Instructions
Please complete this form for the course identified below. This was designed to provide a format for assessment reporting for the Liberal Education Core.

Course Information
Course: CJ 201: INTRO INTERPR COM
Section #: 1
College: Arts & Sciences
Semester/Year: Fall / 2016
Report submitted By: Kraft, Nicole L
Email: kraftnl@uwec.edu
Total # of students enrolled in course: if more than one section, provide total only

Outcomes and Assessment Strategies
The outcomes highlighted below are identical to those identified in the application submitted to ULEC for inclusion in the Liberal Education Core. List the assessment strategies you used to assess student learning in your course. Be sure to list the assessment strategies you used for all outcomes associated with the course.

K2: Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

Strategies used to assess student learning for this outcome.

S1. Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.

Strategies used to assess student learning for this outcome.

Results, Conclusions, and Discoveries
Summarize the results of the assessments you used to measure student learning using the Outcome-linked rubric(s). In each box in the rubric matrix below, indicate how many students in your course met each element at the various levels. For students who did not complete assignments, you may indicate a score of “benchmark not met” and report this information in the Conclusion and Discoveries section below.

K2: Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

<table>
<thead>
<tr>
<th>Element</th>
<th>Benchmark incomplete</th>
<th>Benchmark not met (Total number of students meeting this benchmark, including)</th>
<th>Benchmark met (Total number of students meeting this benchmark)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark)</th>
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</thead>
</table>
A. Student demonstrates knowledge of social science theories and perspectives to explain human behavior and social institutions

Student work incomplete or missing

Only identifies specific disciplinary insights or approaches to the examination of social activity and human behavior.

Identifies and explains specific disciplinary insights or approaches to the examination of social activity and human behavior.

Applies major disciplinary concepts and theories. Begins to evaluate basic characteristics of social activity and human behavior.

B. Student demonstrates knowledge of the methods and principles underlying research in this discipline

Student work incomplete or missing

Only identifies the methods and principles underlying research in this discipline.

Identifies and explains the methods and principles underlying research in this discipline.

Applies the methods and principles underlying research and interprets research findings.

Describe the Conclusions and Discoveries made from the results represented in the rubric. For example, if an element “stands out” please provide an explanation and context to assist in understanding the results.

Use of Results. Did the results lead to changes in the course/experience? If so, describe the changes made. If not, describe why changes were not needed. Please provide an example, if possible.

S1: Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.
appropriately to context, purpose, and audience (e.g., scope and type of information, strategies, organization of ideas)

| Student work incomplete or missing | Little to no content is clearly relevant to context, purpose, and audience. | Most content is clearly relevant to context, purpose, and audience. | All content is clearly relevant to context, purpose, and audience. |

The total for each row must match the total number of students enrolled in course.

B. Student evaluates and critiques information through critical reading and/or active listening (e.g., identifies purpose, audience, key strategies, accurately summarizes a range of complex texts, evaluates evidence)

| Student work incomplete or missing | Ineffective or inaccurate summary of sources in speaking or writing; no attempt to integrate relevant evaluative claims; or no attempt at appropriate nonverbal listening behaviors. | Effective and accurate summary of a range of source types in speaking or writing and attempts to integrate relevant evaluative claims; or demonstrates attempts at appropriate nonverbal listening behaviors. | Sophisticated evaluation and relevant critique of a range of source types in speaking or writing; or effective use of appropriate nonverbal listening behaviors. |

The total for each row must match the total number of students enrolled in course.

C. Student uses appropriate evidence and sources

| Student work incomplete or missing | Content is based upon inappropriate or irrelevant information; sources not attributed as needed; little to no attention to ethical use of information. | Content is based upon appropriate and relevant information; sources attributed as needed; information used ethically. | Content is based upon a wide range of sources, evidence, and perspectives; sources attributed as needed; information used ethically. |

The total for each row must match the total number of students enrolled in course.

D. Student delivers information effectively for the context, audience, and purpose (e.g., language, organization, genre, medium, verbal and non-verbal cues)

| Student work incomplete or missing | Ineffective or inappropriate presentation of information. | Effective and appropriate presentation of information. | Highly effective presentation of information. |

The total for each row must match the total number of students enrolled in course.

Describe the Conclusions and Discoveries made from the results represented in the rubric. For example, if an element “stands out” please provide an explanation and context to assist in understanding the results.
Use of Results. Did the results lead to changes in the course/experience? If so, describe the changes made. If not, describe why changes were not needed. Please provide an example, if possible.