on different social and cultural perspectives. May have 1-2 minor problems with creating critical distance from the object of study; identifying similarities and differences between different social and cultural perspectives; and analyzing the implications of similarities and differences in	Demonstrates a strong ability to critically compare and reflect on different social and cultural perspectives by creating critical distance from the object of study; identifying subtle similarities and differences between different social and cultural perspectives; and analyzing with nuance the implications of similarities and differences in different social and cultural perspectives.

Volunteer Core Assessment Document – 2022-2023

		analyzing the implications of similarities and differences in different social and cultural perspectives.	different social and cultural perspectives.	

Global Citizenship-United States (GCUS) Rubric

GCUS Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will critically reflect on and exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference.	Exhibits little to no knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference. May make an unacceptable number of major errors or omissions meeting this learning outcome.	Exhibits basic knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference. May make a small number of minor errors meeting this learning outcome.	Exhibits good knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference. May make 1-2 minor errors meeting this learning outcome.	Exhibits deep, subtle and nuanced knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference.
GCUS Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own.	Demonstrates little or no understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own. May make an unacceptable number of major errors or omissions meeting this learning outcome.	Demonstrates a basic understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own. May make a small number of minor errors meeting this learning outcome.	Demonstrates a good understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own. May make 1-2 minor errors meeting this learning outcome.	Demonstrates deep, subtle and nuanced understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own.
GCUS Outcome 3	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will identify historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures.	Lacks the ability to identify or illustrate historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures. May make an unacceptable number of major errors or omissions meeting this learning outcome.	Have few problems identifying or illustrating historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures. May make a small number of minor errors meeting this learning outcome.	Do well identifying or illustrating historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures. May make 1-2 minor errors meeting this learning outcome.	Do a superior (deep, reflective, nuanced) job of identifying or illustrating historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures.

Volunteer Core Assessment Document – 2022-2023

Applied Arts& Humanities (AAH) Rubric

AAH Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to create or perform an artistic work. The process of creation/performance will be the central focus of the course.	Original work or performance was not developed through a rehearsal/creative process. The final work/performance either did not take place or displayed a lack of basic technical skill. The creative work/performance, if it was completed, showed no insight into the work.	Original work or performance was created through a minimal rehearsal/creative process which resulted in cursory development of the work. The final work/performance displayed minimal technical skill. The creative work/performance was adequately completed, but showed little insight.	Original work or performance was created through a moderately rigorous rehearsal/creative process which resulted in some sporatic development of the work over time. The final work/performance displayed strong but developing technical skill, and some insight into the work which combined to produce an effective piece.	Original work or performance was created through an extremely rigorous rehearsal/creative process which resulted in continuous ongoing development of the work over time. The final work/performance displayed excellent technical skill, and a depth of insight into the work which combined to produce an outstanding piece.
AAH Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will be able to describe and articulate, with appropriate vocabulary, the creative process specific to the medium or discipline in which they are working.	Knowledge of the technical and aesthetic skills required for their creation/performance is inaccurate or extremely limited. Terminology is incorrect. The student is unable to explain and defend their creative choices.	Is not able to clearly articulate knowledge of the technical and aesthetic skills required for their creation/performance. Correct terminology is poorly-utilized. The student struggles to clearly explain and defend their creative choices.	Can articulate some knowledge of the technical and aesthetic skills required for their creation/performance. Correct terminology is sporatic but well-utilized. The student is able to clearly explain and defend their creative choices some of the time, but not consistently.	Can articulate extensive knowledge of the technical and aesthetic skills required for their creation/performance. Correct terminology is well-utilized. The student is able to clearly explain and defend their creative choices.
AAH Outcome 3	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will be able to assess and critique their own creative work/performance and the creative work/performance of others.	Critical evaluation of their own work or work of others is extremely general and shows no specificity or detail. The critique is not useful for the development of future work. Does not use concepts that are relevant to the area of study.	Evaluation of their own work and the work of others has minimal critical value. Critiques are irrelevant and lack detail. The usefulness of the critique in developing future work is extremely limited. Rarely uses and applies concepts appropriate to the area of study.	Offers critical evaluation of their own work and the work of others. Critiques are somewhat relevant but lack detail. The usefulness of the critique in developing future work is limited. Inconsistently uses and applies concepts appropriate to the area of study.	Offers insightful and critical evaluation of their own work and the work of others. Critiques are relevant and detailed and potentially useful. Accurately and consistently uses and applies concepts appropriate to the area of study.

AAH Outcome 4	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will be able to clearly articulate the broader relationships of their own performance/artwork to other works, both contemporary and historical.	Unable to frame their own work, or the work of others, within a larger cultural or historical context. No reference to other works either contemporary or historical.	Able to partially frame their own work, or the work of others, by demonstrating an understanding that reflects a limited knowledge of some other contemporary and/or historical works.	Able to accurately frame their own work, or the work of others, by demonstrating a depth of understanding that reflects a growing knowledge of some other works, both contemporary and historical.	Able to clearly and accurately frame their own work, or the work of others, by demonstrating a depth of understanding that reflects an excellent knowledge of multiple other works, both contemporary and historical.

Volunteer Core Assessment Document – 2022-2023

Engaged Inquiries (EI) Rubric
NOTE: Students must address TWO of the following Learning Objectives.

Applied Learning	Ineffective (1)	Adequate (2)	Effective (3)	Outstanding (4)
Students will apply skills and knowledge from the classroom in hands-on situations, real-world settings, or in independent/directed research or creative projects.	Student is not engaged in the process of proposing, implementing, and/or assessing the success of strategies, plans, or approaches to apply their knowledge in hands-on situations, real-world settings or research/creative activities.	Student is somewhat engaged in the process of proposing, implementing, and/or assessing the success of strategies, plans, or approaches to apply their knowledge in hands-on situations, real-world settings or research/creative activities.	Student is mostly engaged in the process of proposing, implementing, and/or assessing the success of strategies, plans, or approaches to apply their knowledge in hands-on situations, real-world settings or research/creative activities.	Student is always engaged in the process of proposing, implementing, and/or assessing the success of strategies, plans, or approaches to apply their knowledge in hands-on situations, real-world settings or research/creative activities.
Collaborative Learning	Ineffective (1)	Adequate (2)	Effective (3)	Outstanding (4)
Students will demonstrate the ability to engage effectively in a group to complete an investigative, creative, or practical work.	Student is not engaged in the process of sharing ideas, making useful contributions, communicating effectively, understanding their role in a group, or has not been asked to participate.	Student is somewhat engaged in the process of sharing ideas, making useful contributions, communicating effectively, understanding their role in a group, planning, and implementing the plan to completion.	Student is mostly engaged in the process of sharing ideas, making useful contributions, communicating effectively, understanding their role in a group, planning, and implementing the plan to completion.	Student is very engaged in the process of sharing ideas, making useful contributions, communicating effectively, understanding their role in a group, planning, and implementing the plan to completion.
Reflective Learning	Ineffective (1)	Adequate (2)	Effective (3)	Outstanding (4)
Students will reflect on their own thinking, learning, understanding, and competencies, to draw connections between the subject matter of the course and the students' own experiences within a larger social or global context.	Student is not engaged in reflective activities such as journal entries, reflective response papers, or creative exercises on a regular basis in this course. Student does not grapple with the major ideas and content of the course or with the question of what these ideas mean to them within a larger context.	Student is somewhat engaged in reflective activities such as journal entries, reflective response papers, or creative exercises on a regular basis in this course. Student sometimes grapples with the major ideas and content of the course or with the question of what these ideas mean to them within a larger context.	Student is mostly engaged in reflective activities such as journal entries, reflective response papers, or creative exercises on a regular basis in this course. Student regularly grapples with the major ideas and content of the course or with the question of what these ideas mean to them within a larger context.	Student is very engaged in reflective activities such as journal entries, reflective response papers, or creative exercises on a regular basis in this course. Student always grapples with the major ideas and content of the course or with the question of what these ideas mean to them within a larger context.
Integrative or Multi-disciplinary Learning	Ineffective (1)	Adequate (2)	Effective (3)	Outstanding (4)
Students will demonstrate the ability to draw on theories, knowledge, tools, and/ or methods from at least two fields of study to investigate relevant issues.	Student does not integrate theories, ideas, knowledge, research, tools or methods from more than one field into their investigation of relevant issues.	Student sometimes integrates theories, ideas, knowledge, research, tools or methods from more than one field into their investigation of relevant issues.	Student often integrates theories, ideas, knowledge, research, tools or methods from more than one field into their investigation of relevant issues.	Student regularly integrates theories, ideas, knowledge, research, tools or methods from more than one field into their investigation of relevant issues..

Volunteer Core Assessment Document – 2022-2023

Volunteer Core Assessment Document – 2022-2023