

Institutional Learning Goals, Outcomes, and Competencies

(updated 1/22/16)

The Institutional Learning Goals* articulate seven essential learning goals for students at Wilson College and reflect the values in the college's mission. A specific set of learning outcomes follows each essential goal in order to help students, faculty, and staff develop a fuller, shared vocabulary for learning. Faculty may use or adapt any of the goals, outcomes, or competencies as they find them applicable to their courses and disciplines. W1 and W2 address skills that students should use throughout their four years in a variety of courses. W3-W5 apply to specific liberal studies requirements and to courses in multiple academic departments. W6 and W7 apply to culminating or senior level experiences in the major.

The goals and outcomes are stated broadly so that students, faculty, and staff may adapt them to a variety of learning contexts. Faculty may supplement the rubrics below by designing their own assessment tools or adapting them from professional organizations in their discipline.

Overall, the learning goals represent the common core skills and knowledge students will attain during their years at Wilson College. They are:

COMMUNICATION (W1): Students will write and speak well in different contexts.

Outcomes: Communication skills are demonstrated by the student's ability to

a) use composing processes to write effectively for a variety of purposes and audiences;

	Competencies	4	3	2	1
W1.1	The student has gained knowledge of the subject about which s/he is writing.	The student demonstrates a mastery of knowledge appropriate to the level of the course and to the assignment.	The student demonstrates knowledge appropriate to the level of the course and to the assignment.	The student is mainly summarizing what has been discussed or presented in class without demonstrating further knowledge of the subject.	The student has not fully grasped the ideas presented in the textbook and/or class. The student has misconceptions about the topic, which the paper makes apparent.
W1.2	The student understood the assignment and chose a suitable topic.	The choice of topic enables the student to use effectively the thought process (e.g., analysis, comparison/contrast) designated by the assignment.	The choice of topic enables the student to use the thought process designated by the assignment.	The choice of topic enables the student to use to some degree the thought process designated by the assignment.	Although the topic bears some relation to the assignment, it has not enabled the student to use the appropriate thought process.
W1.3	The paper has a specific thesis.	The paper has a compelling thesis that can be demonstrated in a paper of the designated length.	The paper has a thesis that can be demonstrated in a paper of this length.	The paper has a main idea, but the thesis may lack specificity or be based on flawed reasoning.	The paper has a main idea but it cannot be demonstrated logically or convincingly, especially in a paper of this length.
W1.4	The student used suitable evidence in support of the thesis.	The student skillfully used highly credible, relevant sources or examples to develop an argument in keeping with the norms of the discipline.	The student used credible, relevant sources or examples to develop an argument in keeping with the norms of the discipline.	The student has found sources or examples and attempts to use them to develop an argument in keeping with the norms of the discipline.	The student has attempted to use sources or examples, but they may not be relevant, credible, or appropriate for the discipline.
W1.5	The student demonstrated an understanding of the expectations and knowledge of her/his audience.	The student successfully gauged the audience's knowledge of the topic.	The student conveyed awareness of the audience's knowledge of the topic.	The student conveyed some awareness of the audience's knowledge of the topic.	The student demonstrated some attention to the audience's knowledge of the topic but misgauges it.

W1.6	The student used the appropriate format, and the paper is well organized.	The student meets the instructor's expectations for the format and demonstrates awareness of the norms of the discipline. The ideas follow a progression easily identifiable by the reader and lead to a suitable conclusion.	The student meets the instructor's expectations for the format. The ideas follow a progression and conclude suitably.	The student meets some of the instructor's expectations for the format. The ideas are grouped in some kind of order.	The student has attempted to use some system for basic organization and format.
W1.7	The student has effectively revised the paper.	The student has made significant improvements in light of the paper's purpose, audience, and format.	The student has made improvements in light of the paper's purpose, audience, and format.	The student has made improvements to the content and/or organization of the paper.	The student has attempted to follow some suggestions made by the instructor, but problems with content remain.
W1.8	The paper has been edited for idiom and style and proofread for correctness (grammar, punctuation, and syntax).	The paper has been edited and proofread effectively. The student successfully gauged the idiom and style best suited to the assignment.	The paper has been edited and proofread. The student gauged the idiom and style suited to the assignment.	Awkward or unclear sentences have been edited to some extent, and the paper has been proofread for correctness. The student may have misgauged the tone or level of formality.	The paper reveals a pattern or an accumulation of errors. The diction, tone, or level of formality may interfere with the paper's meaning.

b) deliver effective oral presentations;

	Competency	4	3	2	1
W1.9	The thesis statement is appropriately narrow and is clearly presented to the audience.	The thesis statement is exceptionally well conceived and stated clearly at a level appropriate for the audience. The scope of the thesis is sufficiently narrow to allow for thorough coverage of the material in the time allotted.	The thesis statement is well conceived and its scope is appropriate. Clarity may be a problem (e.g., the audience's level of expertise or interest is not fully considered).	The thesis statement is acceptable, but misses the mark in some sense. It is either too broad, too narrow, or it is not presented clearly enough to be understood by experts or the audience.	It is somewhat unclear what the thesis statement is.
W1.10	The main points of the speech/presentation are presented in a clear fashion.	The main points are exceptionally clear, understandable, and accessible to the audience.	The main points are clear and understandable to the audience.	The main points are somewhat clear and understandable to the audience.	The main points are often not clear.
W1.11	The speech/presentation is presented in an engaging fashion.	The student demonstrates enthusiasm for the topic and holds the audience's attention exceptionally well.	The student's level of enthusiasm for the topic and engagement of the audience are adequate.	The student shows some interest in the topic and maintains the audience's attention.	The student shows little interest in the topic.
W1.12	The main points are supported thoroughly with research found in sources that are relevant, timely, credible, and well documented.	The main points are supported in an exceptional fashion by a variety of sources that are relevant, timely, credible, and well documented.	The main points are supported, reflecting an adequate level of competence in identifying varied sources that are appropriate, relevant, timely, credible, and well documented.	The main points are supported inadequately. The student is somewhat aware of how to identify relevant sources that are timely, credible, and documented appropriately.	The main points are not well supported by relevant sources. This may be due to inadequate reliance on sources, poor judgment in the selection of sources, or a lack of documentation.

W1.13	The speech/presentation is well organized and includes an introduction, logical progression, transitions, and a conclusion that help to maintain a smooth flow.	The speech/presentation is organized well.	The speech/presentation is organized adequately.	The speech/presentation is organized inadequately.	The organization of the presentation is problematic and confusing. The presentation lacks some of the basic elements of organization.
W1.14	The language used is appropriate for the audience. Words are pronounced correctly and correct grammar is used.	The speech/presentation is marked by excellent pronunciation, grammar, and word choice.	The speech/presentation is marked by adequate pronunciation, grammar, and word choice. There are occasional errors.	The speech/presentation is marked by inadequate pronunciation, grammar, and word choice. There are some errors.	The speech/presentation is marked by poor spoken language use. The student needs considerable work in pronunciation, grammar, and verbal facility.
W1.15	The presentation is well-delivered. The rate of speaking is appropriate, the student uses her/his voice to vary the pitch, and s/he speaks loudly enough to be heard.	The speech/presentation is marked by excellent delivery, including appropriate rate of speaking, vocal variety, and volume.	The speech/presentation is marked by adequate delivery, including appropriate rate of speaking, vocal variety, and volume.	The speech/presentation is marked by inadequate delivery, including inappropriate rate of speaking, vocal variety, and volume.	The speech is marked by poor delivery.
W1.16	The student's physical gestures are appropriate, and distracting mannerisms are avoided.	The student avoids distracting mannerisms and gestures. S/he uses gestures appropriately to represent enthusiasm and emphasis.	The student avoids distracting mannerisms and gestures. S/he generally uses gestures appropriately to represent enthusiasm and emphasis.	The student generally avoids distracting mannerisms and gestures; s/he occasionally uses gestures appropriately to represent enthusiasm and emphasis.	The student has little control of distracting mannerisms and gestures. S/he rarely uses gestures appropriately to support the message in the presentation.
W1.17	The student completed the speech/presentation within the assigned time limit.	The student used the time effectively, and the length of the speech/presentation was within the assigned time limit.	The length of the speech/presentation was within the time limit.	The speech/presentation was slightly shorter or longer than the assigned time limit.	The length of the speech/presentation was far too long or short for the assigned time limit.
W1.18	The student formulated insightful responses to questions from the audience.	The student demonstrates exceptional knowledge and articulation in responding to questions from the audience.	The student demonstrates adequate knowledge and articulation in responding to questions from the audience.	The student demonstrates inadequate knowledge and articulation in responding to questions from the audience.	The student has significant difficulties in responding to questions from the audience in clearly articulating answers and/or in demonstrating that s/he possesses the knowledge needed to present on her/his chosen topic.

c) achieve proficiency in a language other than English at the intermediate-low level or above.

	Oral Competencies	4	3	2	1
W1.19	The student demonstrates oral competency by conversing in a language other than English and using its grammatical structures correctly.	The student consistently uses grammar correctly in conversation.	The student often uses grammar correctly in conversation.	The student inconsistently uses grammar correctly in conversation.	The student infrequently uses grammar correctly in conversation.
W1.20	The student demonstrates an appropriate command of new and learned vocabulary in the conversation.	The student consistently demonstrates a command of vocabulary.	The student often demonstrates a command of vocabulary.	The student inconsistently demonstrates a command of vocabulary.	The student infrequently demonstrates a command of vocabulary.

W1.21	The student pronounces words correctly.	The student consistently uses correct pronunciation.	The student often uses correct pronunciation.	The student inconsistently uses correct pronunciation.	The student infrequently uses correct pronunciation.
W1.22	The student demonstrates appropriate response time and speech pace.	The student consistently demonstrates appropriate response time and speech pace.	The student often demonstrates appropriate response time and speech pace.	The student inconsistently demonstrates appropriate response time and speech pace.	The student infrequently demonstrates appropriate response time and speech pace.
W1.23	The student demonstrates an appropriate semantic response and response structure.	The student consistently demonstrates an appropriate semantic response and response structure.	The student often demonstrates an appropriate semantic response and response structure.	The student inconsistently demonstrates an appropriate semantic response and response structure.	The student infrequently demonstrates an appropriate semantic response and response structure.

	Listening Comprehension	4	3	2	1
W1.24	The student demonstrates her/his listening comprehension with respect to a recorded dialogue.	The student consistently comprehends the dialogue.	The student mostly comprehends the dialogue.	The student inconsistently comprehends the dialogue.	The student insufficiently comprehends the dialogue.

	Written Competency	4	3	2	1
W1.25	The student uses grammatical structures correctly throughout a short essay written in a language other than English.	The student consistently uses grammar correctly.	The student often uses grammar correctly.	The student inconsistently uses grammar correctly.	The student infrequently uses grammar correctly.
W1.26	The student demonstrates an appropriate command of vocabulary in the essay.	The student consistently demonstrates a command of vocabulary.	The student often demonstrates a command of vocabulary.	The student inconsistently demonstrates a command of vocabulary.	The student infrequently demonstrates a command of vocabulary.
W1.27	The essay has an adequate introduction, body, and conclusion.	The student consistently demonstrates a command of academic structure.	The student often demonstrates a command of academic structure.	The student inconsistently demonstrates a command of academic structure.	The student infrequently demonstrates a command of academic structure.
W1.28	The essay displays an adequate semantic response to the essay topic or question.	The student consistently provides an adequate semantic response in the essay.	The student often provides an adequate semantic response in the essay.	The student inconsistently provides an adequate semantic response in the essay.	The student infrequently provides an adequate semantic response in the essay.

	Reading Comprehension	4	3	2	1
W1.29	The student comprehends short reading assignments in a language other than English.	The student consistently comprehends short reading assignments.	The student mostly comprehends short reading assignments.	The student inconsistently comprehends short reading assignments.	The student cannot adequately comprehend short reading assignments.

CRITICAL AND CREATIVE THINKING (W2): Students will analyze, synthesize, and interpret texts, images, experiences, or other information.

Outcomes: Critical and/or creative thinking skills are evidenced by the student's ability to

a) demonstrate quantitative literacy;

	Competencies	4	3	2	1
W2.1	The student interprets information presented in mathematical forms such as formulas, graphs, tables, and/or schematics, and draws inferences from them.	The student consistently provides accurate explanations of information presented in mathematical forms. The student makes appropriate inferences based on that information.	The student often provides accurate explanations of information presented in mathematical forms and/or makes somewhat appropriate inferences based on that information.	The student occasionally provides accurate explanations of information presented in mathematical forms and/or makes inappropriate inferences based on that information.	The student rarely provides accurate explanations of information presented in mathematical forms and/or makes appropriate inferences based on that information.
W2.2	The student uses appropriate arithmetic, algebraic, geometric, calculus, statistical, and/or other mathematical methods effectively to solve problems.	The student consistently identifies and utilizes the appropriate method to effectively solve problems.	The student often identifies and utilizes the appropriate method to effectively solve problems.	The student occasionally identifies and utilizes the appropriate method to effectively solve problems.	The student rarely identifies and utilizes the appropriate method to solve problems.
W2.3	The student recognizes that arithmetic, algebraic, geometric, calculus, statistical, and/or other mathematical methods have limitations.	The student consistently identifies and explains the limitations of methods.	The student often identifies and explains the limitations of methods.	The student occasionally identifies and explains the limitations of methods.	The student rarely identifies the limitations of methods.

b) demonstrate information literacy;

	Competencies	4	3	2	1
W2.4	The student accesses scholarly works and other relevant sources of information in keeping with the scope of an assignment or research project.	The student has effectively used relevant search systems to access suitable sources for the project.	The student has used relevant search systems to access most of the sources needed for the project.	The student has found some of the sources needed for the project.	The student's search has been inadequate for the scope of the project.
W2.5	The student evaluates sources for authority, accuracy, relevance, and timeliness.	The student demonstrates that s/he has evaluated all sources for authority, accuracy, relevance, and timeliness.	The student demonstrates that s/he has evaluated most sources for authority, accuracy, relevance, and timeliness.	The student demonstrates that s/he has evaluated some sources for authority, accuracy, relevance, and timeliness.	The student attempts to evaluate sources, but most are not authoritative, accurate, relevant, or timely.
W2.6	The student documents sources correctly within the body of the paper or project.	The student documents sources with virtually no errors in format within the body of the paper or project.	The student documents sources with minor errors in format within the body of the paper or project.	The student documents sources with several kinds of errors or omissions in format within the body of the paper or project.	The student fails to document some sources within the body of the paper or project.
W2.7	The student documents sources correctly in a bibliography or works cited page.	The student documents sources with virtually no errors in format in a bibliography or works cited page.	The student documents sources with minor errors in format in a bibliography or works cited page.	The student documents sources with several kinds of errors or omissions in format in a bibliography or works cited page.	The student fails to document some sources in a bibliography or works cited page.

- c) analyze and interpret texts, images, beliefs, or experiences;
 d) analyze evidence to make a judgment or solve theoretical, practical, or aesthetic problems.

	Competencies	4	3	2	1
W2.8	The student's analysis, interpretation, or creation is derived from concepts learned in the course.	The student effectively applies concepts from the course.	The student applies concepts from the course.	The student mentions concepts covered in the course.	The student demonstrates little evidence of knowing the concepts covered in the course.
W2.9	The student analyzes /utilizes information/evidence.	The student carefully analyzes others' assumptions, the relevance of contexts, or the authority, methodology, accuracy, bias, or applicability of information/evidence.	The student analyzes others' assumptions, the relevance of contexts, or the authority, methodology, accuracy, bias, or applicability of information/evidence.	The student demonstrates awareness of others' assumptions, the relevance of contexts, or the authority, methodology, accuracy, bias, or applicability of information/evidence.	The student demonstrates limited awareness of others' assumptions, the relevance of contexts, or the authority, methodology, accuracy, bias, or applicability of information/evidence.
W2.10	The student synthesizes information from sources and integrates them with her/his own analysis.	The student sees patterns among sources, effectively analyzes the nature of the connection, and can produce new insights.	The student sees patterns among sources, analyzes the nature of the connection, and can produce further commentary.	The student can report on and connect sources. The student engages in some analysis of the topic but has trouble linking it to the sources.	The student can report on sources but misses connections between them. For the most part, the student does not move from summary to analysis.
W2.11	The student produces informed conclusions.	The student's conclusions follow reasonably from the evidence.	The student's conclusions stem from the evidence.	The student's conclusions are somewhat related to the evidence.	The student's conclusions are not consistently tied to the evidence.

DISCIPLINARY AND INTERDISCIPLINARY KNOWLEDGE (W3): Students will learn across the Wilson College Foundations and Liberal Arts curriculum, achieving depth of knowledge in at least one field of study and breadth of knowledge through study in science, mathematics, social science, humanities, history, languages, and the arts.

Outcomes: Depth and breadth of knowledge are evidenced by the student's ability to

- a) demonstrate understanding of the histories, traditions, and/or institutions of western cultures;

	Competencies	4	3	2	1
W3.1	The student analyzes the objects, beliefs , values, or methods of inquiry that have shaped western cultures in relation to their historical context and/or impact.	The student demonstrates a sophisticated understanding of cultural elements in relation to their historical context and/or impact.	The student demonstrates understanding of cultural elements in relation to their historical context and/or impact.	The student demonstrates partial understanding of cultural elements in relation to their historical context and/or impact.	The student demonstrates limited understanding of cultural elements in relation to their historical context and/or impact.
W3.2	The student employs the specialized vocabulary of the discipline.	The student effectively utilizes the specialized vocabulary of the discipline.	The student utilizes the specialized vocabulary of the discipline.	The student occasionally utilizes the specialized vocabulary of the discipline.	The student rarely utilizes the specialized vocabulary of the discipline.
W3.3	The student's analysis or interpretation is derived from concepts learned in the course.	The student effectively applies concepts from the course.	The student applies concepts from the course.	The student mentions concepts covered in the course.	The student demonstrates little evidence of knowing the concepts covered in the course.

b) analyze environmental issues and/or human interactions with nature;

	Competency	4	3	2	1
W3.4	The student demonstrates understanding of human impact on the environment.	The student demonstrates an in-depth understanding of human impact on the environment.	The student demonstrates understanding of human impact on the environment.	The student demonstrates some understanding of human impact on the environment.	The student demonstrates little understanding of human impact on the environment.
W3.5	The student demonstrates understanding that human relationships with nature may vary due to one's gender, social class, or ethnicity, or as a result of economic, political, or other perspectives.	The student demonstrates in-depth understanding of varying perspectives on human/nature relationships.	The student demonstrates understanding of varying perspectives on human/nature relationships.	The student demonstrates some understanding of varying perspectives on human/nature relationships.	The student demonstrates little understanding of varying perspectives on human/nature relationships.
W3.6	The student analyzes ethically significant issues pertaining to environmental studies and/or sustainability.	The student analyzes in depth ethically significant issues pertaining to environmental studies and/or sustainability.	The student analyzes ethically significant issues pertaining to environmental studies and/or sustainability.	To some extent, the student analyzes ethically significant issues pertaining to environmental studies and/or sustainability.	To a limited extent, the student analyzes ethically significant issues pertaining to environmental studies and/or sustainability.
W3.7	The student demonstrates understanding of the scientific principles that underlie the environmental challenges that confront our species.	The student demonstrates in-depth understanding of the scientific principles that underlie the environmental challenges that confront our species.	The student demonstrates understanding of the scientific principles that underlie the environmental challenges that confront our species.	The student demonstrates some understanding of the scientific principles that underlie the environmental challenges that confront our species.	The student demonstrates little understanding of the scientific principles that underlie the environmental challenges that confront our species.

c) develop strategies for overall wellness and physical fitness.

	Competency	4	3	2	1
W3.8	The student is motivated and engages in an appropriate level of physical fitness activity.	The student is persistently self-motivated and never needs reminders to stay on task.	The student has an acceptable attitude towards work. S/he is generally self-motivated and rarely needs reminders to stay on task.	The student has an acceptable attitude towards work. S/he is at times self-motivated and often needs reminders to stay on task.	The student is rarely self-motivated and needs regular reminders to stay on task.
W3.9	The student demonstrates advances in skill level.	The student shows consistent improvement in fitness/skill level(s).	The student usually shows improvement in fitness/skill level(s).	The student shows some improvement in fitness/skill level(s).	The student shows little improvement in fitness/skill level(s).
W3.10	The student demonstrates knowledge and skills that foster informed decision making for a healthy, active lifestyle.	The student demonstrates knowledge and skills that enable him/her to make informed decisions for a healthy, active lifestyle.	The student demonstrates adequate knowledge and skills that enable him/her to make informed decisions for a healthy, active lifestyle.	The student demonstrates some knowledge and skills that enable him/her to make informed decisions for a healthy, active lifestyle.	The student demonstrates little knowledge and few skills that enable him/her to make informed decisions for a healthy, active lifestyle.

ETHICAL AWARENESS (W4): Students will become practiced at ethical reflection.

Outcomes: Ethical awareness is demonstrated by the student's ability to

a) identify and analyze moral claims and make ethical arguments;

	Competencies	4	3	2	1
W4.1	The student identifies morally significant values when presented in a complex context.	The student fully and accurately identifies moral values when presented in a complex context.	The student accurately identifies moral values when presented in a complex context.	The student identifies basic moral values.	The student inaccurately identifies basic moral values.
W4.2	The student analyzes moral concepts, perspectives, and arguments.	The student analyzes moral concepts, perspectives, or arguments accurately and with sophistication (recognizing nuances, further questions, challenges, etc.).	The student accurately analyzes moral concepts, perspectives, or arguments.	The student analyzes basic moral concepts, perspectives, or arguments.	The student inaccurately analyzes concepts, perspectives, or arguments, or does so only superficially.
W4.3	The student makes considered ethical arguments.	The student states a clear ethical position and reasonably and adequately considers its limitations or objections to it.	The student states a clear ethical position and considers its limitations or objections to it.	The student states an ethical position and, to some extent, considers its limitations or objections to it.	The student states an ethical position but only superficially considers its limitations or objections to it.

b) work cooperatively and responsibly within a group, in keeping with the Wilson College Honor Principle.

	Competencies	4	3	2	1
W4.4	The student participates actively in group activities.	The quality and quantity of the student's contributions during group activities are very strong.	The quality is strong when s/he does participate in group activities, but more involvement is preferred.	The quantity of the student's contributions during group activities is good, but the quality of contributions is only acceptable (e.g., doesn't show evidence of reading, strays from the topic).	The quality and quantity of the student's involvement in group activities is below expectations.
W4.5	The student collaborates with the group members and completes his/her share of the workload.	The student consistently engages in collaboration and produces high quality work.	The student often engages in collaboration and/or completes good quality work.	The student occasionally engages in collaboration and/or completes work as required.	The student rarely engages in collaboration and/or completes work that is below expectations.
W4.6	The student interacts with group members in a respectful manner by showing politeness and civility and focusing arguments on ideas and criticisms, not personal characteristics.	The student regularly interacts with group members in a respectful manner.	The student often interacts with group members in a respectful manner.	The student sometimes interacts with group members in a respectful manner.	The student rarely interacts with group members in a respectful manner.

ENGAGING DIVERSITY (W5): Students will demonstrate awareness of their own culture in comparison with other cultures and communities, within the United States and globally. Additionally, students will learn about the obstacles women and minorities face now and historically and the contributions they have made to cultures despite those obstacles.

Outcomes: Engaging diversity is demonstrated by the student's ability to

- a) analyze the implications of global interdependence in relation to cultures, languages, worldviews, politics, economics, and/or environmental issues;

	Competencies	4	3	2	1
W5.1	The student demonstrates cross-cultural understanding of elements important to members of another culture in relation to its history, language, politics, economy, environmental policies, and/or values, beliefs, and practices.	The student demonstrates a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, language, politics, economy, or values, beliefs, and practices.	The student demonstrates an adequate understanding of the complexity of elements important to members of another culture in relation to its history, language, politics, economy, or values, beliefs, and practices.	The student demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, language, politics, economy, or values, beliefs, and practices.	The student demonstrates a superficial understanding of the complexity of elements important to members of another culture in relation to its history, language, politics, economy, or values, beliefs, and practices.
W5.2	The student analyzes the effects of global interdependence by taking into consideration one or more topical areas (e.g., culture, language, politics, economic development, and/or the environment).	The student demonstrates sophisticated insights in her/his analysis of the effects of global interdependence.	The student demonstrates relevant and adequate insights in her/his analysis of the global effects of global interdependence.	The student demonstrates partial or inadequate insights in her/his analysis of the effects of global interdependence.	The student superficially demonstrates insight in her/his analysis of the impact of global interdependence.
W5.3	The student articulates and situates discriminatory processes in the context of ongoing global issues (e.g., human rights abuses, genocide, economic and political neocolonialism, and other manifestations of racism/sexism/classism/heterosexism pertaining to issues of social justice).	The student articulates and situates discriminatory processes in the context of ongoing global issues in a sophisticated manner.	The student articulates and situates discriminatory processes in the context of ongoing global issues in relevant and adequate ways.	The student articulates and situates discriminatory processes in the context of ongoing global issues in a partial or inadequate manner.	The student superficially articulates and situates discriminatory processes in the context of ongoing global issues.

- b) demonstrate understanding of the historical and/or contemporary position of women and minorities in the U.S. or in other cultures.

	Competencies	4	3	2	1
W5.4	The student demonstrates an understanding of feminist scholarship or scholarship about other minoritized populations.	The student demonstrates a detailed and in-depth understanding of feminist scholarship or scholarship about other minoritized populations.	The student demonstrates adequate understanding of feminist scholarship or scholarship about other minoritized populations.	The student demonstrates some understanding of feminist scholarship or scholarship about other minoritized populations.	The student demonstrates little understanding of feminist scholarship or scholarship about other minoritized populations.
W5.5	The student enhances her/his knowledge of a subject by applying feminist scholarship or	The student effectively applies feminist scholarship or scholarship about other	The student applies feminist scholarship or scholarship about other minoritized	The student mentions feminist scholarship or scholarship about other minoritized populations.	The student demonstrates little evidence of having applied feminist scholarship or

	scholarship about other minoritized populations.	minoritized populations to the subject.	populations to the subject.		scholarship about other minoritized populations to the subject.
W5.6	The student considers the intersection of such social characteristics as gender, age, biology, ethnicity/race, sexual orientation, and social class.	The student effectively connects such social characteristics as gender, age, biology, ethnicity/race, sexual orientation, and social class.	The student connects such social characteristics as gender, age, biology, ethnicity/race, sexual orientation, and social class.	To some extent, the student connects such social characteristics as gender, age, biology, ethnicity/race, sexual orientation, and social class.	To a limited extent, the student connects such social characteristics as gender, age, biology, ethnicity/race, sexual orientation, and social class.
W5.7	The student demonstrates understanding of the cultural contributions of such disadvantaged groups in the U.S. as women and ethnic, racial, religious, and sexual minorities.	The student demonstrates an in-depth understanding of the cultural contributions of such disadvantaged groups in the U.S. as women and ethnic, racial, religious, and sexual minorities.	The student demonstrates understanding of the cultural contributions of such disadvantaged groups in the U.S. as women and ethnic, racial, religious, and sexual minorities.	The student demonstrates some understanding of the cultural contributions of such disadvantaged groups in the U.S. as women and ethnic, racial, religious, and sexual minorities.	The student demonstrates limited understanding of the cultural contributions of such disadvantaged groups in the U.S. as women and ethnic, racial, religious, and sexual minorities.
W5.8	The student demonstrates an understanding of how inequality is perpetuated within a culture.	The student describes in depth how institutions or agents perpetuate inequality.	The student describes how institutions or agents perpetuate inequality.	The student identifies institutions or agents who perpetuate inequality.	The student demonstrates awareness that inequality exists.
W5.9	The student demonstrates understanding of how inequality is overcome and/or how minority groups and institutions foster social change.	The student describes in depth how inequality is overcome and/or how minority groups and institutions foster social change.	The student describes how inequality is overcome and/or how minority groups and institutions foster social change.	The student identifies institutions or agents who overcome inequality or foster social change.	The student demonstrates awareness that inequality can be overcome or can name persons or institutions that foster social change.

RESEARCH (W6): Students will conduct research, collaboratively or independently, using methods and tools that are appropriate to their disciplines.

Outcomes: Research skills are evidenced by the student's ability to

- a) demonstrate proficiency in at least one field of study through required coursework in the major, including at least one capstone experience, such as a senior thesis, art exhibit, senior-level course, internship, service learning project, or portfolio of written work;

This outcome is assessed by academic departments within their majors.

- b) effectively implement the research process in the major.

	Competencies	4	3	2	1
W6.1	The student formulates a workable research question.	The student formulates a question that can be addressed in depth.	The student formulates a question that can be addressed in adequate detail.	The student formulates a question that can be addressed in some detail.	The student formulates a question that can be addressed superficially.
W6.2	The student justifies the research question based on information garnered from the primary literature and/or theoretical perspectives of the field.	The student justifies the research question effectively with information from primary literature sources and/or theoretical perspectives.	The student justifies the research question with information from primary literature and/or theoretical perspectives.	The student attempts to justify the research question with information from primary literature and/or theoretical perspectives.	The student's research question is either not logical, based on information presented, or is justified with information that is not from the primary literature and/or

					theoretical perspectives.
W6.3	The student employs the specialized vocabulary of the discipline.	The student consistently and effectively utilizes the specialized vocabulary of the discipline.	The student utilizes the specialized vocabulary of the discipline	The student occasionally utilizes the specialized vocabulary of the discipline.	The student rarely utilizes the specialized vocabulary of the discipline.
W6.4	The student utilizes methodologies appropriate to the research project or question.	The student effectively utilizes the methodologies appropriate to the research project or question.	The student utilizes the methodologies appropriate to the research project or question.	The student utilizes the methodologies appropriate to the research project or question with errors in the implementation of the method.	The student utilizes methodologies not appropriate to the research project.
W6.5	The student analyzes data and draws appropriate conclusions in relation to the research question.	The student states conclusions that indicate a clear and detailed understanding of the significance of the data.	The student states conclusions that indicate an understanding of the significance of the data.	The student states conclusions that indicate some understanding of the significance of the data.	The student states conclusions that indicate a superficial understanding of the significance of the data.
W6.6	The student proposes questions for future research relevant to the project.	The student proposes insightful questions for future research that demonstrate an in-depth understanding of the project.	The student proposes questions for future research that demonstrate an adequate understanding of the project.	The student proposes questions for future research that demonstrate some understanding of the project.	The student proposes questions for future research that demonstrate limited understanding of the project.
W6.7	The student both collaborates with faculty on the research project and demonstrates an ability to work independently.	The student successfully balances the ability to work independently and collaboratively.	The student attempts to balance independent work with working collaboratively with some success.	The student works independently or collaboratively but does not demonstrate an ability to do both effectively.	The student demonstrates little ability to work independently or collaboratively.
W6.8	The student identifies and understands the limitations of the research project.	The student identifies limitations of the research project and demonstrates an in-depth understanding of their impact on the outcomes.	The student identifies limitations of the research project and demonstrates an understanding of their impact on the outcomes.	The student identifies limitations of the research project and acknowledges their impact on the outcomes.	The student identifies limitations of the research project but without any demonstrated understanding of their impact on the outcomes.

INTEGRATION AND APPLICATION OF LEARNING (W7): Students will integrate learning in the major and across the Wilson College Liberal Arts curriculum to deepen engagement with big questions, both contemporary and enduring.

Outcomes: Integration of skills and knowledge is demonstrated by the student's ability to

a) connect learning from multiple courses;

	Competencies	4	3	2	1
W7.1	The student independently integrates learning within the major to answer relevant and important questions.	The student independently integrates relevant material/skills from previous coursework within the major.	With little guidance the student integrates relevant material/skills from previous coursework within the major.	With moderate guidance, the student integrates relevant material/skills from previous coursework within the major.	With great difficulty, the student integrates relevant material/skills from previous coursework within the major.
W7.2	The student independently integrates learning across the curriculum, thereby engaging issues that are pertinent to the major and to liberal learning.	The student independently integrates relevant material/skills from previous coursework in disciplines outside of the major.	With little guidance the student integrates relevant material/skills from previous coursework in disciplines outside of the major.	With moderate guidance, the student integrates relevant material/skills from previous coursework in disciplines outside of the major.	With great difficulty, the student integrates relevant material/skills from previous coursework in disciplines outside of the major.

b) connect learning inside and outside of the classroom.

	Competencies	4	3	2	1
W7.3	The student uses out-of-classroom learning to deepen her/his understanding of a field of study.	The student easily applies relevant out-of-classroom experiences in a manner that demonstrates an in-depth understanding of course material.	With little difficulty, the student applies relevant out-of-classroom experiences in a manner that demonstrates an in-depth understanding of course material.	With moderate difficulty, the student applies relevant out-of-classroom experiences in a manner that demonstrates an in-depth understanding of course material.	With great difficulty, the student applies relevant out-of-classroom experiences in a manner that demonstrates an in-depth understanding of course material.
W7.4	The student independently applies methods, skills, or theories to relevant problems or situations.	The student independently applies methods, skills or theories to relevant problems or situations.	With little difficulty, the student applies methods, skills or theories to relevant problems or situations.	With moderate difficulty, the student applies methods, skills or theories to relevant problems or situations.	With great difficulty, the student applies methods, skills or theories to relevant problems or situations.

*These goals and outcomes are modeled on *The Essential Learning Outcomes* as identified in a number of AAC&U documents, including *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002) and others. The format and tone are modeled on IUPUI's Principles of Undergraduate Learning. Some competencies have been modeled on documents from the American Library Association and the Writing Program Administrators.

Yellow highlighting indicates rubrics for WI courses.