



**Communication Learning Outcome:** Palo Alto College Students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.

Criteria	Highly Competent (4)	Mostly Competent (3)	Needs Improvement (2)	Not Competent (1)
<p><b>1. Content and Purpose. The student uses relevant content that conveys understanding.</b></p>	<ul style="list-style-type: none"> <li>Content is well developed, effectively supported and appropriate for the audience and purpose of the assignment.</li> <li>Effective thinking is clearly and creatively expressed.</li> </ul>	<ul style="list-style-type: none"> <li>Content is adequately expressed, appropriate and relevant through most of the communication for the audience requirements and the purpose of the assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Content is poorly develop for the purpose or inappropriate for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Content is poorly developed for the purpose and inappropriate for the audience.</li> <li>Supporting details are absent or vague.</li> <li>Content is unoriginal or reflects lack of understanding of topic and audience.</li> </ul>
<p><b>2. Organization. The student uses disciplinary conventions for organizing content and presenting content.</b></p>	<ul style="list-style-type: none"> <li>Communication clearly and consistently uses important conventions particular to a specific discipline including organization, presentation, and stylistic choices.</li> <li>Communication is clearly organized around a central theme.</li> <li>Communication components are clearly observable and relate to other components in a well-planned framework.</li> </ul>	<ul style="list-style-type: none"> <li>Communication generally follows expectations appropriate to the discipline for basic organization and presentation.</li> <li>Communication demonstrates some grasp of organization, with a discernible theme and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Communication intermittently follows expectations appropriate to the discipline for basic organization and presentation.</li> <li>Communication does not consistently demonstrate grasp of organization.</li> <li>No discernible themes are evident nor are supporting details provided.</li> </ul>	<ul style="list-style-type: none"> <li>Communication does not follow expectations appropriate to the discipline for basic organization and presentation.</li> <li>Communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.</li> </ul>
<p><b>3. WRITTEN COMMUNICATION Tools.* The student uses communication tools appropriately and skillfully for academic and professional contexts.</b></p>	<ul style="list-style-type: none"> <li>Uses language that skillfully communicates meaning to readers with clarity and fluency. Virtually error-free.</li> <li>Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses language that generally conveys meaning to readers with clarity although writing may contain errors.</li> <li>Some sentence variety; adequate usage of word choices, grammar, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses language that intermittently conveys meaning to readers due to errors in usage.</li> <li>Some sentence variety; usage of word choices, grammar, and punctuation is questionable.</li> </ul>	<ul style="list-style-type: none"> <li>Uses language that impedes meaning because of errors in usage.</li> <li>Writing lacks sentence variety. Significant deficiencies in word choices, spelling, grammar, punctuation, or presentation.</li> </ul>



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<b>3. ORAL COMMUNICATION Tools.</b>	<ul style="list-style-type: none"> <li>• Excellent eye contact. Makes connection to audience members.</li> <li>• Displays enthusiasm for topic throughout.</li> <li>• All words pronounced correctly. All words articulated clearly (no mumbling).</li> <li>• No reliance on lectern.</li> <li>• Polished language usage (few to no fillers-um, uh, like, ok, you know-no slang, no double-negatives).</li> <li>• Gestures used throughout to show enthusiasm, emphasize points, and keep attention.</li> <li>• Fluid speaking rate. Variety in volume, but always easy to hear.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent eye contact. Some connection to audience.</li> <li>• Displays enthusiasm for topic at various points.</li> <li>• Most words pronounced correctly. Most words articulated clearly (some mumbling).</li> <li>• Limited reliance on lectern.</li> <li>• Proficient language usage (limited number of fillers, no slang, no double-negatives).</li> <li>• Gestures used at various points.</li> <li>• Speaking rate is generally fluid. Volume is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent eye contact.</li> <li>• Displays some enthusiasm for topic.</li> <li>• Some attention to pronunciation needed. Some words indistinct due to poor articulation.</li> <li>• Some reliance on lectern.</li> <li>• Occasional use of language (frequent use of filler, use of slang and double-negatives).</li> <li>• Some gestures used.</li> <li>• Speaking rate requires greater fluency. Volume should be more appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no eye contact.</li> <li>• Displays little to no enthusiasm for topic.</li> <li>• Several words incorrectly pronounced. Most words indistinct due to poor articulation.</li> <li>• Heavy reliance on lectern.</li> <li>• Poor use of language (frequent use of fillers, use of slang and double-negatives).</li> <li>• Few to no gestures.</li> <li>• Choppy speaking rate. Low to inaudible volume.</li> </ul>
<b>3. VISUAL COMMUNICATION Tools.</b>	<ul style="list-style-type: none"> <li>• Displays high-quality techniques in drawings, graphics, photos, designs, video, etc.</li> <li>• Employs appropriate contrasts (e.g. color, fonts, sizes) exceptionally well.</li> <li>• Outstanding use of software and other tools appropriate to the subject to produce a creative, compelling, engaging and effective presentation that shows proper use of technology to effectively communicate an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays acceptable but not outstanding techniques in drawings, graphics, photos, designs, video, etc.</li> <li>• Adequate employment of appropriate contrasts.</li> <li>• Adequate alignment of graphic elements and space.</li> <li>• Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Techniques in drawings, graphics, photos, designs, videos, and others require greater development.</li> <li>• Contrasts requires improvement.</li> <li>• Graphic elements and space require greater alignment.</li> <li>• Software and other tools could be more appropriately used to produce an effective presentation that communicates an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc.</li> <li>• Employs inappropriate contrasts.</li> <li>• Graphic elements and space are not aligned.</li> <li>• Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.</li> </ul>

\* The Communication Key Assignment is required to address **one** of the three methods of communication – either written, oral, or visual.



**Critical Thinking Learning Outcome:** Palo Alto College Students exhibit habits of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Criteria	Highly Competent (4)	Mostly Competent (3)	Needs Improvement (2)	Not Competent (1)
1	<b>1. Identification of Problem or Issue</b>	Problem or issue clearly identified, explicit	Problem or issue identified implicitly or incompletely described	Problem or issue present, but a little ambiguous	Problem or issue ambiguous or not present
2	<b>2. Analysis of Problem, Issue, or Investigation:</b>  <i>2.1 Method(s)</i>	Method(s) selected and used appropriately	Some inappropriate choice or use of method(s)	Choice or use of method(s) needs improvement	Completely inappropriate choice and use of method(s)
3	<b>2. Analysis of Problem, Issue, or Investigation:</b>  <i>2.2 Alternative Points of View</i>	Thoroughly considered multiple alternate points of view	Thoroughly considered attention to one alternate view	Some attention to at least one alternate view	Obvious alternate views ignored
4	<b>3. Credibility of Resources or Source Materials</b>	Appropriate, relevant and credible resources and source materials	Most resources and source materials relevant, appropriate and credible	Some resources and source materials relevant, appropriate and credible	No resources or source materials relevant, appropriate or credible
5	<b>4. Conclusion or Problem Solution:</b>  <i>4.1 Integration</i>	Ideas well integrated into a coherent argument, solution, presentation	Ideas integrated into a somewhat coherent argument, solution, presentation	Some connections to a few ideas are made	Ideas lack connection or coherence
6	<b>4. Conclusion or Problem Solution:</b>  <i>4.2 Conclusions, Solution(s)</i>	Conclusions, solutions based on evidence or sound methods	Most conclusions, solutions based on evidence	Some unwarranted conclusions drawn, or some solution errors	Conclusions, solutions unwarranted; maintains preconceived views regardless of evidence or need for different solution
7	<b>5. Creativity, Innovation</b>	Fresh ideas, reflecting in-depth student engagement with the topic	Some new insights, reflects some in depth consideration of topic	Very few new insights; primarily based on collection and repetition of other people's ideas, products, images	No evidence of engagement, new ideas on topic; work simply a rehash of other people's ideas



**Empirical & Quantitative Reasoning Skills Outcome:** Palo Alto College students apply scientific and mathematical concepts to analyze and solve problems.

Criteria	Excellent ( 5 )	Good ( 4 )	Average ( 3 )	Marginal ( 2 )	Poor ( 1)+	NP
<p><b>Identification</b> – The extent to which the understanding of the nature of the inquiry and the desired outcome(s) of analysis is indicated. Identification clearly pinpoints what information is being sought and what kind of analysis is required. <i>(Does the student understand the problem and what is being asked?)</i></p>	The purpose, components, and variables of the investigation/project are <b>clearly identified</b> .	The purpose, components, and variables of the investigation/project are <b>identified</b> .	The purpose, components, and variables of the investigation/project are <b>mostly identified</b> .	The purpose, components, and variables of the investigation/project are <b>somewhat identified</b> .	The purpose, components, and variables of the investigation/project are <b>not identified</b> .	Outcome not present in artifact.
<p><b>Assimilation</b> – The extent to which the information required for analysis is assimilated and identified. Assimilation reflects whether all necessary information is presented and used, whether the organization is logical, and whether any outside information should be integrated into the current assignment. <i>(Does the student set-up the problem accurately?)</i></p>	The information that is required for an analysis of all investigative components is <b>clearly evident</b> . If applicable, <b>values are</b> correctly translated into variables and <b>all necessary</b> formulas are present.	The information that is required for an analysis of all investigative components is <b>evident</b> . If applicable, <b>most values are</b> correctly translated into variables and <b>necessary</b> formulas are present.	The information that is required for an analysis of all investigative components is <b>mostly evident</b> . If applicable, <b>some values are</b> correctly translated into variables and <b>most necessary</b> formulas are present.	The information that is required for an analysis of all investigative components is <b>somewhat evident</b> . If applicable, values are <b>incorrectly</b> translated into variables and <b>some necessary</b> formulas are present.	The information that is required for an analysis of all investigative components is <b>not evident</b> . If applicable, values are <b>incorrectly</b> translated into variables and <b>no necessary</b> formulas are present.	Outcome not present in artifact.
<p><b>Analysis</b> – The relevance of the steps taken toward achieving the desired outcomes, the logic and clarity within</p>	All investigative or quantitative components are <b>methodically</b> scrutinized. The steps	All investigative or quantitative components are <b>scrutinized</b> . The steps followed are logical and	All investigative or quantitative components are <b>somewhat scrutinized</b> . The steps followed are	<b>Some</b> investigative or quantitative components are scrutinized. Some steps followed are <b>somewhat</b>	<b>Most</b> investigative or quantitative components are <b>not scrutinized</b> . The steps followed are <b>illogical</b>	Outcome not present in artifact.



**Empirical & Quantitative Reasoning Skills Outcome:** Palo Alto College students apply scientific and mathematical concepts to analyze and solve problems.

Criteria	Excellent ( 5 )	Good ( 4 )	Average ( 3 )	Marginal ( 2 )	Poor ( 1)+	NP
the presented methods, and the consistency and accuracy of the presented information. <i>(Are the steps (process)/properties accurately being used?)</i>	followed are logical and relevant to the desired result. The proper tools/technology were used and well integrated into the final product. Any notation is consistent and well defined.	relevant to the desired result. The proper tools/technology were used and <b>mostly integrated</b> into the final product. Any notation is consistent and well defined.	<b>mostly</b> logical and relevant to the desired result. The proper tools/technology were <b>mostly used</b> and <b>somewhat integrated</b> into the final product. Any notation is <b>mostly consistent</b> and well defined.	logical and relevant to the desired result. The proper tools/technology were <b>somewhat used</b> , but <b>not</b> integrated into the final product. Any notation is somewhat consistent but <b>not defined</b> .	<b>and/or irrelevant</b> to the desired result. The proper tools/technology were <b>not used</b> and/or integrated into the final product. Any notation is <b>not consistent</b> and <b>not defined</b> .	
<b>Presentation</b> – The point at which a clear conclusion and/or supplemental materials (e.g. graphs, pictures, etc.) are presented. <i>(Is the process well organized, logical (easy to follow) and in good detail?)</i>	A <b>concise</b> summary of the analysis is presented. The presented information is <b>correct, of high quality</b> , and the terminology/figures are accurate and easy to understand. <b>All visual</b> representations of evidence are <b>well-scaled</b> and <b>well represent</b> the analysis findings.	A <b>good</b> summary of the analysis is presented. The presented information is <b>correct, of good quality</b> , and the terminology/figures are accurate and easy to understand. <b>Most visual</b> representations of evidence are <b>well-scaled</b> and/or <b>well represent</b> the analysis findings.	A summary of the analysis is presented. The presented information is <b>mostly correct, of good quality</b> , and the terminology/figures are <b>mostly accurate</b> and easy to understand. <b>Most visual</b> representations of evidence are <b>acceptably scaled</b> and represent the analysis findings.	A <b>partial</b> summary of the analysis is presented. The presented information is <b>somewhat correct, of adequate quality</b> , and the terminology/figures are <b>somewhat accurate</b> and relatively easy to understand. <b>Some visual</b> representations of evidence are acceptably scaled and represent the analysis findings.	A summary of the analysis is either <b>inadequately</b> presented or <b>not presented</b> at all. The presented information is <b>mostly incorrect</b> , and/or of <b>poor quality</b> , and/or the terminology/figures are <b>inaccurate</b> and/or <b>hard to understand</b> . <b>Few or no</b> visual representations of evidence are acceptably scaled or represent the analysis findings.	Outcome not present in artifact.
<b>Application</b> – The extent to which the results of analysis are applied to answer or address the hypothesis or problem. <i>(Is the answer correct? Does it make sense? Is it a reasonable solution?)</i>	The coherent integration of <b>all steps</b> of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.	The coherent integration of <b>all steps</b> of the investigation lead to an accurate, <b>mostly</b> complete, relevant conclusion that is relative to the initial investigative statement.	The coherent integration of <b>most steps</b> of the investigation lead to an accurate, <b>mostly complete</b> , acceptable conclusion that is relative to the initial investigative statement.	The integration of <b>most steps</b> of the investigation lead to a <b>somewhat accurate, partially complete</b> conclusion that is relative to the initial investigative statement.	The integration <b>does not</b> include all steps of the investigation and <b>does not</b> lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	Outcome not present in artifact.



Criteria	Highly Competent (4)	Mostly Competent (3)	Needs Improvement (2)	Not Competent (1)
<b>1. Students identify a situation in which an ethical decision is or has been required.</b>	<ul style="list-style-type: none"> <li>Clearly identifies a situation in which an ethical decision is or has been required.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat identifies a situation in which an ethical decision is or has been required.</li> </ul>	<ul style="list-style-type: none"> <li>Does not fully identify a situation in which an ethical decision is or has been required.</li> </ul>	<ul style="list-style-type: none"> <li>Does not identify a situation in which an ethical decision is or has been required.</li> </ul>
<b>2. Students analyze the situation from more than one ethical perspective and explore the consequences of each decision.</b>	<ul style="list-style-type: none"> <li>Clearly analyzes the situation from more than one ethical perspective.</li> <li>Clearly explores the consequences of each decision.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat analyzes the situation from more than one ethical perspective.</li> <li>Somewhat explores the consequences of each decision.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the situation from one ethical perspective.</li> <li>Explores the consequences of one ethical perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Does not analyze the situation from one ethical perspective.</li> </ul>
<b>3. Students analyze the situation from their own ethical perspective, clarifying their ethical values in the process.</b>	<ul style="list-style-type: none"> <li>Clearly analyzes the situation from a personal ethical perspective.</li> <li>Clearly clarifies a personal ethical value.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat analyzes the situation from a personal ethical perspective.</li> <li>Somewhat clarifies a personal ethical value.</li> </ul>	<ul style="list-style-type: none"> <li>Does not analyze the situation from a personal ethical perspective.</li> <li>Clarifies a personal ethical value.</li> </ul>	<ul style="list-style-type: none"> <li>Does not articulate a personal ethical perspective.</li> </ul>



**Social Responsibility Learning Outcome:** Palo Alto College students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.

Criteria	Highly Competent (4)	Mostly Competent (3)	Needs Improvement(2)	Not Competent (1)
<b>1. Students identify an intercultural social and/or aesthetic issue.</b>	<ul style="list-style-type: none"> <li>Clearly identifies the intercultural social and/or aesthetic issue</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat Identifies the intercultural social and/or aesthetic issue</li> </ul>	<ul style="list-style-type: none"> <li>Does not fully identify the intercultural social and/or aesthetic issue or</li> </ul>	<ul style="list-style-type: none"> <li>Does not identify the intercultural social and/or aesthetic issue</li> </ul>
<b>2. Students analyze the issue from more than one cultural perspective, noting the broader influence (local, national and/or global) of each perspective.</b>	<ul style="list-style-type: none"> <li>Clearly analyzes the intercultural social and/or aesthetic issue from more than one cultural perspective.</li> <li>Clearly identifies the broader influence of each cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat analyzes the intercultural social and/or aesthetic issue from more than one perspective.</li> <li>Somewhat identifies the broader influence of each cultural perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Does not fully analyze the intercultural social and/or aesthetic issue from one or more perspectives.</li> <li>Does not identify the broader influence of one or more cultural perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Does not analyze the intercultural social and/or aesthetic issue.</li> <li>Does not identify the broader influence of one cultural perspective.</li> </ul>
<b>3. Students analyze the issue from their own cultural perspective, noting whether or not embedded biases or prejudices affect their perspective.</b>	<ul style="list-style-type: none"> <li>Clearly analyzes the issue from the students' cultural perspective.</li> <li>Clearly articulates personal biases or prejudices affecting the students' cultural perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat analyzes the issue from the students' cultural perspective.</li> <li>Somewhat articulates personal biases or prejudices affecting the students' cultural perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Does not fully analyze the issue from the students' cultural perspective.</li> <li>Does not articulate personal biases or prejudices affecting the students' cultural perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Does not analyze the issue from the students' cultural perspective.</li> </ul>



**Teamwork Learning Outcome:** Palo Alto College Students consider different points of view and work effectively with others to support a shared purpose or goal.

**Definition of Teamwork Activity:** An activity is a teamwork activity when faculty ask two or more students to work together to complete a common task.

Criteria	Highly Competent (4)	Mostly Competent (3)	Needs Improvement (2)	Not Proficient (1)
<b>1. The student makes a quality contribution to the team activity.</b>	<ul style="list-style-type: none"> <li>Team member was instrumental in helping team accomplish its goals.</li> <li>Group and team member performed beyond expectations.</li> <li>Team member was the leader and completed all assigned tasks by deadline; work accomplished was thorough, comprehensive and advanced the project.</li> <li>Team member proactively helped other team members complete their assigned tasks to a similar level of excellence.</li> </ul>	<ul style="list-style-type: none"> <li>Team member helped the team accomplish its goals.</li> <li>Group and team member met expectations.</li> <li>Team member completed all assigned tasks by the deadline; work accomplished was thorough, comprehensive and advanced the project assigned to him/her.</li> </ul>	<ul style="list-style-type: none"> <li>Team member did not help the team accomplish its team goals.</li> <li>Group or the team member did not meet expectations of the group assignment.</li> <li>Team member completed some of the assigned tasks by the deadline; work could have been more thorough.</li> </ul>	<ul style="list-style-type: none"> <li>Team member did not participate in the assigned group activities.</li> </ul>
<b>2. The student treats fellow team members courteously with respect.</b>	<ul style="list-style-type: none"> <li>Team member treated fellow team members courteously with respect and honored all view points of fellow team members.</li> <li>Team member promoted harmony or managed conflict effectively within the group.</li> </ul>	<ul style="list-style-type: none"> <li>Team member treated fellow team members courteously with respect and honored all viewpoints of fellow team members.</li> </ul>	<ul style="list-style-type: none"> <li>Team member at times did not treat all fellow team members courteously with respect but acknowledged and apologized for his/her actions.</li> </ul>	<ul style="list-style-type: none"> <li>Team member was disrespectful to other team members and made no attempt to apologize for his/her actions.</li> </ul>
<b>3. The student models personal attributes that contribute to teamwork.</b>	<p>Team member was fully engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> <li>Attended all team meetings and arrived on time to meetings.</li> <li>Was prepared having researched the assigned topic or task.</li> <li>Coordinated or led several team meetings.</li> <li>Was enthusiastic for team project and inspired other members of team.</li> <li>Initiated insightful discussion for peers to emulate.</li> <li>May have completed extra work that other group members were assigned.</li> </ul>	<p>Team member was engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> <li>Attended all team meetings and arrived on time for most of the meetings.</li> <li>Was somewhat prepared prior to group meetings.</li> <li>Was enthusiastic about working on the team project.</li> </ul>	<p>Team member was not engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> <li>Missed one or more team meetings, but did provide prior notice.</li> <li>Was not prepared with material prior to attending team meetings.</li> <li>Did participate during team meetings but did not show enthusiasm.</li> </ul>	<p>Team member was disruptive to the work of the team. For example:</p> <ul style="list-style-type: none"> <li>Missed several team meetings without providing prior notice.</li> <li>Lack of interest in the team project resulted in disruptive behavior.</li> </ul>