Social Science
Signature Assignment and Reflection Guide

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- 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
- Develop appropriate, relevant, and compelling content in their work.

Rubric for Reading and Analyzing Sources

	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.

Content Development Rubric

	4	3	2	1
Students develop appropriate, relevant, and compelling content in their work.	Work correctly employs all or nearly all the major concepts, persons, or events needed to give a complete treatment of the topic.	Work correctly employs most of the major concepts, persons, or events needed to give a complete treatment of the topic, or employs them, but with some errors in their application to the topic.	Work omits some major concepts, persons or events needed to give a complete treatment of the topic, and/or makes significant errors in their application to the topic.	Work rarely or never uses major concepts, persons, or events, and/or makes significant errors in their application to the topic.

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.

Information Literacy

Signature assignments **should** ask students to demonstrate **all** of the following:
- Use sources that are appropriate/credible/authoritative for the project.
- Create work with a clear purpose.
- Cite sources and use a consistent format.

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/auth oritative for the project	Work includes a variety of sources identifiable as appropriate/credibl e/ authoritative.	Work includes mostly appropriate/credible/ authoritative sources.	Work includes minimally appropriate/credible/ authoritative sources.	Work does not include sources.
Student will state the intended audience/pur pose of their research	Audience/purpose is identified in an academic/ professional manner.	Audience/purpose is clearly identified.	Audience/purpose is minimally identified.	No audience/purpose.
Student will cite sources and use a consistent format	Citations are perfect and format is professionally done.	Citations are mostly done correctly, or format has few minor mistakes.	Citations are incorrectly done, or format has major errors.	No citations provided.

Computer Literacy

If possible, the signature assignment **should** have students use online and electronic resources to communicate, collaborate, and/or retrieve information.

Use of Online and Electronic Resources Rubric

	Yes	No
Students use online and electronic resources to communicate, collaborate, and/or retrieve information.	The student used online and electronic resources to communicate, collaborate, and/or retrieve information in the context of the signature assignment.	The student did not use online and electronic resources to communicate, collaborate, and/or retrieve information in the context of the signature assignment.

Reflection

The reflection in student ePortfolios **must** ask students to make disciplinary and/or content connections between one course and other courses or other academic knowledge

Reflection Rubric for Cross-disciplinary/Content Connections

	4	3	2	1
Students make disciplinary and/or content connections between one course and other courses or other academic knowledge.	Reflection makes engaging, detailed, and/or sophisticated connections between two or more General Education courses, the assignments therein, or between a General Education course and another body of academic knowledge.	Reflection makes connections between two or more General Education courses, the assignments therein, or between a General Education course and another body of academic knowledge.	Reflection attempts to make connections to other courses or assignments, but they are not compelling, lack detail, and/or are unsophisticated.	Reflection is simplistic and/or contains no detail.

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

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

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

Work w/Others Professionally/Constructively
Signature assignments in SS 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