American Institutions (AI)
Signature Assignment and Reflection Guide

Table of Contents

- This is a guide. Faculty should attempt to have their signature assignments and student reflections address as many of the learning outcomes identified here as make sense within the context of each course. The General Education Committee will be using these overall expectations when examining courses up for 5-year review, and a course that addresses few of these outcomes may raise concerns among committee members. From an assessment point of view, the General Education program and its students benefit when General Educated designated courses address the program's outcomes.

- This guide is derived from the faculty-developed map for signature assignments and reflection. The rubrics in this document will be used to assess random samples of graduating student ePortfolios. Therefore, the General Education Committee encourages faculty to use these rubrics when they grade student work and make students aware of the standards by which signature assignments will be judged.

- Within the boundaries of this guide, faculty develop their own mix of assignments and reflection prompts that best fits their course. Note that a key decision for faculty to make is whether having students document one or two or even three signature assignments in their ePortfolio is the best way to meet the assessment expectations for this designation.

- When designing courses and aligning learning outcomes with classroom activities and assignments, remember to balance two key features: Your course should be an engaging and memorable experience for students and it should contribute to assessment of the General Education program by focusing our attention to the pages of student ePortfolios most likely to have evidence for specific learning outcomes.

Salt Lake Community College

Effective Communication

Signature assignments **must** ask students to
- Critically read and analyze primary and secondary sources, and

Reading and Analyzing Sources Rubric

	4	3	2	1
Students critically read and analyze primary and secondary sources.	Work reflects understanding and use of primary and/or secondary sources, with no misinterpretation or omission of information.	Work reflects understanding and use of primary and/or secondary sources, with occasional misinterpretation or omission of information.	Work reflects understanding and use of primary and/or secondary sources, with considerable misinterpretation or omission of information.	Work does not reflect understanding and use of primary and/or secondary sources.

Critical Thinking

Signature assignments **must** ask students to employ evidentiary sources with enough interpretation/evaluation to develop a comprehensive analysis, argument, or synthesis.

Evidence Rubric (from the AAC&U Critical Thinking VALUE Rubric)

	4	3	2	1
Students select and use information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.

Civic Literacy

Signature assignments **must** ask students to demonstrate understanding of the political, historical, economic, or sociological aspects of social change and continuity in the U.S. context.

Civic Literacy Rubric—Understanding

	4	3	2	1
Students demonstrate understanding of the political, historical, economic or sociological aspects of social change and continuity in the U.S. context.	Work conveys a sophisticated understanding of the political, historical, economic, or sociological aspects of social change and continuity in the U.S context.	Work conveys a generally good understanding of the political, historical, economic, or sociological aspects of social change and continuity in the U.S context.	Work attempts to convey the political, historical, economic, or sociological aspects of social change and continuity in the U.S context, but falls short due to inadequate content development, lack of evidence, simplistic treatment of the topic, or other reasons.	Work does not convey a basic understanding of the political, historical, economic, or sociological aspects of social change and continuity in the U.S context.

Information Literacy

Signature assignments **must** ask students to use sources that are appropriate/credible/authoritative for the project.

Information Literacy Rubric for AI Courses (Developed from the ACRL Framework for Information Literacy for Higher Education)

	4	3	2	1
Student will use sources that are appropriate/ credible/authoritative for the project	Work includes a variety of sources identifiable as appropriate/credible/ authoritative.	Work includes mostly appropriate/credible/ authoritative sources.	Work includes minimally appropriate/credible/ authoritative sources.	Work does not include sources.

Reflection

The reflection in student ePortfolios **must** ask students to make connections between coursework and its broader applicability outside of school.

Reflection Rubric for Broader Applicability

	4	3	2	1
Students make links between coursework and its broader applicability outside of school.	Reflection makes engaging, detailed, and/or sophisticated links between coursework and its broader applicability outside of school.	Reflection makes connections between coursework and its broader applicability outside of school.	Reflection attempts to make links the world outside of school, but they are not compelling, lack detail, and/or are unsophisticated.	Reflection is simplistic and/or contains no detail.

Creative Expression
Signature assignments in AI courses do not need to address creative expression.

Computer Literacy
Signature assignments in AI courses do not need to address computer literacy.

Quantitative Literacy
Signature assignments in AI courses do not need to address quantitative literacy.

Civic Literacy
Signature assignments in AI courses do not need to address civic literacy.

Work w/Others Professionally/Constructively
Signature assignments in AI courses do not need to address working with others professionally and constructively. This learning outcome will not be addressed in the annual ePortfolio assessment of the General Education program. Instead, we will be working individually with faculty who have collaborative group assignments in their courses to embed grading rubrics for those assignments that indicate students can:
- Contribute to team meetings/activities
- Contribute to group projects outside of team meetings
- Foster constructive team climate