Critical Thinking Skills (CT)

South Texas College students effectively inquire, analyze, evaluate and synthesize information through critical thinking.

#	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1	**Identify/define problem** Student identifies and defines problem statement(s).	Conducts an inquiry relevant to the discipline, accurately identifies the problem/question, and provides a well-developed summary.	Conducts an inquiry relevant to the discipline, accurately identifies the problem/question, and provides an adequate summary.	Conducts an inquiry relevant to the discipline and identifies a problem/question.	Conducts an inquiry irrelevant to the discipline and lacks a problem statement.
2	**Evaluate Information** Student analyzes and evaluates information.	Evaluates findings thoroughly through appropriate analysis and synthesis.	Evaluates findings adequately through appropriate analysis and synthesis.	Evaluates findings in an incomplete or logically fallacious way.	Does not evaluate findings.
3	**Draw Conclusion(s)** Student formulates a conclusion.	Draws a conclusion that is well supported, complete, relevant, and/or innovative and/or creative.	Draws a conclusion that is generally complete, supported, and is mostly consistent, and relevant.	Draws a conclusion that relies on incomplete information or logically fallacious inferences.	Draws no conclusion.

Last revised 9/18/2018

Courses selected for CT Assessment: CHEM 1412, COSC 2425, GEOL 1403, HIST 2321, MATH 2413, PHIL 2303, PHYS 1402, SOCI 1306 & SPCH 2335

Communication Skills – Oral (COM-O)

South Texas College students effectively develop, interpret, and express ideas through written, oral and visual communication.

#	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1	**Organization** The student organizes and presents content logically and coherently, using disciplinary conventions if appropriate.	• Communication is skillfully organized around a clear central theme. • Communication demonstrates an organizational pattern that is clearly and consistently observable.	• Communication is generally organized around a central theme. • Communication demonstrates a generally observable organizational pattern.	• Communication is not consistently organized around a central theme. • Communication does not clearly demonstrate an observable organizational pattern.	• Communication does not follow expectations of the discipline for organization or expression of a central theme. • Communication has no observable organizational pattern.
2	**Content and Development** The student uses relevant content that conveys understanding of the material and the audience.	• Content is appropriate and relevant for the audience. • Content illustrates mastery of the subject. • Content expresses ideas clearly and creatively with relevant supporting detail.	• Content is generally appropriate and relevant for the audience. • Content illustrates understanding of the subject. • Content uses adequate supporting detail.	• Content is not appropriate or relevant for the audience. • Content does not reveal consistent understanding of the subject. • Content is poorly developed with few relevant supporting details.	• Content reflects lack of understanding of audience. • Content reflects lack of understanding of topic. • Content lacks supporting detail.
3	**Oral Communication** The student uses communication tools appropriately and skillfully in academic and professional contexts.	• Excellent eye contact. Makes connection to audience members. • Displays enthusiasm for topic throughout. • All words pronounced correctly. All words articulated clearly (no mumbling). • Concise and polished language usage. • Few to no fillers-um, uh, like, ok, you know-no slang, no double-negatives. • Consistent and effective use of vocal variety in rate, pitch and intensity. • Gestures used throughout to show enthusiasm, emphasize points, and keep attention. • Speaker appears polished and confident.	• Frequent eye contact. Some connection to audience. • Displays enthusiasm for topic at various points. • Most words pronounced correctly. Most words articulated clearly (some mumbling). • Clear language usage. • Limited number of fillers-um, uh, like, ok, you know- no slang, no double-negatives. • Consistent use of vocal variety in rate, pitch and intensity. • Gestures used at various points. • Speaker appears comfortable.	• Inconsistent eye contact. • Displays some enthusiasm for topic. • Some attention to pronunciation needed. Some words indistinct due to poor articulation. • Awkward use of language •Occasional use of fillers-um, uh, like, ok, you know, use of slang and double-negatives. • Inconsistent use of vocal variety in rate, pitch and intensity. • Some gestures used. • Speaker appears tentative.	• Little to no eye contact. • Displays little to no enthusiasm for topic. • Several words incorrectly pronounced. Most words indistinct due to poor articulation. • Unclear use of language. • Frequent use of fillers-um, uh, like, ok, you know, use of slang and double-negatives. • Insufficient use of vocal variety in rate, pitch and intensity. • Few to no gestures. • Speaker appears uncomfortable.

Last revised 9/18/2018

Courses selected for measuring COM-O Assessment: MUSI 1306 and SPCH 1315

Communication Skills – Visual (COM-V)

South Texas College students effectively develop, interpret, and express ideas through written, oral and visual communication.

#	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1	**Organization** The student organizes and presents content logically and coherently, using disciplinary conventions if appropriate.	• Communication is skillfully organized around a clear central theme. • Communication demonstrates an organizational pattern that is clearly and consistently observable.	• Communication is generally organized around a central theme. • Communication demonstrates a generally observable organizational pattern.	• Communication is not consistently organized around a central theme. • Communication does not clearly demonstrate an observable organizational pattern.	• Communication does not follow expectations of the discipline for organization or expression of a central theme. • Communication has no observable organizational pattern.
2	**Content and Development** The student uses relevant content that conveys understanding of the material and the audience.	• Content is appropriate and relevant for the audience. • Content illustrates mastery of the subject. • Content expresses ideas clearly and creatively with relevant supporting detail.	• Content is generally appropriate and relevant for the audience. • Content illustrates understanding of the subject. • Content uses adequate supporting detail.	• Content is not appropriate or relevant for the audience. • Content does not reveal consistent understanding of the subject. • Content is poorly developed with few relevant supporting details.	• Content reflects lack of understanding of audience. • Content reflects lack of understanding of topic. • Content lacks supporting detail.
3	**Visual Communication** The student uses communication tools appropriately and skillfully in academic and professional contexts.	• Displays high-quality techniques in visual medium (drawings, graphics, photos, designs, video, poster, etc.) • Uses contrasts (e.g. color, fonts) and other graphic elements exceptionally well. • Uses software and other tools appropriate to the subject to produce a creative, compelling, engaging and effective presentation that demonstrates proper use of technology to effectively communicate an idea.	• Displays competent techniques in visual medium (drawings, graphics, photos, designs, video, poster, etc.) • Adequate use of contrasts and other graphic elements. • Uses software and other tools appropriate to the subject to produce an effective presentation that demonstrates proper use of technology to communicate an idea.	• Techniques in visual medium (drawings, graphics, photos, designs, video, poster, etc.) need development. • Contrasts and other graphic elements require improvement. • Software and other tools appropriate to the subject could be used more effectively to demonstrate proper use of technology to communicate an idea.	• Displays unacceptable use of techniques in visual medium (drawings, graphics, photos, designs, video, poster, etc.). • Displays inappropriate use of contrasts and other graphic elements. • Does not demonstrate appropriate use of software and other tools to communicate an idea.

Last revised 9/18/2018

Courses selected for measuring COM-V Assessment: GEO 1447, MATH 1332, PHYS 1404, SGNL 2301, and SPAN 2311

Communication Skills – Written (COM-W)

South Texas College students effectively develop, interpret, and express ideas through written, oral and visual communication.

#	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1	**Organization** The student organizes and presents content logically and coherently, using disciplinary conventions if appropriate.	• Communication is skillfully organized around a clear central theme. • Communication demonstrates an organizational pattern that is clearly and consistently observable.	• Communication is generally organized around a central theme. • Communication demonstrates a generally observable organizational pattern.	• Communication is not consistently organized around a central theme. • Communication does not clearly demonstrate an observable organizational pattern.	• Communication does not follow expectations of the discipline for organization or expression of a central theme. • Communication has no observable organizational pattern.
2	**Content and Development** The student uses relevant content that conveys understanding of the material and the audience.	• Content is appropriate and relevant for the audience. • Content illustrates mastery of the subject. • Content expresses ideas clearly and creatively with relevant supporting detail.	• Content is generally appropriate and relevant for the audience. • Content illustrates understanding of the subject. • Content uses adequate supporting detail.	• Content is not appropriate or relevant for the audience. • Content does not reveal consistent understanding of the subject. • Content is poorly developed with few relevant supporting details.	• Content reflects lack of understanding of audience. • Content reflects lack of understanding of topic. • Content lacks supporting detail.
3	**Written Communication** The student uses communication tools appropriately and skillfully in academic and professional contexts.	• If applicable, uses credible and relevant sourced content, credited appropriately according to the conventions of the discipline. • Uses language that skillfully communicates meaning to readers with clarity and fluency. • Uses audience-appropriate language imaginatively and without bias. • Few to no errors in spelling, grammar, punctuation, or presentation.	• If applicable, sourced content is generally credible and relevant, credited appropriately according to the conventions of the discipline. • Uses language that conveys meaning to readers with clarity (although writing may contain errors). • Uses audience-appropriate language with some originality and without bias. • Though there may be errors in spelling, grammar, punctuation, or presentation, they do not impact readers' understanding.	• If applicable, sourced content is not credible or relevant, and/or not credited appropriately. • Language inconsistently conveys meaning to readers due to errors in usage. • Language lacks originality; language may not be appropriate for the audience in terms of bias. • Some deficiencies in spelling, grammar, punctuation, or presentation.	• If applicable, sourced content is not credible or relevant, with significant errors in attribution. • Language impedes meaning because of errors in usage. • Language relies heavily on cliché or other unoriginal thought; language is inappropriately biased. • Significant deficiencies in spelling, grammar, punctuation, or presentation.

Last revised 9/18/2018

Courses selected for measuring COM-W Assessment: BIOL 1409, ENGL 2326 and ENGL 2331

Empirical and Quantitative Skills (EQS)

South Texas College students effectively manipulate and analyze numerical data or observable facts resulting in informed conclusions through empirical and quantitative skills.

#	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1	**Define Problem/Topic**	Demonstrates Complete comprehension of the topic/problem, and provides fully developed detailed, organized, and insightful explanation.	Demonstrates clear comprehension of the topic/problem and provides well-developed explanation with some detail and organization.	Demonstrates basic understanding of the topic/problem, but explanation of the material is insufficiently supported.	Demonstrates limited understanding of the topic/problem, but explanation off topic.
2	**Data/ information collection and/or selection**	Demonstrates the ability to skillfully collect/select appropriate numerical data and/or record observable evidence. Data are compiled in a format that demonstrates complete understanding of the subject. Data can be interpreted quickly and easily.	Demonstrates the ability to collect/select appropriate numerical data and/or record observable evidence. Data are compiled in a format that demonstrates sound understanding of the subject. Data can be interpreted as presented.	Demonstrates limited ability to collect/select and organize data. Data are compiled in a format that demonstrates partial understanding of the subject. Data may be interpreted, or their meaning inferred, with some effort.	Demonstrates an attempt to collect/select data. Data are compiled in a format that shows limited understanding of the subject. Data may not address the subject, and interpretation is difficult.
3	**Analysis**	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to problem/topic	Organizes evidence effectively to relevel important patterns, differences, or similarities related to focus.	Organizes evidence, but organization is not effective in releveling important patterns, differences, or similarities.	Lists evidence, but it is disorganized and/or is unrelated to focus.
4	**Conclusion**	States a conclusion that is a logical extrapolation from the inquiry finding.	States a conclusion that is adequate from and responds specifically to inquiry finding.	States a general conclusion that may be inadequate, or may overreach beyond the scope of the inquiry finding.	States an ambiguous illogical or unsupportable conclusion from inquiry finding.

Last revised 9/18/2018

Courses selected for EQS Assessment: BIOL 1407, CHEM 1412, COSC 2436, ECON 2301, ENGR 2302, MATH 1442, PHYS 2426 & SOCW 2361

Teamwork Skills (TW)

South Texas College students effectively consider different points of view and work effectively with others to support a shared purpose or goal.

#	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1	**The student makes a quality contribution to the team activity**	Team member was instrumental in helping team accomplish its goals; group and team member performed beyond expectations; team member was the leader and completed all assigned tasks by deadline and work accomplished was accurate, thorough, comprehensive and advanced the project; team member proactively helped other team members to complete assignment at a level of excellence	Team member helped team accomplish its goals; group and team member met expectations; team member completed all assigned tasks by deadline and work accomplished was accurate, thorough, comprehensive and advanced the project	Team member did not help the team accomplish its goals; group or team member did not meet expectations; team member completed some but not all assigned tasks by deadline and work accomplished was accurate, thorough, comprehensive and advanced the project	Team member did not attend meetings and/or do assigned work
2	**The student treats fellow team members courteously and with respect**	Team member treated fellow team members courteously with respect and honored all viewpoints of fellow team members; team member promoted harmony or managed conflict effectively within the group	Team member treated fellow team members courteously with respect and honored all viewpoints of fellow team members	Team member did not treat all fellow team members courteously and with respect	Team member made no attempt to interact with others and did not acknowledge or apologize for negative actions on teamwork
3	**The student models personal attributes that contribute to teamwork**	Team member was fully engaged in the work of the team. For example: attended all team meeting and arrived on time, was prepared having research the assigned topic or task, coordinated or led several team meetings, inspired other team members; initiated insightful and relevant discussion for peers to emulate, may have completed extra work that other group members were assigned.	Team member was engaged in the work of the team. For example: attended all team meetings and arrived on time for most meetings, was somewhat prepared prior to group meeting, was enthusiastic about working on the team project	Team member was engaged in the work of the team. For example: missed one or more team meetings, but did provide prior notice, was not prepared with material prior to attending team meetings, did participate during tam meetings but did not show enthusiasm	Team member in the work of the team: For example: missed several team meetings without providing prior notice, lack of interest in the team project resulting in extreme disruptive behavior

Last revised 10/10/2018

Courses selected for TW Assessment: BIOL 2402, DRAM 2366, PHYS 1417, PHYS 2425, and SPCH 2333

Personal Responsibility Skills (PR)

South Texas College students effectively connect choices and consequences to ethical decision-making through personal responsibility skills.

#	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1	**Commitment to Learning** The student demonstrates a commitment to learning by preparing for and participating in class, as well as completing course assignments	Student exhibits an exemplary commitment to learning by always preparing for and participating in class, and by completing all assignments.	Student exhibits a sufficient commitment to learning by regularly preparing for and participating in class, and by completing all assignments.	Student exhibits a developing commitment to learning by sometimes preparing for and participating in class, and by completing most assignments.	Student does not exhibit a commitment to learning. They irregularly prepare for and participate in class, and they do not complete assignments.
2	**Awareness of Ethical Decision-Making** The student demonstrates an awareness of ethical decision-making by identifying an ethical decision.	Student exhibits an exemplary awareness of ethical decision-making by clearly identifying an ethical decision.	Student exhibits a sufficient awareness of ethical decision-making by identifying an ethical decision.	Student exhibits a developing awareness of ethical decision-making by identifying an ethical decision.	Student does not exhibit an awareness of ethical decision-making. They do not identify an ethical decision.
3	**Commitment to Ethical Decision-Making** The student demonstrates a commitment to ethical decision-making by analyzing an ethical decision from more than one perspective and exploring the consequences of each perspective	Student exhibits an exemplary commitment to ethical decision-making by clearly analyzing an ethical decision from more than one perspective and clearly exploring the consequences of each perspective.	Student exhibits a sufficient commitment to ethical decision-making by analyzing an ethical decision from more than one perspective and exploring the consequences of each perspective.	Student exhibits a developing commitment to ethical decision-making by analyzing an ethical decision from more than one perspective and exploring the consequences of each perspective.	Student does not exhibit a commitment to ethical decision-making. They do not analyze an ethical decision from more than one perspective and do not explore the consequences of each perspective.

Last revised 9/18/2018

Courses selected for PR Assessment: ARTS 1304, GOVT 2306, HIST 2328, PHIL 2306, and SPCH 1318

Social Responsibility Skills (SR)

South Texas College students effectively demonstrate international competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities through social responsibility skills.

#	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1	**Identify and define an issue related to the items from Social Responsibility** (Intercultural Competence, Knowledge of Civic Responsibility, ability to engage effectively in regional/national/global communities).	• Clearly and completely identifies and defines the issue.	• Adequately identifies and defines the issue, but there are some issues with clarity and/or depth.	• The issue is identified and defined, but only minimally and/or with some errors.	• Does not identify and define the issue.
2	**Analyze the issue from the student's perspective.**	• Clearly and completely analyzes the issue from the student's perspective. • Clearly and completely articulates personal biases affecting the student's perspective.	• Adequately analyzes the issue from the student's perspective, but there are some issues with clarity and/or depth. • Adequately articulates personal biases affecting the student's perspective, but there are some issues with clarity and/or depth.	• The issue is analyzed from the student's perspective, but only minimally and/or with some errors. • Personal biases affecting the student's perspective are articulated, but only minimally and/or with some errors.	• Does not analyze the issue from the student's perspective. • Does not articulate personal biases affecting the student's perspective.
3	**Analyze the issue from a different cultural perspective.**	• Clearly and completely analyzes the issue from at least one different cultural perspective. • Clearly and completely identifies the broader influence of the different cultural perspective.	• Adequately analyzes the issue from at least one different cultural perspective, but there are some issues with clarity and/or depth. • Adequately identifies the broader influence of the different cultural perspective, but there are some issues with clarity and/or depth.	• The issue is analyzed from at least one different cultural perspective but only minimally and/or with some errors. • The broader influence of the different cultural perspective is identified, but only minimally and/or with some errors.	• Does not analyze the issue from at least one different cultural perspective. • Does not identify the broader influence of the different cultural perspective.

Last revised 10/10/2018

Courses selected for SR Assessment: ARTS 1303, CRIJ 1310, ENGL 2326, GOVT 2306, HUMA 2323 and PHIL 2307