Reference: [Assessment](https://www.sdbor.edu/policy/documents/2-11.pdf) (SDBOR Policy 2:11)

The South Dakota Board of Regents (SDBOR) requires the selection of cross-curricular skills for each university program. Specifically, “The purpose of the cross-curricular skills is to enable each institution to integrate and extend general education learning into its programs of study in a manner consistent with and supportive of each institution’s mission, vision and values and any requirements of ongoing institutional or program-specific accreditation or approval.”

Each university program will select no less than five of the following cross-curricular skill requirements as programmatic student learning outcomes:

* Inquiry and Analysis
* Critical and Creative Thinking
* Information Literacy
* Teamwork
* Problem Solving
* Civic Knowledge and Engagement
* Intercultural Knowledge
* Ethical Reasoning
* Foundational Lifelong Learning Skills
* Integrative Learning
* Diversity, Inclusion and Equity\*

\* required for all SDSU programs

# **Inquiry and analysis**

*A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.*

## Student learning outcome(s):

* Students will analyze data and draw appropriate statistical conclusions.
* Students will synthesize key findings from peer-reviewed research and assess study design and conclusions.
* Students will analyze and compare perspective, meaning and style in different texts, including those that reflect multicultural images and voices.

## Activity/Assignment example:

* Quiz on the different parts of a research paper.
* Write a critique on a peer reviewed study focusing on study design and conclusions.
* Capstone research project.

## Assessment strategy:

* Quiz.
* Use a rubric to score papers.
* Use a rubric to score Capstone requirements.

# **Critical and Creative Thinking**

*A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.*

## Student learning outcome(s):

* Students will analyze and evaluate alternative points of view.
* Students will identify and explain logical errors in an argument.
* Students will create an innovative design to solve a modern problem.

## Activity/Assignment example:

* Have students read an article and identify questions on parts they do not understand.
* Student will participate in a mock trial, record it, and then watch it to provide feedback in an essay on logic and errors in arguments.
* Senior design project focusing on a problem in the community and offering a creative solution.

## Assessment strategy:

* Observe class discussion to gauge students’ interaction with critical thinking.
* Use rubric to score essay.
* Senior design project (observation and rubric).

# **Information literacy**

*The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.*

## Student learning outcome(s):

* Students will identify information voids or discrepancies.
* Students will evaluate available written and visual information for reliability and usefulness.
* Students will integrate available information to inform decisions about innovation.

## Activity/Assignment example:

* Write a literature review on a topic of their interest.
* Brief presentation on reliability and usefulness of given information.
* Write an annotated bibliography on a topic of their choice for a research proposal.

## Assessment strategy:

* Use a rubric to score literature review.
* Aggregate peer rubric evaluations.
* Use a rubric to score the annotated bibliography.

# **Teamwork**

*Behaviors under the control of individual team members – effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions to team discussions.*

## Student learning outcomes:

* Students will productively participate in group activity.
* Students will respect individual contributions of team members.
* Students will role play different parts of a professional organization.

## Activity/Assignment examples:

* Participate in a group obstacle course.
* Small scale recreation of a Fortune 500 company where students play different roles and write journals about their experiences interacting with each other.
* Group project of teaching a chapter lesson module to peers in class.

## Assessment strategy:

* Use rubric to evaluate effective (and ineffective) teamwork (not graded).
* Observe how students interact with each other in this mock company.
* Student survey of how the group interacted and the strengths and limitations of the group.

# **Problem solving**

*The process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.*

## Student learning outcomes:

* Students will apply knowledge to address a scenario and provide a solution.
* Students will break down complex problems into solvable sub-problems.

## Activity/Assignment example:

* Recognize what the problem is in a given scenario at the beginning of a module.
* Brainstorm ideas on how to solve a complex problem in groups and create a vision board about the problem and different ways the student’s came up with to solve the problem.
* Research paper on the most effective and innovative ways to combat drought during growing season.

## Assessment strategy:

* Quiz about the potential problems in the scenario, (pretest).
* Evaluate vision board using a rubric.
* Score paper using a rubric.

# **Civic knowledge and engagement**

*Developing the combination of knowledge, skills, values and motivation that make a difference in the civic life of communities and promoting the quality of life in a community, through both political and non-political processes. Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.*

## Student learning outcomes:

* Students will apply knowledge of civic engagement by participating in community activities in a socially responsible manner.
* Students will develop a project focused on community improvement.

## Activity/Assignment example:

* Self-report survey on knowledge about issues in community (i.e. homeless population, crime rate, average level of education…).
* Participate in geography club highway cleanup and write a reflection about their experience.
* Service learning project and keep a journal about experience.

## Assessment strategy:

* Compile data on survey to see what students know.
* Use rubric to score reflection based on participation, involvement, and introspection.
* Journal assessment.

# **Intercultural knowledge**

 *Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.*

## Student learning outcomes:

* Student will effectively and appropriately interact in a variety of cultural contexts.
* Students will apply global knowledge to personal interactions.
* Students will demonstrate skills in the areas of cultural analysis and intercultural understanding.

## Activity/Assignment example:

* Participation in an intercultural experience on campus (i.e. Interlink, Africa Night etc.).
* Write an exploratory paper on a culture they would like to visit one day.
* Study Abroad and write paper reflecting on their experience and what they learned.

## Assessment strategy:

* Students will participate in a survey based on their experience interacting with another culture.
* Paper scored by a rubric.
* Reflection paper scored by a rubric.

# **Ethical reasoning**

*Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.*

## Student learning outcomes:

* Students will identify and examine the multiple perspectives of an ethical dilemma.
* Students will apply a framework for examining ethical dilemmas.

## Activity/Assignment examples:

* Students are given a scenario and have to identify what the ethical dilemma is.
* Students create a survey asking fellow students what they think about some topic, run diagnostics.
* A persuasive speech about a current ethical issue (gun control, universal health care/education, abortion, refugee crisis, immigration reform, capital punishment).

## Assessment strategy:

* Scenario response and discussion (rubric, observation).
* Survey.
* Observe speech, score using rubric.

# **Foundational Lifelong Learning**

*Involve purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.*

## Student learning outcomes:

* Students will demonstrate a desire to continue learning in social contexts.
* Students will be curious and engaged learners who seek out new learning experiences.

## Activity/Assignment examples:

* Students will join a club that they have interest in but never tried before and keep a journal about their experiences.
* Independent study on topic of their choice. Write a formal paper and create a poster presentation, demonstrating what they learned and what they will do with what they learned.

## Assessment strategy:

* Journals are assessed using a rubric.
* Independent study, use rubrics to score the paper and the poster.
	+ Observe the presentation, using a rubric to score.

# **Integrative learning**

*An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.*

## Student learning outcomes:

* Students will synthesize knowledge by connecting previous learning to solving complex, real-world problems.
* Students will explain divergent viewpoints on complex issues, critically assess the support available for each, and defend one’s own judgments.
* Students will adapt and apply various perspectives from other context to new situations understanding the strengths and limitations of different approaches.

## Activity/Assignment example:

* Students pair up with each other in class to practice skills to be used one day in a professional setting.
* Practicum- students will work in a simulated situation to display what they know and how they can use it.
* Internship-students will work in a real environment and demonstrate what they know and how to use it.

## Assessment strategy:

* Professor provides feedback on interactions.
* Rubric on practicum.
* Supervisor feedback.

# **Diversity, inclusion, and equity (required of all programs)**

*The intentional engagement with diversity (i.e., individual difference and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.*

## Student learning outcomes:

* Students will consider perspectives of diverse groups when making decisions (knowledge/appraisal).
* Students will demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to one's local, national and global communities (awareness).
* Students will demonstrate an understanding of relationships between diversity, inequality, social, economic and political power in the U.S and globally (awareness).
* Students will perform a self-audit of their own culture and the lens through which they view the world (awareness).
* Students will recognize and acknowledge their own biases (awareness).
* Students will recognize their own culture and the cultures around them (awareness).
* Students will demonstrate an attitude of respect and understanding towards cultures and beliefs different from their own (attitude).
* Students will identify areas of bias they hold and discuss ways they would like to grow in those areas (knowledge/action).
* Students will brainstorm ideas about what healing looks like, not just diversity (action)
* Students will appreciate and celebrate differences (attitude).

## Activity/Assignment examples:

* Oral presentation on contributions from a person of color in STEM sciences.
* Pre/post-test on understanding and awareness of diversity, inclusion, and equity taken at the beginning and end of a semester long course.
* Participate in campus-sponsored multicultural/diversity events (e.g. Diverse Dialogues, International week, etc)

## Assessment strategy:

* Observation, use rubric to score presentation.
* Reflection scored using rubric.
* Pre/post-test.