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ANTHROPOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Course Anth 200	Course Anth 212	Course Anth 213	Course Anth 215	Course Anth 290	Course Anth 355
1. Intellectual and Practical Skills							
1.1 Inquiry, analysis and evaluation	1		X		X		X
1.2 Critical and creative thinking	3	X	X	X	X	X	X
1.3 Written and oral communication proficiency	3	X	X	X	X	X	X
1.4 Original design and artistic performance							
1.5 Quantitative literacy							
1.6 Information literacy and research skills	4	X	X	X	X		
1.7 Technological fluency							
1.8 Teamwork and problem solving	4		X	X	X	X	X
2. Immersion into Disciplines and Fields of Study							
2.1 Knowledge of human cultures and the physical and natural world	2		X	X	X		X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	5	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	5		X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	2	X	X	X	X	X	X
3. Learning within the Framework and Resources of NEIU							
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	6	X	X	X	X		X
3.2 Engagement at the personal and community level	6		X	X	X	X	
3.3 Application of local and global civic knowledge	5		X	X	X		
3.4 Understanding and appreciation of the complexities of individual identities							
3.5 Intercultural knowledge and competence	2		X	X	X		
	7	X	X	X	X	X	X

ANTHROPOLOGY PROGRAM GOALS

Program Goals
1.   To provide a knowledge base integrating data, theories, methods, technology, hands-on activities, and history of anthropology in each of its three major sub-disciplines: a. Archaeology; b. Biological Anthropology; c. Cultural Anthropology
2.   To foster access to a challenging and well-rounded anthropological curriculum relevant to many majors/minors, as well as all students' future academic, professional and personal endeavors.
3.   To foster the development of writing and critical thinking skills that will enable students to evaluate and communicate ideas and information intelligently in their future academic, professional, and personal lives.
4.   To instruct students in the protocol of conducting original field-, lab-, or library-based anthropological research.
5.   To facilitate an understanding of the connection of anthropology to other disciplines and the relevance of anthropology to world events and issues
6.   To eenable and encourage use of the vast resources available in the Chicago area to enhance the academic, research, and field experiences of anthropology students.
7.   To infuse students with a sense of and respect for integrity, ethics, and honesty in academics and research.

ART ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	106	107	120	130	140	201	202	220	230	234	240	250	261	270	273	281
1. Intellectual and Practical Skills																		
1.1 Inquiry, analysis and evaluation	B, C	B.1/3, C.1/3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2 Critical and creative thinking	C	C.2/3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	C, D	C.1, D.1	X	X	x	x	x	X	X	x	x	x	x	x	x	x	x	x
1.4 Original design and artistic performance	A, B	A.2, B.2			X	X	X			X	X	X	X	X	X	X	X	X
1.5 Quantitative literacy																		
1.6 Information literacy and research skills	D	D.2	x	x				x	X									
1.7 Technological fluency	A	A.1/4								x	x		X	X	X	X	X	X
1.8 Teamwork and problem solving	C	C.1	x	x	X	X	X	x		X	X	X	X	X	X	X	X	X
2. Immersion into Disciplines and Fields of Study (knowlage)																		
2.1 Knowledge of human cultures and the physical and natural world	E	E.2	X	X				X	X									
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B	A.1 B.2	X	X				X		x	x	x	x	x	x	x	x	x
2.3 Ability to synthesize general and specialized studies both within and across disciplines	E	E.1						X										
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																		
3. Learning within the Framework and Resources of NEIU (community and values)																		
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A	A.2, B.2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	B, E	B.4, E.3	x	x				x		x	x		x	x	x	x	x	x
3.3 Application of local and global civic knowledge																		
3.4 Understanding and appreciation of the complexities of individual identities	B, E	B.4, E.2	X	X				X										
3.5 Intercultural knowledge and competence	E	E.2	x	x				X										

ART ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	282	292	305	306	307	308	309	311	312	313	316	318	319	320, 321	330, 331, 332, 333	340, 341, 342
1. Intellectual and Practical Skills																		
1.1 Inquiry, analysis and evaluation	B, C	B.1/3, C.1/3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2 Critical and creative thinking	C	C.2/3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	C, D	C.1, D.1	x	X	X	X	X	X	X	X	X	X	X	X	X	x	x	x
1.4 Original design and artistic performance	A, B	A.2, B.2	X													X	X	X
1.5 Quantitative literacy																		
1.6 Information literacy and research skills	D	D.2			X	X	X	X	X	X	X	X	X	X	X			
1.7 Technological fluency	A	A.1/4	X	X												x	X	X
1.8 Teamwork and problem solving	C	C.1	X	X	x	x	x	x	x	x	x	x	x	x	x	X	X	X
2. Immersion into Disciplines and Fields of Study (knowlage)																		
2.1 Knowledge of human cultures and the physical and natural world	E	E.2			X	X	X	X	X	X	X	X	X	X	X			
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B	A.1 B.2	X	X												x	x	x
2.3 Ability to synthesize general and specialized studies both within and across disciplines	E	E.1		X														
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																		
3. Learning within the Framework and Resources of NEIU (community and values)																		
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A	A.2, B.2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	B, E	B.4, E.3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	X
3.3 Application of local and global civic knowledge																		
3.4 Understanding and appreciation of the complexities of individual identities	B, E	B.4, E.2			X	x	x	x	x	x	x	x	x	x	x			
3.5 Intercultural knowledge and competence	E	E.2			X	X	X	X	X	X	X	X	X	X	X			

ART ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	350, 351, 352	362, 363, 364, 365	370, 371, 372	373, 374, 375	381	382	384	385	386	387	390	392a	392b
1. Intellectual and Practical Skills															
1.1 Inquiry, analysis and evaluation	B, C	B.1/3, C.1/3	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2 Critical and creative thinking	C	C.2/3	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	C, D	C.1, D.1	x	x	x	x	x	x	x	x	x	x	x	X	X
1.4 Original design and artistic performance	A, B	A.2, B.2	X	X	X	X	X	X	X	X	X	X	X		
1.5 Quantitative literacy															
1.6 Information literacy and research skills	D	D.2												X	X
1.7 Technological fluency	A	A.1/4	X	X	X	X	X	X	X	X	X	X	X	X	X
1.8 Teamwork and problem solving	C	C.1	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Immersion into Disciplines and Fields of Study (knowlage)															
2.1 Knowledge of human cultures and the physical and natural world	E	E.2													
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B	A.1 B.2	x	x	x	x	x	x	x	x	x	x	x	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	E	E.1												X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life															
3. Learning within the Framework and Resources of NEIU (community and values)															
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A	A.2, B.2	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	B, E	B.4, E.3	X	X	X	X	X	X	X	X	X	X	X	X	X
3.3 Application of local and global civic knowledge															
3.4 Understanding and appreciation of the complexities of individual identities	B, E	B.4, E.2													
3.5 Intercultural knowledge and competence	E	E.2													

ART PROGRAM GOALS AND LEARNING OUTCOMES

A. **Technical Skil**ls: To ensure that each student obtains the technical competencies required for success in a discipline.
A.1 Students will demonstrate a working knowledge of materials, tools and processes for a variety of media.
A.2 Students will achieve proficiency with advanced work within their area of concentration.
A.3 Students will demonstrate knowledge of industry standard tools.
A.4 Students will be able to present their work in a professional manner through portfolios, exhibitions, and presentations.
B. **Visual Literacy and Expression:** To ensure that students understand visual means of expression and communication, the qualities of the various media, and the descriptive and critical vocabulary of art, art history, and graphic design.
B.1 Students will understand and be able to effectively use the elements of design and composition.
B.2 Students will create works that demonstrate visual problem solving across a variety of media as it relates to personal artistic vision/ expression.
B.3 Student will demonstrate knowledge and understanding of the principles necessary for the creation of visual expression and communication.
B.4 Students will understand the way in which artists communicate visually in both western and non-western historical periods.
B.5 Students will use appropriate professional vocabulary.
C. **Critical and Analytical Skills:** To ensure that students develop the analytical skills needed to interpret and critique works of art and evaluate major theories.
C.1 Participate in various career-related opportunities such as lectures, field trips, and internships.
C.2 Students will develop vocabulary relevant to the discipline and that will be used to evaluate, analyze, and interpret the form and content of works of art.
C.3 Students will be introduced to major critical theories in art and art history.
D. **Writing/Research:** To ensure that students are able to identify and evaluate appropriate sources for research and provide students with opportunities to develop writing skills suitable to the discipline.
D.1 Create professional writing samples appropriate to their discipline.
D.2 Students will have a familiarity with research methods and resources that are appropriate to their discipline.
E. **Historical and Cultural Awareness:** To ensure that students demonstrate knowledge of major contemporary and historical periods and to develop cultural literacy in a range of Western and non-Western traditions.
E.1 Students will gain an understanding of the historical and contemporary development within their discipline as well as their concentration.
E.2 Students will develop an understanding of a broad range of styles, techniques and cultural contexts in both Western and non-Western societies.
E.3 Students will become familiar with art museums, galleries and professional organizations in the Chicago area.

BIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	2	2a. 2b.	BIO-150		BIO-202	BIO-301		BIO-305
1.2 Critical and creative thinking	2	2b.	BIO-150		BIO-202			BIO-305
1.3 Written and oral communication proficiency	4	4a.4b.	BIO-150	BIO-201 (4a)	BIO-202	BIO-301	BIO-303	BIO-305
1.4 Original design and artistic performance	3	3a.	BIO-150	BIO-201	BIO-202	BIO-301	BIO-303	BIO-305
1.5 Quantitative literacy	3	3c.						
1.6 Information literacy and research skills	2. and 3.	2a. 3a. 3c.	BIO-150	BIO-201	BIO-202	BIO-301	BIO-303 (3a,b,c)	BIO-305
1.7 Technological fluency	3	3b. 3c.	BIO-150	BIO-201	BIO-202	BIO-301	BIO-303	BIO-305
1.8 Teamwork and problem solving	3	3a.	BIO-150	BIO-201	BIO-202	BIO-301	BIO-303	BIO-305

BIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	1	1a.1b. 1c.	BIO-150	BIO-201 (1a, 1b in part)	BIO-202 (1a, 1b in part)	BIO-301 (1a, 1b in part)	BIO-303 (1a, 1b in part)	BIO-305 (1a, 1b in part)
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1. and 4.	1c.						
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1. and 4.	1a. 1c. 4a. 4b.	BIO-150 (1a, 4a, 4b)	BIO-201 (1a, 4a, 4b)	BIO-202 (1a, 4a, 4b)	BIO-301 (1a, 4a, 4b)	BIO-303 (1a, 4a, 4b)	BIO-305 (1a, 4a, 4b)
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1. and 4.	1a. 4a.	BIO-150		BIO-202	BIO-301	BIO-303	BIO-305
3. Learning within the Framework and Resources of NEIU								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	3. and 4	3a. 3b.3c. 4a. 4b.						
3.2 Engagement at the personal and community level	4	4a. 4b.	BIO-150					BIO-305
3.3 Application of local and global civic knowledge								
3.4 Understanding and appreciation of the complexities of individual identities								
3.5 Intercultural knowledge and competence								

BIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course
1. Intellectual and Practical Skills				
1.1 Inquiry, analysis and evaluation	2	2a. 2b.	Electives (BIO-310, 326, 330, 331, 341, 351, 362, 368)	Capstones (BIO-390, 392/393)
1.2 Critical and creative thinking	2	2b.	Electives (BIO-310, 326, 330, 331, 341, 351, 352, 362, 368)	Capstones (BIO-390, 391, 392/393)
1.3 Written and oral communication proficiency	4	4a.4b.	Electives (both 4a & 4b: BIO-330, 331, 351, 352, 360, 362, 368; 4a only: 310, 341)	Capstones (BIO-390, 391, 392/393)
1.4 Original design and artistic performance	3	3a.	Electives (BIO-328, 330, 331, 341, 351, 352, 360, 361, 362)	
1.5 Quantitative literacy	3	3c.		
1.6 Information literacy and research skills	2. and 3.	2a. 3a. 3c.	2a,b: Electives (BIO-310, 326, 330, 331, 341, 351, 352, 362, 368). 3a,b,c: Electives (BIO-330, 331, 341, 351, 352, 360, 361, 362)	2a: Capstones (BIO-390, 391, 392/393)
1.7 Technological fluency	3	3b. 3c.	Electives (BIO-328, 330, 331, 341, 351, 352, 360, 361, 362)	
1.8 Teamwork and problem solving	3	3a.	Electives (BIO-328, 330, 331, 341, 351, 352, 360, 361, 362)	

BIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course
2. Immersion into Disciplines and Fields of Study				
2.1 Knowledge of human cultures and the physical and natural world	1	1a.1b. 1c.	Electives (ALL)	1a, c: Capstones (BIO-390, 391, 392/393)
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1. and 4.	1c.	Electives (ALL)	Capstones (BIO-390, 391, 392/393)
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1. and 4.	1a. 1c. 4a. 4b.	Electives (most)	Capstones (BIO-390, 391, 392/393)
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1. and 4.	1a. 4a.	Electives (BIO-326, 331, 333, 341, 342, 343, 345, 346, 351, 352, 357, 361, 366, 368)	Capstones (BIO-390, 391, 392/393)
3. Learning within the Framework and Resources of NEIU				
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	3. and 4	3a. 3b.3c. 4a. 4b.		Capstones (BIO-391, 392/393, 394)
3.2 Engagement at the personal and community level	4	4a. 4b.	Electives (BIO-326, 331, 333, 341, 342, 343, 345, 346, 351, 352, 357, 361, 366, 368)	Capstones (BIO-390, 391, 392/393, 394)
3.3 Application of local and global civic knowledge				
3.4 Understanding and appreciation of the complexities of individual identities				
3.5 Intercultural knowledge and competence				

BIOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

BIOLOGY GOAL   **1. Demonstrate a broad understanding of biological principles**

Student Learning Outcome: 1a. Identify unifying principles in biology with emphasis on natural selection and evolution

Student Learning Outcome: 1b. Demonstrate a working understanding of the subdisciplines of cell biology, genetics, and ecology

Student Learning Outcome: 1c. Increase depth of understanding of selected subdisciplines by studying a variety of topics in elective courses

BIOLOGY GOAL   **2. Develop critical observational, thinking, and reasoning skills**

Student Learning Outcome: 2a. Competently use the library and internet databases to search scientific literature

Student Learning Outcome: 2b. Read, evaluate, and interpret primary research articles

BIOLOGY GOAL   **3. Understand and apply the scientific method**

Student Learning Outcome: 3a. Formulate hypotheses and properly design experiments to test hypotheses

Student Learning Outcome: 3b. Proficiently use standard biological equipment and techniques

Student Learning Outcome: *3c. Analyze and present experimental results using appropriate statistiical and graphical techniques*

BIOLOGY GOAL   **4. Demonstrate effective skills in scientific communication**

Student Learning Outcome: 4a. Write proficiently in discipline-specific formats, such as research-style reports, persuasive arguments, and grant proposals

Student Learning Outcome: 4b. Clearly explain scientific data through oral and poster presentation

CHEMISTRY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Program Outcomes	CHEMISTRY COURSES													
			211	212	213	231	232	311	312	316	319	320	321	330	331	347
1. Intellectual and Practical Skills																
1. Inquiry, analysis and evaluation	A	A1, A2, A3														
2. Critical and creative thinking	A	A2, A3														
3. Written and oral communication proficiency	E	E1, E2														
4. Original design and artistic performance																
5. Quantitative literacy	B	B1 through 4		x		x		x	x		x		x		x	
6. Information literacy and research skills	C, D	C3, D1, D2, D3														
7. Technological fluency	A	A4						x	x							
8. Teamwork and problem solving	F	F1, F2, F3														
2. Immersion into Disciplines and Fields of Study																
1. Knowledge of human cultures and the physical and natural world																
2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awaremenss of other areas of study	A, C	A1, A2, A3, A6									x	x	x			
3. Ability to synthesize general and specialized studies both within and across disciplines	A	A5, A6	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A	A2														
3. Learning within the Framework and Resources of NEIU																
1. Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D	D3														
2. Engagement at the personal & community level	F	F1, F2, F3, E3														
3. Application of local and global civic knowledge	A	A6									x	x	x			
4. Understanding and appreciation of the complexities of individual identitiescomplexities of individual identities	F	F1, F2, F3														
5. Intercultural knowledge and competence	F	F1, F2, F3														

CHEMISTRY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Program Outcomes	348	350	353	355	391	260	261	262	263	360	361	Lab	Ugrad Res
										Seminar courses					
1. Intellectual and Practical Skills															
1. Inquiry, analysis and evaluation	A	A1, A2, A3					x	x	x	x	x	x	x	x	x
2. Critical and creative thinking	A	A2, A3					x	x	x	x	x	x	x	x	x
3. Written and oral communication proficiency	E	E1, E2					x							x	x
4. Original design and artistic performance															
5. Quantitative literacy	B	B1 through 4					x	x	x	x	x	x	x		
6. Information literacy and research skills	C, D	C3, D1, D2, D3					x							x	x
7. Technological fluency	A	A4										x	x		
8. Teamwork and problem solving	F	F1, F2, F3						x	x	x	x	x	x	x	
2. Immersion into Disciplines and Fields of Study															
1. Knowledge of human cultures and the physical and natural world															
2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awaremenss of other areas of study	A, C	A1, A2, A3, A6		x	x	x		x	x	x	x	x	x	x	x
3. Ability to synthesize general and specialized studies both within and across disciplines	A	A5, A6	x	x	x	x	x					x	x		x
4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A	A2						x	x	x	x	x	x		x
3. Learning within the Framework and Resources of NEIU															
1. Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D	D3													x
2. Engagement at the personal & community level	F	F1, F2, F3, E3						x	x	x	x	x	x	x	x
3. Application of local and global civic knowledge	A	A6		x	x	x						x	x		x
4. Understanding and appreciation of the complexities of individual identitiescomplexities of individual identities	F	F1, F2, F3						x	x	x	x	x	x	x	
5. Intercultural knowledge and competence	F	F1, F2, F3					x	x	x	x	x	x	x	x	

CHEMISTRY PROGRAM GOALS AND LEARNING OUTCOMES

Program Goal	Learning Outcome
A. Proficient in basic skills of chemistry	1. Master a broad knowledge of chemical principles concerning major areas of chemistry-analytical, bioorganic, inorganic, organic, and physical.
	2. Ability to utilize knowledge from each area (analytical, biorganic, inorganic, organic, and & physical) critically & analyze chem problems.
	3. Ability to utilize the critical thinking skills, problem-solving skills, and data analysis skills to collect/analyze data, apply fundamental principles to gather/explain data, and design experiments to test hypotheses.
	4. Ability to use modern computing resources involving chemical education.
	5. Ability to initiate careers in professional schools, grad programs, or the job market.
	6. Acquire supplementary skills through the STEM programs.
B. Quantitative Reasoning Skills	1. Develop proficiency in calculations skills.
	2. Develop ability to accurately collect and interpret numerical data.
	3. Develop ability to solve problems using approximation, precision, accuracy, and other statistical applications.
	4. Develop ability to relate theories involving numbers.
C. Chemistry Laboratory Skills	1. Ability to perform accurate measurements in various fields of chem with an understanding of theory and use of chemical instrumentations, interpret experimental results, perform accurate calculations of the results and draw reasonable, accurate conclusions.
	2. Ability to synthesize, separate & characterize compounds using published reactions, protocols, standard lab equipment, and modern instrumentation.
	3. Ability to make effective use of computers as a tool in writing, drawing chemical structures and in data analysis & use computers in data acquistion and processing.
	4. Ability to understand the concepts of safe lab practices and comply with safety regulations.
D. Chemical Literature and Research Skills	1. Ability to use information technology tools such as the internet & computer based literature searches to locate/retrieve scientific info needed for research work.
	2. Ability to use peer-reviewed scientific journals effectively & evaluate published articles critically.
	3. Ability to incorporate knowledge & theoritical thoughts into applied research.
E. Communication and Ethics in Chemistry	1. Ability to present information in a clear and organized manner.
	2. Ability to write well-organized reports in a scientificaly appropriate style.
	3. Acquainted with the current ethical issues in chemistry and be able to apply ethical principles in classes, lab, and research.
F. Interpersonal and Team Skills	1. Ability to work effectively in a group to solve scientific problems.
	2. Ability to become an effective leader as well as an effective team member.
	3. Ability to interact productively with diverse group of peers.

CMT ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills										
1.1 Inquiry, analysis and evaluation	1.	1.1.1.2.	CMTC 100	CMTC 200	CMTC 313	CMTC 330	CMTM 160	CMTM 265	CMTM 365	CMTM 377
1.2 Critical and creative thinking	3.	3.1. 3.2.	CMTC 101	CMTC 210	CMTC 213	CMTC 214	CMTC 310	CMTC 313	CMTM 365	CMTM 370
1.3 Written and oral communication proficiency	2.	2.1. 2.3. 3.1.	CMTC 101	CMTC 200	CMTC 202	CMTC 214	CMTM 205	CMTM 250	CMTM 260	CMTM 360
1.4 Original design and artistic performance	2.	2.3.	CMTM 250	CMTM 260	CMTM 360	CMTM 361	CMTM 362	CMTM 364	CMTM 366	CMTT 220
1.5 Quantitative literacy	1.	1.3.	CMTC 200	CMTC 330						
1.6 Information literacy and research skills	2.	2.1.; 2.3.	CMTC 101	CMTC 210	CMTC 313	CMTC 330	CMTM 105	CMTM 365	CMTM 367	CMTM 377
1.7 Technological fluency	2.	2.2.	CMTC 300	CMTM 250	CMTM 260	CMTM 360	CMTM 361	CMTM 362	CMTM 366	CMTM 378
1.8 Teamwork and problem solving	4. , 5.	4.2. 4.2. 4.3. 5.1. ; 5.2. 5.3. 5.4.	CMTC 214	CMTC 215	CMTC 315	CMTC 318	CMTC 319	CMTM 362	CMTM 368	CMTT 240
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	4.	4.1.; 4.2. 4.4.	CMTC 100	CMTC 200	CMTC 213	CMTC 214	CMTC 301	CMTC 310	CMTC 313	CMTC 314
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1. ; 4.	1.1.; 1.3. ; 4.1.; 4.2. ; 4.4. E	CMTC 100	CMTC 200	CMTC 213	CMTC 214	CMTC 301	CMTC 310	CMTC 313	CMTC 314
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1.	1.1.; 1.2. ; 1.3.	CMTC 100	CMTC 200	CMTC 213	CMTC 214	CMTC 301	CMTC 310	CMTC 313	CMTC 314
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	3.	3.3.; 3.4.	CMTC 100	CMTC 200	CMTC 213	CMTC 214	CMTC 301	CMTC 310	CMTC 313	CMTC 314
3. Learning within the Framework and Resources of NEIU										
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	2. ; 5. E	2.1. ; 2.3. 5.2	CMTC 383	CMTC 384	CMTC 385	CMTM 250	CMTM 260	CMTM 360	CMTM 361	CMTM 362
3.2 Engagement at the personal and community level	5.	5.1. ; 5.2.; 5.3. ; 5.4.	CMTC 214	CMTC 313	CMTC 314	CMTC 315	CMTC 316	CMTC 317	CMTC 318	CMTC 319
3.3 Application of local and global civic knowledge	4.	4.1.; 4.2.; 4.4.	CMTC 100	CMTC 213	CMTC 313	CMTC 317	CMTC 318	CMTC 319	CMTM 365	CMTM 368
3.4 Understanding and appreciation of the complexities of individual identities	4. 5.	4.4.; 5.1.; 5.4.	CMTC 100	CMTC 213	CMTC 214	CMTC 215	CMTC 313	CMTC 314	CMTC 316	CMTC 317
3.5 Intercultural knowledge and competence	4.	4.1.; 4.2. ; 4.4.	CMTC 100	CMTC 317	CMTM 365	CMTM 373	CMTM 375			

CMT ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills										
1.1 Inquiry, analysis and evaluation	1.	1.1.1.2.	CMTT 130							
1.2 Critical and creative thinking	3.	3.1. 3.2.	CMTM 377							
1.3 Written and oral communication proficiency	2.	2.1. 2.3. 3.1.	CMTM 361	CMTM 362	CMTM 364	CMTM 366	CMTM 367	CMTT 203	CMTT 255	CMTT 355
1.4 Original design and artistic performance	2.	2.3.	CMTT 221	CMTT 255	CMTT 321	CMTT 347	CMTT 350	CMTT 351	CMTT 352	CMTT 353
1.5 Quantitative literacy	1.	1.3.								
1.6 Information literacy and research skills	2.	2.1.; 2.3.	CMTM 378	CMTM 379	CMTT 393					
1.7 Technological fluency	2.	2.2.	CMTT 139	CMTT 239	CMTT 240	CMTT 339	CMTT 340	CMTT 341	CMTT 342	CMTT 343
1.8 Teamwork and problem solving	4. , 5.	4.2. 4.2. 4.3. 5.1. ; 5.2. 5.3. 5.4.	CMTT 249	CMTT 340	CMTT 341	CMTT 342	CMTT 343	CMTT 345	CMTT 348	CMTT 349
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	4.	4.1.; 4.2. 4.4.	CMTC 315	CMTC 330	CMTM 160	CMTM 265	CMTM 363	CMTM 371	CMTM 372	CMTM 373
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1. ; 4.	1.1.; 1.3. ; 4.1.; 4.2. ; 4.4. E	CMTC 315	CMTC 330	CMTM 160	CMTM 265	CMTM 363	CMTM 371	CMTM 372	CMTM 373
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1.	1.1.; 1.2. ; 1.3.	CMTC 315	CMTC 330	CMTM 160	CMTM 265	CMTM 363	CMTM 371	CMTM 372	CMTM 373
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	3.	3.3.; 3.4.	CMTC 315	CMTC 330	CMTM 160	CMTM 265	CMTM 363	CMTM 371	CMTM 372	CMTM 373
3. Learning within the Framework and Resources of NEIU										
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	2. ; 5. E	2.1. ; 2.3. 5.2	CMTM 364	CMTM 366	CMTM 383	CMTM 384	CMTM 385	CMTT 139	CMTM 239	CMTT 339
3.2 Engagement at the personal and community level	5.	5.1. ; 5.2.; 5.3. ; 5.4.	CMTM 368	CMTM 370	CMTT 350	CMTT 351	CMTT 393			
3.3 Application of local and global civic knowledge	4.	4.1.; 4.2.; 4.4.	CMTM 377	CMTM 379						
3.4 Understanding and appreciation of the complexities of individual identities	4. 5.	4.4.; 5.1.; 5.4.	CMTC 318	CMTC 319	CMTM 377					
3.5 Intercultural knowledge and competence	4.	4.1.; 4.2. ; 4.4.								

CMT ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills											
1.1 Inquiry, analysis and evaluation	1.	1.1.1.2.									
1.2 Critical and creative thinking	3.	3.1. 3.2.									
1.3 Written and oral communication proficiency	2.	2.1. 2.3. 3.1.									
1.4 Original design and artistic performance	2.	2.3.	CMTT 354	CMTT 355	CMTT 357	CMTT 358	CMTT 359	CMTT 393			
1.5 Quantitative literacy	1.	1.3.									
1.6 Information literacy and research skills	2.	2.1.; 2.3.									
1.7 Technological fluency	2.	2.2.	CMTT 345	CMTT 348	CMTT 349						
1.8 Teamwork and problem solving	4. , 5.	4.2. 4.2. 4.3. 5.1. ; 5.2. 5.3. 5.4.	CMTT 359								
2. Immersion into Disciplines and Fields of Study											
2.1 Knowledge of human cultures and the physical and natural world	4.	4.1.; 4.2. 4.4.	CMTM 375	CMTM 376	CMTM 377	CMTM 378	CMTT 130	CMTT 331	CMTT 332	CMTT 333	CMTT 335
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1. ; 4.	1.1.; 1.3. ; 4.1.; 4.2. ; 4.4. E	CMTM 375	CMTM 376	CMTM 377	CMTM 378	CMTT 130	CMTT 331	CMTT 332	CMTT 333	CMTT 335
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1.	1.1.; 1.2. ; 1.3.	CMTM 375	CMTM 376	CMTM 377	CMTM 378	CMTT 130	CMTT 331	CMTT 332	CMTT 333	CMTT 335
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	3.	3.3.; 3.4.	CMTM 375	CMTM 376	CMTM 377	CMTM 378	CMTT 130	CMTT 331	CMTT 332	CMTT 333	CMTT 335
3. Learning within the Framework and Resources of NEIU											
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	2. ; 5. E	2.1. ; 2.3. 5.2	CMTT 350	CMTT 351	CMTT 383	CMTT 384	CMTT 393				
3.2 Engagement at the personal and community level	5.	5.1. ; 5.2.; 5.3. ; 5.4.									
3.3 Application of local and global civic knowledge	4.	4.1.; 4.2.; 4.4.									
3.4 Understanding and appreciation of the complexities of individual identities	4. 5.	4.4.; 5.1.; 5.4.									
3.5 Intercultural knowledge and competence	4.	4.1.; 4.2. ; 4.4.									

CMT ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course
1. Intellectual and Practical Skills						
1.1 Inquiry, analysis and evaluation	1.	1.1.1.2.				
1.2 Critical and creative thinking	3.	3.1. 3.2.				
1.3 Written and oral communication proficiency	2.	2.1. 2.3. 3.1.				
1.4 Original design and artistic performance	2.	2.3.				
1.5 Quantitative literacy	1.	1.3.				
1.6 Information literacy and research skills	2.	2.1.; 2.3.				
1.7 Technological fluency	2.	2.2.				
1.8 Teamwork and problem solving	4. , 5.	4.2. 4.2. 4.3. 5.1. ; 5.2. 5.3. 5.4.				
2. Immersion into Disciplines and Fields of Study						
2.1 Knowledge of human cultures and the physical and natural world	4.	4.1.; 4.2. 4.4.	CMTT 336	CMTT 337	CMTT 338	CMTT 346
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1. ; 4.	1.1.; 1.3. ; 4.1.; 4.2. ; 4.4. E	CMTT 336	CMTT 337	CMTT 338	CMTT 346
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1.	1.1.; 1.2. ; 1.3.	CMTT 336	CMTT 337	CMTT 338	CMTT 346
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	3.	3.3.; 3.4.	CMTT 336	CMTT 337	CMTT 338	CMTT 346
3. Learning within the Framework and Resources of NEIU						
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	2. ; 5. E	2.1. ; 2.3. 5.2				
3.2 Engagement at the personal and community level	5.	5.1. ; 5.2.; 5.3. ; 5.4.				
3.3 Application of local and global civic knowledge	4.	4.1.; 4.2.; 4.4.				
3.4 Understanding and appreciation of the complexities of individual identities	4. 5.	4.4.; 5.1.; 5.4.				
3.5 Intercultural knowledge and competence	4.	4.1.; 4.2. ; 4.4.				

CMT PROGRAM GOALS AND LEARNING OUTCOMES

Program Goals	Learning Outcomes
1. Proficiency in understanding basic concepts, theories and practices of communication, media and theatre	1.1. Identify, define and use key concepts and vocabulary of communication, media;
	1.2. Analyze and evaluate theories of CMT
	1.3. Connect CMT theories to practical skills
2. Ability to demonstrate effective oral and written communication, use of communication technologies, and the ability to produce creative and original work	2.1. Deliver/write effectively researched and articulated presentations;
	2.2. Use a variety of traditional and new media to communicate with others
	2.3. Design/produce/create theoretically sound original works;
3. Development of skills of message construction and critique, creative problem solving and critical thinking	3.1. Construct and support an argument;
	3.2. Identify fallacies in an argument
	3.3. Apply relevant criteria in making informed judgments;
	3.4. Deploy a variety of strategies in solving problems
4. Development of skills of message construction and critique, creative problem solving and critical thinking; 5. Equipping students with transferable skills such as collaboration teamwork and negotiation	4.1. Identify effective competencies/ practices in multiple contexts;;
	4.2. Develop skills related to multiple contexts;
	4.3. Practive effective skills
	4.4. Evaluate self and others in multiple contexts
5. Equipping students with transferable skills such as collaboration teamwork and negotiation	5.1. Apply skills of collaboration, teamwork and negotiation to all communication contexts
	5.2. Design/write/perform CMT texts and productions in collaboration with others
	5.3. Demonstrate collegial etiquette
	5.4. Value and utilize diversity when interacting with others

COMPUTER SCIENCE ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	200	201	207	301	304	308	319	324
1. Intellectual and Practical Skills										
1.1 Inquiry, analysis and evaluation	1, 2, 4, 7	1c, 2a, 2b, 2c, 4a, 4b, 7a, 7b	X		X		X		X	X
1.2 Critical and creative thinking	1, 2, 4, 7	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 7a, 7b, 7c, 7d	X	X	X		X		X	X
1.3 Written and oral communication proficiency	1, 5	1b, 5a, 5b				X	X	X	X	
1.4 Original design and artistic performance	1, 4, 7	1a, 1b, 1c, 4b, 7c, 7d	X		X		X		X	X
1.5 Quantitative literacy	1, 2, 3	1c, 2b, 2c, 3a, 3b, 3c		X			X			X
1.6 Information literacy and research skills	4, 5, 7	4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d		X					X	
1.7 Technological fluency	2, 4, 5	2a, 2b, 2c, 4a, 4b, 5a, 5b				X		X	X	
1.8 Teamwork and problem solving	1, 5, 6, 7	1a, 1b, 1c, 5a, 5b, 6a, 6b, 7a, 7b, 7c, 7d				X		X	X	
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world										
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study										
2.3 Ability to synthesize general and specialized studies both within and across disciplines										
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life										
3. Learning within the Framework and Resources of NEIU										
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.										
3.2 Engagement at the personal and community level										
3.3 Application of local and global civic knowledge										
3.4 Understanding and appreciation of the complexities of individual identities										
3.5 Intercultural knowledge and competence										

COMPUTER SCIENCE PROGRAM GOALS AND LEARNING OUTCOMES

1. Students should be able to write an algorithm to solve a given problem.
a. Create a correct algorithm.
b. Create a clear and readable document.
c. Create a time and space efficient algorithm.

2. Students should be able to analyze algorithms.
a. Trace through an algorithm or computer program, step by step.
b. Determine the correctness of an algorithm.
c. Determine the efficiency of an algorithm.

3. Students should be able to transfer learned skills to master other technologies.
a. Apply basic programming concepts universally.
b. Apply knowledge of different categories of algorithms and specific classical examples to determine how to approach and solve problems in other disciplines.

4. Students should be able to communicate technological ideas and concepts.
a. Communicate effectively orally.
b. Communicate effectively through writing.

5. Students should be able to work effectively and productively in teams.
a. Cooperate with other teammates.
b. Be able to present their project collaboratively.

6. Students should be able to conduct research on and propose solutions to complex problems related to technology
a. Identify key variables pertaining to the problem.
b. Isolate the main components of the problem.
c. Sketch metrics to decide if they have found a satisfactory solution to the problem.
d. Identify possible improvements to a given solution.

EARTH SCIENCE ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	CORE COURSES							
			207	211	306	311	312	317	331	390
1. Intellectual and Practical Skills										
1.1 Inquiry, analysis and evaluation	B	B.1, B.2, B.3	X	X	X	X	X	X	X	X
1.2 Critical and creative thinking	B	B.3, B.4, C.1, D.1	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	C	C.1, C.2	X	X	X	X	X	X	X	X
1.4 Original design and artistic performance	n/a									
1.5 Quantitative literacy	B	B.1, B.3, B.4	X	X	X	X	X	X	X	X
1.6 Information literacy and research skills	B	B.3, B.4	X	X	X	X	X	X	X	X
1.7 Technological fluency	B, C	B.3, B.4, C.2		X	X	X	X	X	X	X
1.8 Teamwork and problem solving	B, D	B.3, D.1	X	X	X	X	X	X	X	X
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures-and the physical and natural world	A, B	A.1, A.2, A.3, B.2, B.3	X	X	X	X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B, D	A.1-3, B.2, B.3, D.2	X	X	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	B, C, D	B.3, C.1, C.2, D.2	X	X	X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	B, D	B.3, D.2	X		X	X				X

EARTH SCIENCE ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	CORE COURSES							
			207	211	306	311	312	317	331	390
3. Learning within the Framework and Resources of NEIU										
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	B, D	B.3, D.2				X		X		X
3.2 Engagement at the personal and community level	B, C, D	B.3, C.1, C.2, D.1, D.2								
3.3 Application of local and global civic knowledge	B, C, D	B.3, C.2, D.2	X			X				
3.4 Understanding and appreciation of the complexities of individual identities	n/a									
3.5 Intercultural knowledge and competence	n/a									

EARTH SCIENCE PROGRAM GOALS AND LEARNING OUTCOMES

A		**General Knowledge of the Field**
	A.1	Students will be able to describe the origin and evolution of the earth and rates of geologic change over time.
	A.2	Students will demonstrate familiarity with global geological processes such as plate tectonics, climate change, the rock cycle, and the hydrologic cycle, and they will be able to describe the interactions between the lithosphere, hydrosphere and atmosphere that affect and control these processes.
	A.3	Students will be able to describe and explain in non-technical language a) the causes of geologic hazards and some strategies for mitigation of hazards and b) the distribution and abundance of earth resources (mineral, water, fuel).
B		**Field, Lab, Research Skills** Students will be able to gather, synthesize and interpret geologic observations and data by applying proper scientific procedures within the context of the accepted body of geologic knowledge; students will be able to critically evaluate geologic data and interpretations from other people/sources.
	B.1	Mapping and Map Interpretation: Students will be able to construct and interpret geologic and topographic maps and cross sections from borehole logs, field observations, and regional geologic data.
	B.2	Identification and Characterization of Earth Materials: Students will be able to identify rocks, minerals and sediment samples by applying standard field and microscopic methods, describe the physical and chemical characteristics, and interpret the geologic environments and processes represented.
	B.3	Research: Students will be able to complete a small-scale research project.
	B.4	Students will apply appropriate methods of information technology as tools for research and communication within the sciences, including spreadsheets, graphing, mapping, and others.
C		**Communication Skills** Students will be able to effectively communicate with both technical and non-technical audiences about geologic phenomena.
	C.1	Written communication: Students will be able to produce a coherent and scientifically accurate technical paper about geologic issues or phenomena using the conventions accepted in the discipline.
	C.2	Oral communication: Students will be able to verbally present the results of a project or investigation.
D		**Citizenship** Students will demonstrate the knowledge and skills needed for good citizenship - especially the ability to make informed decisions about resources and the environment and to continue life-long learning about science-based issues.
	D.1	Students will demonstrate effective teamwork and "scientific citizenship", including ability to complete a team project using effective communication, respectful consideration of new or alternate ideas and input in small-group settings, and consideration of unfamiliar ideas in the context of good scientific evaluation
	D.2	Students will demonstrate civic engagement, including the ability to relate and apply appropriate earth science concepts to other disciplinary concepts and to real-world issues of local, regional and/or global scope.

Earth Science　　　　　　　　**Courses and Goal Mapping**　　　　　　　　**2015**

Program Goals	Learning Outcomes	CORE COURSES								ELECTIVES
		207	211	306	311	312	317	331	390	
A	A.1		X			X				*
	A.2	X	X	X	X	X	X	X	X	X
	A.3	X	X	X	X		X			*
B	B.1		X				X	X	X	*
	B.2			X	X		X		X	*
	B.3			X	X		X		X	X
	B.4				X	X	X	X	X	X
C	C.1	X	X	X	X	X	X	X	X	X
	C.2			X	X		X		X	X
D	D.1	X	X	X	X	X	X	X	X	X
	D.2								X	X
										*depends on elective course

Assessment Mapping:
Sample Course Artifacts

Earth Science   **2015**

Learning Outcomes	Core Course Example	Artifact	Scoring Notes	ALL CORE COURSES ADDRESSING OUTCOME								ELECTIVE COURSES
				207	211	306	311	312	317	331	390	
A.1	312	Summative geologic history concept map	Ability to recount and correlate effects of geologic factors in proper sequential order; Successful completion of coursework & project		X	X		X	X	X	X	X
A.2	306; 390	Research paper (306); Final exercise (390)	Ability to synthesize geologic information in context; Ability to correlate geologic map information to the identity of specific rock types; Ability to analyze useful characteristics of rock type for resource use; Ability to distinguish variability among tectonic environments	X	X	X	X	X	X	X	X	*
A.3	207, 211; 306	Written assignments; research project	Ability to summarize and elaborate on current events, relevant to environmental geology	X	X	X	X		X			*
B.1	331; 390	Individual/team exercises; Field mapping exercises	Ability to construct a cross-section from a geologic map; Ability to construct cross-section from field observations		X			X	X	X		*
B.2	306	Identification and correlation of rocks and minerals to tectonic environments	Ability to distinguish and characterize major categories of sediments, soils, and/or rocks and minerals			X	X		X		X	X
B.3	many	Individual/ small-group research project: visual and/or oral presentation	Ability to research, critically evaluate data and published sources, and communicate in appropriate written scientific format			X	X		X		X	X
B.4	many	Individual/ small-group research project data sets	Ability to organize data, demonstrate formula calculations, and create appropriate graphic representations within spreadsheets and other software				X	X	X	X	X	X
C.1	ALL	Research paper and/or short essay/critique	Clear written expression of concepts, interpretations, and connection to related concepts	X	X	X	X	X	X	X	X	X
C.2	311	In-class oral presentation of individual/small-group research	Clear oral expression of concepts, interpretations, and connection to related concepts			X	X		X		X	X
D.1	ALL	in-class exercises and/or team research project	Demonstrate good team citizenship	X	X	X	X	X	X	X	X	X
D.2	ELECTIVES	Term project	Demonstrate connection of foundational concepts to project with a local, regional and/or global application								X	X

ECONOMICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals	215	217	220	303	304	306	307	308	309
1. Intellectual and Practical Skills		H	C	H	S	M	C	H	S	R
1.1 Inquiry, analysis and evaluation	1	x	x	x	x	x	x	x	x	x
1.2 Critical and creative thinking	1	x	x	x	x	x	x	x	x	x
1.3 Written and oral communication proficiency	2	x		x				x		
1.4 Original design and artistic performance	2									
1.5 Quantitative literacy	1	x	x	x	x		x			x
1.6 Information literacy and research skills	2	x						x		x
1.7 Technological fluency	2			x			x	x		
1.8 Teamwork and problem solving	3	x		x	x			x	x	
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	1		x				x			
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1	x	x			x	x	x		
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1			x		x	x	x		x
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1	x	x	x	x	x	x	x	x	x
3. Learning within the Framework and Resources of NEIU										
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	3	x		x				x		
3.2 Engagement at the personal and community level	3									
3.3 Application of local and global civic knowledge	2				x		x	x		x
3.4 Understanding and appreciation of the complexities of individual identities	1	x					x			
3.5 Intercultural knowledge and competence	1									

ECONOMICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals	310	312	314	316	318	320	321	322	323
1. Intellectual and Practical Skills		S	M	R	M	S	M	S	S	M
1.1 Inquiry, analysis and evaluation	1	x	x	x		x		x	x	
1.2 Critical and creative thinking	1			x		x		x	x	x
1.3 Written and oral communication proficiency	2	x		x		x			x	x
1.4 Original design and artistic performance	2									
1.5 Quantitative literacy	1	x	x	x		x			x	
1.6 Information literacy and research skills	2	x		x		x			x	x
1.7 Technological fluency	2	x	x	x		x				
1.8 Teamwork and problem solving	3	x	x			x		x	x	
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	1			x				x	x	x
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1			x				x	x	x
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1	x	x	x		x			x	x
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1	x		x		x		x	x	x
3. Learning within the Framework and Resources of NEIU										
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	3	x			X	x	X			x
3.2 Engagement at the personal and community level	3				X	x	X			
3.3 Application of local and global civic knowledge	2			x	X		X	x	x	x
3.4 Understanding and appreciation of the complexities of individual identities	1				X		X		x	
3.5 Intercultural knowledge and competence	1			x	X		X	x	x	x

ECONOMICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals	332	333	334	336	337	338	340	343	344
1. Intellectual and Practical Skills		M	R	R	C	R	C	M	S	H
1.1 Inquiry, analysis and evaluation	1		x	x	x	x	x	x	x	x
1.2 Critical and creative thinking	1		x	x	x	x	x		x	x
1.3 Written and oral communication proficiency	2						x		x	x
1.4 Original design and artistic performance	2						x			
1.5 Quantitative literacy	1		x	x	x	x	x		x	x
1.6 Information literacy and research skills	2		x	x		x	x		x	x
1.7 Technological fluency	2					x	x		x	
1.8 Teamwork and problem solving	3					x	x	x	x	x
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	1				x		x			
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1		x	x	x	x	x	x		x
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1		x	x	x	x	x		x	x
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1		x	x	x	x	x	x	x	x
3. Learning within the Framework and Resources of NEIU										
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	3					x	x		x	x
3.2 Engagement at the personal and community level	3					x				
3.3 Application of local and global civic knowledge	2		x			x	x	x		
3.4 Understanding and appreciation of the complexities of individual identities	1				x		x			
3.5 Intercultural knowledge and competence	1		x			x				

ECONOMICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals	377	393	396
1. Intellectual and Practical Skills		M	R	R
1.1 Inquiry, analysis and evaluation	1	x	x	x
1.2 Critical and creative thinking	1		x	x
1.3 Written and oral communication proficiency	2	x	x	x
1.4 Original design and artistic performance	2			
1.5 Quantitative literacy	1	x	x	x
1.6 Information literacy and research skills	2	x	x	x
1.7 Technological fluency	2	x	x	x
1.8 Teamwork and problem solving	3		x	x
2. Immersion into Disciplines and Fields of Study				
2.1 Knowledge of human cultures and the physical and natural world	1			
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1			
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1		x	x
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1	x	x	x
3. Learning within the Framework and Resources of NEIU				
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	3	x	x	x
3.2 Engagement at the personal and community level	3		x	x
3.3 Application of local and global civic knowledge	2	x		
3.4 Understanding and appreciation of the complexities of individual identities	1			
3.5 Intercultural knowledge and competence	1			

ECONOMICS PROGRAM GOALS

Program Goals
1. Acquire, interpret, organize and use economic theory in decision making and to apply theory and methods to chosen and related subfields in the discipline
2. Develop specialized skills including the ability to collect, manipulate and analyze data, interpret empirical tests and provide oral, written and graphical presentations of data findings.
3. Find employment in chosen subfield.

ENGLISH ASSESSMENT MAP

Baccalaureate Goals	English Major Goals	English Courses that Fulfill this Goal
1. Intellectual and Practical Skills		
1.1 Inquiry, analysis and evaluation	2, 5, 7, 8	Especially 210,345, 367, 310, 375-7, 384-387, 394-397, but all English classes meet this goal.
1.2 Critical and creative thinking	2, 3, 4, 5, 7, 8	All English classes meet this goal, but especially 210, 235, 345, 367, 384-387, 394-397
1.3 Written and oral communication proficiency	4, 7, 8	All English classes meet this goal, but especially 210, 235, 310,335, 345, 375-377, 384-387, 394-397
1.4 Original design and artistic performance	7, 8	235, 384-387, 394-397
1.5 Quantitative literacy		
1.6 Information literacy and research skills	5	201, 310, 372, 376, 377 (Most 300-level literature classes involve a research component)
1.7 Technological fluency	4, 5	210, 310, 376
1.8 Teamwork and problem solving	7	235, 384-387, 394-397
2. Immersion into Disciplines and Fields of Study		
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3	218, 219, 221, 222, 303, 355, 362, 365,367, 369, 370, 371, 380-383, 379, 390 (and really all of our literary and cultural studies classes do this in exploring various cultural periods and genres)
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	2,3,4	303, 345, 355, 362, 365, 367, 368, 369, 371, 372, 380-383
2.3 Ability to synthesize general and specialized studies both within and across disciplines	5, 6	345, 355, 367, 372, 379, 380-383
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	6, 8	All of our courses do this, but especially 235, 345, 330, 331, 355, 367, 371-2, 379, 380-383

ENGLISH ASSESSMENT MAP

Baccalaureate Goals	English Major Goals	English Courses that Fulfill this Goal
3. Learning within the Framework and Resources of NEIU		
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	4,5,7,8	384-387, 393, 394-397, 372
3.2 Engagement at the personal and community level	4, 6	310, 335,375, 376, 377, 384-387, 393-397
3.3 Application of local and global civic knowledge	6	379, 376
3.4 Understanding and appreciation of the complexities of individual identities	2,3	345, 376, 371, 367, 372, 380-383
3.5 Intercultural knowledge and competence	3	All of our literature courses meet this goal in dealing with different cultural and historical moments, but especially 367, 371-2, 380-3, 355, 379

ENGLISH PROGRAM GOALS

1. Students will acquire an understanding of the complex and contested literary, cultural, and rhetorical traditions and histories around the globe, with emphasis on the diversity of U.S. and British texts.

2. Students will develop an ability to critically analyze a variety of texts (including literary, expository, cultural, social texts) with an eye toward understanding how they shape and imagine our understanding of our selves, our relations, and our world views.

3. Students will come to understand and articulate how different cultural, historical, and experiential contexts impact textual production and reception.

4. Students will develop an ability to compose a variety of texts and use multiple rhetorical strategies with an awareness and sensitivity to diverse audience and context.

5. Students will acquire methods and skills for conducting multiple forms of research in English Studies.

6. Students will learn to recognize that studying English is to engage in larger cultural, social, and political discourses and possibilities.

7. Students will cultivate their abilities to think, problem-solve, and act creatively in the world through learning to compose imaginative work in a range of forms and genres.

8. Through the written word, students will creatively and intellectually explore human issues with insight, depth, and clarity.

ENVIRONMENTAL STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	150: Intro to Env. Studies	205: Physical Geography	250: Writing in Discipline	374: Research Methods	307: Environmental Ed. Sem.	309: Env. Interpretation	319: Natural Resouces Policy	338: Sustainable Development	383: Internship in G & ES
1. Intellectual and Practical Skills										
1.1 Inquiry, analysis and evaluation	ES3,ES4		X		X	X	X	X	X	
1.2 Critical and creative thinking	ES4			X						
1.3 Written and oral communication proficiency	ES3			X		X	X	X	X	
1.4 Original design and artistic performance	E6					X				
1.5 Quantitative literacy	ES4					X				
1.6 Information literacy and research skills	ES6			X		X				
1.7 Technological fluency	ES4			X						
1.8 Teamwork and problem solving	ES5					X	X	X	X	X
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	ES1,ES3,ES4	X	X					X	X	
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study										
2.3 Ability to synthesize general and specialized studies both within and across disciplines										X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	ES5					X	X	X		X
3. Learning within the Framework and Resources of NEIU										
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	ES2									X
3.2 Engagement at the personal and community level							X			X
3.3 Application of local and global civic knowledge	ES5		X			X		X	X	
3.4 Understanding and appreciation of the complexities of individual identities										
3.5 Intercultural knowledge and competence	ES1					X	X	X	X	X

ENVIRONMENTAL STUDIES PROGRAM GOALS

ES1   Acquire knowledge concerning structure and processes of earth systems and human factors such as population pressures, pollution, resource use, environmental values and environmental behaviors.

ES2   Acquire knowledge of interrelationships within and among natural and social systems in environmental planning and decision-making;

ES3   Acquire knowledge of causes of environmental deterioration and solutions to environmental problems within historical and contemporary contexts.

ES4   Develop skills to obtain, and analyze information from field observations, surveys, maps, aerial photographs, and satellite imagery.

ES5   Develop skills to analyze environmental issues from different perspectives and form comprehensive recommendations.

ES6   Develop effective skills for research as well as for oral, written, and graphic presentations

GEOGRAPHY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	104: Intro to Geog	205:Physical Geog	250: Writing in the Discipline	291: GIS Across Disciplines	391: GIS 1	217: Urban Geog	212: Econ Geog	213: Cultural Geog
1. Intellectual and Practical Skills									
1.1 Inquiry, analysis and evaluation	G5			X	X	X	X	X	X
1.2 Critical and creative thinking	G5				X	X	X	X	X
1.3 Written and oral communication proficiency	G6			X	X	X			
1.4 Original design and artistic performance	G4,G6			X	X	X			
1.5 Quantitative literacy	G4			X	X	X			
1.6 Information literacy and research skills	G6			X	X	X			
1.7 Technological fluency	G4			X	X	X			
1.8 Teamwork and problem solving						X			
2. Immersion into Disciplines and Fields of Study									
2.1 Knowledge of human cultures and the physical and natural world	G2,G3	X	X				X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	G1	X							
2.3 Ability to synthesize general and specialized studies both within and across disciplines	G5					X			
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	G5						X	X	X
3. Learning within the Framework and Resources of NEIU									
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.									
3.2 Engagement at the personal and community level						X			
3.3 Application of local and global civic knowledge	G5				X	X			
3.4 Understanding and appreciation of the complexities of individual identities									
3.5 Intercultural knowledge and competence	G3					X			

GEOGRAPHY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	362: Population Geog	314: Political Geog	302:Regional Geogs	380: Field Methods	344: Chicago River Issues	347: Gentrification	388: Field Camp
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	G5	X	X	X		X		
1.2 Critical and creative thinking	G5	X	X					
1.3 Written and oral communication proficiency	G6			X				X
1.4 Original design and artistic performance	G4,G6							
1.5 Quantitative literacy	G4				X	X		
1.6 Information literacy and research skills	G6				X			
1.7 Technological fluency	G4							
1.8 Teamwork and problem solving					X			X
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	G2,G3	X	X	X				X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	G1							X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	G5							
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	G5	X	X			X	X	
3. Learning within the Framework and Resources of NEIU								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.								X
3.2 Engagement at the personal and community level						X	X	
3.3 Application of local and global civic knowledge	G5							
3.4 Understanding and appreciation of the complexities of individual identities				X			X	
3.5 Intercultural knowledge and competence	G3			X			X	X

GEOGRAPHY PROGRAM GOALS

G1 Acquire, interpret, analyze, and organize geographic knowledge using systematic and regional approaches

G2 Acquire, through physical geography courses, knowledge about weather, climate, landforms, soils, and natural vegetation, water systems, and the processes that operate within and among these systems

G3 Acquire, through human geography courses, knowledge about human roles in shaping urban, economic and other cultural patterns in the landscape;

G4 Develop specialized skills including the ability to interpret maps, data, and images; collect data through field observations, make maps and work with Geographic Information Systems.

G5 Analyze and propose solutions to geographic problems; interpret, evaluate, and predict spatial patterns and related processes;

G6 Develop effective skills for research as well as for oral, written, and graphic presentations

HISTORY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	111A/ 111B	214/ 215	275 (WIP)	Non-Western	Portfolio	300A	300B	301
1. Intellectual and Practice Skills						1 req'd				
1.1. Inquiry, analysis and evaluation	B, D	B1, B2, D2, D3	X	X	X	X		X	X	X
1.2. Critical and creative thinking	B, D	B1, B2, D2, D3, D4	X	X	X	X		X	X	X
1.3. Written and oral communication proficiency	B, D	B1, D1, D2, D3, D4	X	X	X	X		X	X	X
1.4. Original design and artistic performance										
1.5. Quantitative literacy	B	B1		X						
1.6. Information literacy and research skills	B, D	B3, D2, D4	X	X	X					X
1.7. Technological fluency	B, D	B3, D4								
2. Immersion in Disciplines and Fields of Study:										
2.1. Knowledge of human cultures and the physical and natural world	C	C1, C2	X	X	X	X		X	X	X
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, C	A1, A2, A4, C1, C2	X	X	X	X		X	X	X
2.3. Ability to synthesize general and specialized studies both within and across disciplines	B, D	B1, B2, D2, D3, D4	X	X	X	X		X	X	X
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, C	A3, C1, C2	X	X	X	X		X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:										

HISTORY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	111A/ 111B	214/ 215	275 (WIP)	Non-Western	Portfolio	300A	300B	301
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D	D2, D4			X			X	X	X
3.2 Engagement at the personal and community level										
3.3 Application of local and global civic knowledge										
3.4 Understanding and appreciation of the complexities of individual identities	C	C1	X	X	X	X		X	X	X
3.5 Intercultural knowledge and competence	C	C1, C2	X			X		X	X	X

HISTORY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	302A	302B	305	306	311A	311B	314A	314B	315	321
1. Intellectual and Practice Skills												
1.1. Inquiry, analysis and evaluation	B, D	B1, B2, D2, D3	X	X	X	X	X	X	X	X	X	X
1.2. Critical and creative thinking	B, D	B1, B2, D2, D3, D4	X	X	X	X	X	X	X	X	X	X
1.3. Written and oral communication proficiency	B, D	B1, D1, D2, D3, D4	X	X	X	X	X	X	X	X	X	X
1.4. Original design and artistic performance												
1.5. Quantitative literacy	B	B1										
1.6. Information literacy and research skills	B, D	B3, D2, D4										
1.7. Technological fluency	B, D	B3, D4										
2. Immersion in Disciplines and Fields of Study:												
2.1. Knowledge of human cultures and the physical and natural world	C	C1, C2	X	X	X	X	X	X	X	X	X	X
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, C	A1, A2, A4, C1, C2	X	X	X	X	X	X	X	X	X	X
2.3. Ability to synthesize general and specialized studies both within and across disciplines	B, D	B1, B2, D2, D3, D4	X	X	X	X	X	X	X	X	X	X
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, C	A3, C1, C2	X	X	X	X	X	X	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:												

HISTORY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	302A	302B	305	306	311A	311B	314A	314B	315	321
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D	D2, D4	X	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level												
3.3 Application of local and global civic knowledge												
3.4 Understanding and appreciation of the complexities of individual identities	C	C1	X	X	X	X	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	C	C1, C2	X	**X**	X	X	X	X	X	X	X	X

HISTORY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	322	323	324	325	326	327	329A	329B	332B	334
1. Intellectual and Practice Skills												
1.1. Inquiry, analysis and evaluation	B, D	B1, B2, D2, D3	X	X	X	X	X	X	X	X	X	X
1.2. Critical and creative thinking	B, D	B1, B2, D2, D3, D4	X	X	X	X	X	X	X	X	X	X
1.3. Written and oral communication proficiency	B, D	B1, D1, D2, D3, D4	X	X	X	X	X	X	X	X	X	X
1.4. Original design and artistic performance												
1.5. Quantitative literacy	B	B1										
1.6. Information literacy and research skills	B, D	B3, D2, D4							X	X	X	
1.7. Technological fluency	B, D	B3, D4										
2. Immersion in Disciplines and Fields of Study:												
2.1. Knowledge of human cultures and the physical and natural world	C	C1, C2	X	X	X	X	X	X	X	X	X	X
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, C	A1, A2, A4, C1, C2	X	X	X	X	X	X	X	X	X	X
2.3. Ability to synthesize general and specialized studies both within and across disciplines	B, D	B1, B2, D2, D3, D4	X	X	X	X	X	X	X	X	X	X
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, C	A3, C1, C2	X	X	X	X	X	X	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:												

HISTORY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	322	323	324	325	326	327	329A	329B	332B	334
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D	D2, D4	X	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level												
3.3 Application of local and global civic knowledge												
3.4 Understanding and appreciation of the complexities of individual identities	C	C1			X				X	X		
3.5 Intercultural knowledge and competence	C	C1, C2	X	X	X	X			X	X	X	

HISTORY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	363	370	371	372	373	381	382	392	393
1. Intellectual and Practice Skills											
1.1. Inquiry, analysis and evaluation	B, D	B1, B2, D2, D3	X	X	X	X	X	X	X	X	X
1.2. Critical and creative thinking	B, D	B1, B2, D2, D3, D4	X	X	X	X	X	X	X	X	X
1.3. Written and oral communication proficiency	B, D	B1, D1, D2, D3, D4	X	X	X	X	X	X	X	X	X
1.4. Original design and artistic performance											
1.5. Quantitative literacy	B	B1		X	X						
1.6. Information literacy and research skills	B, D	B3, D2, D4								X	X
1.7. Technological fluency	B, D	B3, D4									
2. Immersion in Disciplines and Fields of Study:											
2.1. Knowledge of human cultures and the physical and natural world	C	C1, C2	X	X	X	X	X	X	X	X	X
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, C	A1, A2, A4, C1, C2	X	X	X	X	X	X	X	X	X
2.3. Ability to synthesize general and specialized studies both within and across disciplines	B, D	B1, B2, D2, D3, D4	X	X	X	X	X	X	X	X	X
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, C	A3, C1, C2	X	X	X	X	X	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:											

HISTORY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	363	370	371	372	373	381	382	392	393
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D	D2, D4	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level											
3.3 Application of local and global civic knowledge											
3.4 Understanding and appreciation of the complexities of individual identities	C	C1		X	X	X	X				
3.5 Intercultural knowledge and competence	C	C1, C2	X	X	X	X	X		X	X	

HISTORY PROGRAM GOALS AND LEARNING OUTCOMES

A. Goal – Students should learn the basics of historical analysis

Assessments- mainly 275?

       Learning outcomes/educational objectives

       1. understand the principle of change over time.

       2. recognize the use of theory in history

       3. understand the problems and limits of establishing historical causation

       4. appreciate how the interpretation historiography

B. Goal – Understand the use of sources in history

Assessments: papers in portfolio

       Learning outcomes/educational objectives

       1. be able to define and analyze primary and secondary sources

       2. learn how to assess conflicting sources

       3. learn the proper citation of sources, and how to avoid plagiarism

C. Goal – knowledge: learn about historical periods, issues, and concepts

Assessment: completion of non-western courses with C or above grades

       Learning outcomes/educational objectives

       1. explore the complexity of experience of societies & cultures

       2. develop a foundational knowledge for cross cultural comparative study and knowledge

D. Goal – Be able to communicate to a variety of audiences

       Learning outcomes/educational objectives

       1. orally: be able to participate in and lead discussion

       2. produce written reviews of historical works from different media

       3. be able to identify and summarize scholarly arguments

       4. generate an historical argument that is based on appropriate evidence

JUSTICE STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	A1, A2, B1	A1a-c, A2a-h, B1a & 1b	JUST 202	JUST 301	JUST 350			
1.2 Critical and creative thinking	C1, C2	C1e, C2a-c	JUST 202	JUST 301	JUST 350			
1.3 Written and oral communication proficiency	B3	B3a, b, d, & e	JUST 202	JUST 301	JUST 345	JUST 350		
1.4 Original design and artistic performance	B2	B2a & c	JUST 241					
1.5 Quantitative literacy	B2	B2a-c	JUST 241					
1.6 Information literacy and research skills	B2	B2a-c	JUST 202	JUST 241				
1.7 Technological fluency	B2	B2a	JUST 202					
1.8 Teamwork and problem solving	B4, C1	B4b & C1d	JUST 101	JUST 202	JUST 345	JUST 350		
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	A1	A1a-c, A2a-h, B1a & 1b						
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A1, B1, & C2	A1b, B1a-c, & C2a-c	JUST 101	JUST 202	JUST 241	JUST 301	JUST 345	JUST 350
2.3 Ability to synthesize general and specialized studies both within and across disciplines								
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A1, B1, & C1	A1b-c, B1a-c, & C1a-c	JUST 101	JUST 202	JUST 241	JUST 301	JUST 345	JUST 350

JUSTICE STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
3. Learning within the Framework and Resources of NEIU								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	B4	B4a, b, d-f	JUST 345	JUST 350				
3.2 Engagement at the personal and community level	B4	B4b-d	JUST 101	JUST 345	JUST 350			
3.3 Application of local and global civic knowledge	B4	B4a-f	JUST101	JUST 202	JUST 345	JUST 350		
3.4 Understanding and appreciation of the complexities of individual identities	B4, C1	B4b &C1f-g	JUST 101	JUST 202	JUST 345	JUST 350		
3.5 Intercultural knowledge and competence	B4,C3	B4b-c, C3a-b	JUST 101	JUST 202	JUST 345	JUST 350		
Acts ethically	B4	B4c	JUST 202	JUST 345	JUST 350			
Develops values for transformative justice & social change	C1, C3	C1d, f-h, C3a-b						

LATIN AND LATIN AMERICAN STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 101	Course 109	Course 201	Course 224	Course 225	Course 290	Course 301	Course 312	Course 345	Course 346	Course 351	Course 353	Course 391/392
1. Intellectual and Practical Skills															
1.1 Inquiry, analysis and evaluation	A, B, C, D, E, F		x	x	x	x	x	x	x	x	x	x	x	x	x
1.2 Critical and creative thinking	A, B, C, D, E, F		x	x		x	x	x	x	x	x	x	x	x	x
1.3 Written and oral communication proficiency	B, F		x	x	x	x	x	x	x	x	x	x	x	x	x
1.4 Original design and artistic performance															
1.5 Quantitative literacy	C, D		x		x			x	x	x			x	x	x
1.6 Information literacy and research skills	C, D, F		x		x	x	x	x	x	x	x	x	x	x	x
1.7 Technological fluency															
1.8 Teamwork and problem solving	C, E		x	x	x		x	x	x	x	x	x	x	x	x

LATIN AND LATIN AMERICAN STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 101	Course 109	Course 201	Course 224	Course 225	Course 290	Course 301	Course 312	Course 345	Course 346	Course 351	Course 353	Course 391/392
2. Immersion into Disciplines and Fields of Study															
2.1 Knowledge of human cultures and the physical and natural world	A, B, C, D, E		x	x	x	x	x	x	x	x	x	x	x		x
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A,C,D,E,F					x		x	x		x		x	x	x
2.3 Ability to synthesize general and specialized studies both within and across disciplines	A,C,D,E					x			x		x		x	x	x
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A,B,C,D,E,		x	x	x	x	x	x	x	x	x	x	x	x	x
3. Learning within the Framework and Resources of NEIU															
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	E,F								x	x		x			x
3.2 Engagement at the personal and community level	E			x		x	x	x	x	x	x	x	x	x	x
3.3 Application of local and global civic knowledge	A,B,C,		x	x	x	x	x	x	x	x	x	x	x	x	x
3.4 Understanding and appreciation of the complexities of individual identities	A		x		x	x	x	x	x	x	x	x	x	x	x
3.5 Intercultural knowledge and competence	A,B,C,D,E		x	x	x	x	x	x	x	x	x	x	x	x	x

LATIN AND LATIN AMERICAN STUDIES PROGRAM GOALS

By completing the LLAS major, students will be able to:

A. Understand and demonstrate a breadth and depth of knowledge of the past and present context of Latino and Latin American experiences

B. Describe the changing relationships between Latino communities, Latin America, and the rest of the world

C. Understand various theoretical approaches used in researching Latinos, Latin America, and their relationships to each other and the rest of the world by multiple disciplines. These include, but are not limited to, anthropology, art, business, education, foreign languages and literatures, geography and environmental studies, history, justice studies, linguistics, philosophy, political science, psychology, sociology, and women's studies.

D. Evaluate relationships between, and generate meaningful research questions regarding Latinos, Latin America, the United States, and the rest of the world using the research tools of disciplines contributing to the major.

E. Engage in a hands-on fashion with Latino and Latin American communities and issues in one or more scales, including local, regional, national, and international.

Disseminate research results in appropriate written and/or conference settings.

MATHEMATICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals APA	Learning Outcomes	187	202	203	251	253	305	340
1. Intellectual and Practice Skills									
1.1. Inquiry, analysis and evaluation	A,B	A.2,B1,B.2			X	X	X	X	X
1.2. Critical and creative thinking	A,B	A.2,B.1,B.2				X	X	X	
1.3. Written and oral communication proficiency	D	D.1			X	X	X		X
1.4. Original design and artistic performance									
1.5. Quantitative literacy	A,B	A.1,A.2,B.1,B.2	X	X	X	X	X	X	X
1.6. Information literacy and research skills	A,B,C	A.2,B.1,B.2,C.1				X		X	X
1.7. Technological fluency	A,B,D	A.1,B.1,C.1	X	X	X		X	X	X
2. Immersion in Disciplines and Fields of Study:									
2.1. Knowledge of human cultures and the physical and natural world	C	C.1							
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	B,C,D	B.1,B.2,C.1,D.1			X	X	X	X	
2.3. Ability to synthesize general and specialized studies both within and across disciplines	B,C,D	B.1,C.1,D.1					X	X	
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A,B,C,D	A.1,A.2,B.1,B.2,C.1,D.1	X	X	X			X	
3. Learning within the Resources of Community and Diversity at NEIU:									
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	B,C,D	A.1,B.1,B.2,C.1,D.1							
3.2 Engagement at the personal and community level	A,B,D	A.1,A.2,B.1,D.1							
3.3 Application of local and global civic knowledge	A,B,C,D	A.1,A.2,B.1,C.1,D.1							
3.4 Understanding and appreciation of the complexities of individual identities	C,D	C.1,D.1							
3.5 Intercultural knowledge and competence	C,D	C.1,D.1							

MATHEMATICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals APA	Learning Outcomes	312	321	331	338
1. Intellectual and Practice Skills						
1.1. Inquiry, analysis and evaluation	A,B	A.2,B1,B.2	X	X	X	X
1.2. Critical and creative thinking	A,B	A.2,B.1,B.2	X	X	X	X
1.3. Written and oral communication proficiency	D	D.1	X	X	X	X
1.4. Original design and artistic performance						
1.5. Quantitative literacy	A,B	A.1,A.2,B.1,B.2	X	X	X	X
1.6. Information literacy and research skills	A,B,C	A.2,B.1,B.2,C.1	X	X		
1.7. Technological fluency	A,B,D	A.1,B.1,C.1	X	X		X
2. Immersion in Disciplines and Fields of Study:						
2.1. Knowledge of human cultures and the physical and natural world	C	C.1	X	X		
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	B,C,D	B.1,B.2,C.1,D.1	X	X	X	X
2.3. Ability to synthesize general and specialized studies both within and across disciplines	B,C,D	B.1,C.1,D.1	X	X	X	
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A,B,C,D	A.1,A.2,B.1,B.2,C.1,D.1	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:						
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	B,C,D	A.1,B.1,B.2,C.1,D.1		X	X	
3.2 Engagement at the personal and community level	A,B,D	A.1,A.2,B.1,D.1		X		
3.3 Application of local and global civic knowledge	A,B,C,D	A.1,A.2,B.1,C.1,D.1		X		
3.4 Understanding and appreciation of the complexities of individual identities	C,D	C.1,D.1		X		
3.5 Intercultural knowledge and competence	C,D	C.1,D.1		X		

MATHEMATICS PROGRAM GOALS AND LEARNING OUTCOMES

A. Foundational Mathematical Knowledge
    1) Demonstrate mathematical calculation skills and the ability to use technology to perform such calculations, where appropriate.
    2) Formulate questions and problems mathematically and analyze such formulations to solve and draw conclusions.

B. Knowledge of the Discipline and Practices of Advanced Mathematics
    1) Develop effective strategies for solving mathematical problems and be able to apply these strategies in practical situations.
    2) Demonstrate mathematical reasoning skills and rigorously reason through mathematical arguments (including generalization and abstraction)

C. Appreciation for Mathematics as a Discipline and as a Tool
    1) Appreciate mathematical ideas and develop them creatively.

D. Mathematical Communication
    1) Communicate mathematics effectively, to a variety of audiences, and in a variety of settings, both orally and in writing.

MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 101	Course 104	Course 105	Course 106	Course 110	Course 111	Course 112	Course 113	Course 114	Course 115	Course 116	Course 117	Course 118	Course 119	Course 120
1. Intellectual and Practical Skills																	
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -							X	X	X	X	X	X	X		
1.2 Critical and creative thinking	2 - **5** -	2a - 2b - 2c - 5m -							X	X	X	X	X	X	X		
1.3 Written and oral communication proficiency																	
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -							X	X	X	X	X	X	X		
1.5 Quantitative literacy																	
1.6 Information literacy and research skills																	
1.7 Technological fluency	3 - 5 -	3f - 5L -															
1.8 Teamwork and problem solving																	
2. Immersion into Disciplines and Fields of Study																	
2.1 Knowledge of human cultures and the physical and natural world	3 -	3a - 3b - 3c -															
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	3 -	3f -															
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -															
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																	
3. Learning within the Framework and Resources of NEIU																	
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	5 -	5b - 5d -															
3.2 Engagement at the personal and community level	5 -	5a - 5e -															
3.3 Application of local and global civic knowledge																	
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -															
3.5 Intercultural knowledge and competence	3 -	3a - 3b -															
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -															
	5 -	5g - 5i - 5j - 5k - 5n -									X	X	X	X	X		

MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 121	Course 122	Course 123	Course 124	Course 125	Course 127	Course 128	Course 131	Course 151-154	Course 201	Course 202	Course 203	Course 204	Course 205
1. Intellectual and Practical Skills																
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -	X	X							X			X	X	X
1.2 Critical and creative thinking	2 - **5** -	2a - 2b - 2c - 5m -	X	X							X			X	X	X
1.3 Written and oral communication proficiency																
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -	X	X							X			X	X	X
1.5 Quantitative literacy																
1.6 Information literacy and research skills																
1.7 Technological fluency	3 - 5 -	3f - 5L -														
1.8 Teamwork and problem solving																
2. Immersion into Disciplines and Fields of Study																
2.1 Knowledge of human cultures and the physical and natural world	3 -	3a - 3b - 3c -									X			X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	3 -	3f -														
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -	X	X							X					
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																
3. Learning within the Framework and Resources of NEIU																
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	5 -	5b - 5d -														
3.2 Engagement at the personal and community level	5 -	5a - 5e -														
3.3 Application of local and global civic knowledge																
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -														
3.5 Intercultural knowledge and competence	3 -	3a - 3b -									X			X	X	X
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -									X			X	X	X
	5 -	5g - 5i - 5j - 5k - 5n -														

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MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	210	211	220	221/222	223	224	226	231	234	235	250	300	305	307
1. Intellectual and Practical Skills																
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -				X	X	X	X	X		X				
1.2 Critical and creative thinking	2 - **5** -	2a - 2b - 2c - 5m -				X	X	X	X	X		X				
1.3 Written and oral communication proficiency																
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -				X	X	X	X	X		X				
1.5 Quantitative literacy																
1.6 Information literacy and research skills																
1.7 Technological fluency	3 - 5 -	3f - 5L -													X	
1.8 Teamwork and problem solving																
2. Immersion into Disciplines and Fields of Study																
2.1 Knowledge of human cultures and the physical and natural world	3 -	3a - 3b - 3c -				X				X		X			X	
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	3 -	3f -													X	
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -													X	
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																
3. Learning within the Framework and Resources of NEIU																
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	5 -	5b - 5d -						X								
3.2 Engagement at the personal and community level	5 -	5a - 5e -														
3.3 Application of local and global civic knowledge																
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -														
3.5 Intercultural knowledge and competence	3 -	3a - 3b -				X				X		X			X	
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -					X	X								
	5 -	5g - 5i - 5j - 5k - 5n -				X	X	X		X		X				

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MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 308	Course 309	Course 310	Course 311	Course 312	Course 314	Course 318	Course 320 322 342	Course 321	Course 325	Course 326	Course 328	Course 329	Course 331	Course 332
1. Intellectual and Practical Skills																	
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -	X													X	
1.2 Critical and creative thinking	2 - **5** -	2a - 2b - 2c - 5m -	X													X	
1.3 Written and oral communication proficiency																	
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -	X													X	
1.5 Quantitative literacy																	
1.6 Information literacy and research skills																	
1.7 Technological fluency	3 - 5 -	3f - 5L -															
1.8 Teamwork and problem solving																	
2. Immersion into Disciplines and Fields of Study																	
2.1 Knowledge of human cultures and the physical and natural world	3 -	3a - 3b - 3c -															
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	3 -	3f -															
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -															
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																	
3. Learning within the Framework and Resources of NEIU																	
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	5 -	5b - 5d -															
3.2 Engagement at the personal and community level	5 -	5a - 5e -															
3.3 Application of local and global civic knowledge																	
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -														X	X
3.5 Intercultural knowledge and competence	3 -	3a - 3b -															
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -															
	5 -	5g - 5i - 5j - 5k - 5n -	X												00		

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MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 333	Course 342	Course 350	Course 351 thru 354	Course 391	Course 393	Course 394	Course 397	Course 398	Course SCED 303I	Course SCED 303V	Course 305N
1. Intellectual and Practical Skills														
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -				X	X							
1.2 Critical and creative thinking	2 - **5** -	2a - 2b - 2c - 5m -				X	X							
1.3 Written and oral communication proficiency														
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -				X	X							
1.5 Quantitative literacy														
1.6 Information literacy and research skills														
1.7 Technological fluency	3 - 5 -	3f - 5L -		X			X					X	X	
1.8 Teamwork and problem solving														
2. Immersion into Disciplines and Fields of Study														
2.1 Knowledge of human cultures and the physical and natural world	3 -	3a - 3b - 3c -		X			X							
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	3 -	3f -		X			X					X	X	
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -		X			X	X				X	X	
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life														
3. Learning within the Framework and Resources of NEIU														
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	5 -	5b - 5d -					X					X	X	X
3.2 Engagement at the personal and community level	5 -	5a - 5e -					X					X	X	X
3.3 Application of local and global civic knowledge														
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -					X					X	X	X
3.5 Intercultural knowledge and competence	3 -	3a - 3b -		X			X							
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -				X	X					X	X	
	5 -	5g - 5i - 5j - 5k - 5n -		X			X					X	X	X

MUSIC PROGRAM GOALS (OBJECTIVES) AND LEARNING OUTCOMES (PERFORMANCE INDICATORS)

Program Goals (Objectives)	Learning Outcomes (Performance Indicators)
1 - Demonstrate knowledge and skills in the use of the basic vocabulary of music	1a - Elements of music, 1b - expressive qualities, 1c - musical notation, 1d - styles and genres, historical, and cultural/national
2 - Demonstrates the processes and is able to apply the knowledge and skills necessary to create and perform music.	2a - Understands creating music: composing, improving, arranging, orchestrating; 2b - Understands performing music: vocal technique, instrumental technique, piano or other accompanying, instruments, conducting, performance practices; 2c - Understands criteria for evaluating music performances and compositions.
3 - Understands and analyzes the role of music within a variety of cultures and historical perids and its impact on society.	3a - How music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States). 3b - How musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of the period's culture). 3c - A variety of musical styles from various regions of the world. 3d - the developments in and distinguishing characteristics of historical and contemporary musical works by style and period. 3e - composers and works of Western art music, including those from udner-represented groups, from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, and Modern). 3f - How music is expanding and developing based on new technologies and societal changes. 3g - How music functions in commercial applications (e.g., movies, and commercials). 3h - Careers and jobs in music.
4 - Be able to relate various types of music knowledgeand skills within and across the arts,	4a - similarities and differences in the meaning of common terms used in the various arts. 4b - ways in which the principles and subject matter of other disciplines taught in school are interrelated with thoe of music (e.g., the scienve of vibrations and pitch, and the study of patterns and forms). 4c - aesthetic principles of music,

MUSIC PROGRAM GOALS (OBJECTIVES) AND LEARNING OUTCOMES (PERFORMANCE INDICATORS)

5 - Understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music, including issues of diversity, gender equity, and the needs of gifted students.	5a - rationales for music as a basic component of general education. 5b - teaching methods for elementary, middle school, secondary general music education. 5c - teaching methods for middle school/secondary choral music education (6-12). 5d - teaching methods for middle school.secondary instrumental music education (5-12). 5e - teaching methods for students with special educational needs. 5f - teaching methods for integrating music into other areas of the curriculum. 5g - characteristics of appropriate music education materials and literature for a variety of music education settings. 5h - characteristics of the developing human voice from early childhood to late 5i - characterists of wind, string, and percussion instrucments. 5j - characteristics of rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom, 5k - techniques of accompanying classroom and performing ensembles, 5L - types and characteristics of music technology appropriate for the school music program. 5m - techniques of composing (including improvisation), scoring, and arranging music appropriate for a variety of instruments and voices within the school music program. 5n - techniques of conducting appropraite to school performing ensembles, 5o - techniques for assessing student aptitude and achievement appropriate to the school music program.

PHILOSOPHY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	213	201	210	Must take two of these five courses					332	383
						222	231	241	390	391		
1. Intellectual and Practical Skills												
1.1 Inquiry, analysis and evaluation	Program Goal: B	B1, B2, B3, B4	X	X	X	X	X	X	X	X	X	X
1.2 Critical and creative thinking	Program Goal: B	B1, B2, B3, B4	X	X	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	Program Goal B:	B2	X		X	X	X	X	X	X	X	X
1.4 Original design and artistic performance												
1.5 Quantitative literacy	Program Goal B and A	B1, A6		X								
1.6 Information literacy and research skills	Program Goals B and A	B1, B2, B4, A1-7.			X	X	X	X	X	X	X	X
1.7 Technological fluency												
1.8 Teamwork and problem solving	Program Goals B and A	B1, B3, B4, A1-A7	X						X	X		X
2. Immersion into Disciplines and Fields of Study												
2.1 Knowledge of human cultures and the physical and natural world	Program Goal A	A1, A2, A3, A4, A7	X		X	X	X	X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	Program Goals A and B	B1, B3,B4, A1-A7	X		X	X	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	Program Goals A and B	B1,B2,B3,B4, A1-A7	X		X	X	X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	Program Goals A and B	B1, B3, B4, A1-A7	X	X	X	X	X	X	X	X	X	X
3. Learning within the Framework and Resources of NEIU												
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.												
3.2 Engagement at the personal and community level	Program Goal B	B3	X	X								
3.3 Application of local and global civic knowledge	Program Goal B and A	B3,B4, A3,A4	X	X						X		X
3.4 Understanding and appreciation of the complexities of individual identities	Program Goal B and A	B3, A1-A7	X			X	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	Program Goals B and A	B1,B3,B4, A1-A7	X			X	X	X	X	X	X	X

PHILOSOPHY PROGRAM GOALS AND LEARNING OUTCOMES

A.   Knowledge Base in Philosophy. For the following learning outcomes students will develop an understanding of the issues and questions specific to each sub field in philosophy:

1.   Metaphysics
2.   Epistemology
3.   Ethics
4.   Social/Political Philosophy
5.   Aesthetics
6.   Logic
7.   History of Philosophy

B.   Philosophical Method and Skill development

1.   Critical thinking: To demonstrate a fluency with critical thinking as a form of self-regulatory judgment that manifests itself in reasoned consideration of concepts, claims, evidence, contexts, methods, and standards when deciding what to believe and what to do. Students are to challenge claims and their assumptions, to make meanings clear, to ensure that evidence is credible, that inferences are valid, and that judgments are wise, that arguments are sound, and that theories are coherent.

2.   Philosophical writing: Demonstrate an ability to write as a form of deliberative democracy. This form of argumentation requires clear and direct expression of ideas, in a precise statement of thesis, in transparent organization, correct grammar, proper tone, appropriate examples, well-reasoned argument, credible evidence, anticipated objections, contextualized information, clear definitions, smooth transitions, coherent structure, and so on.

3.   Appreciation of pluralism and sensitivity to human differences: This is a form of responsible citizenship that manifests itself in empathy for the feelings of others, in serious consideration of the perspectives of those others, in seeking common ground where it can be found, in refusing to use fear or hatred to control a conversation, and in honest evaluation of everyone's ideas, especially one's own.

4.   Appreciation of interdisciplinarity: Students will demonstrate an understanding of the cross disciplinary implications of philosophical questions and answers. They will also demonstrate an understanding of the implications of research in other disciplines for philosophy and philosophical questions.

PHYSICS PROGRAM GOALS AND LEARNING OUTCOMES

A. Provide students with a broad understanding and appreciation of the physical principles and laws governing the universe.	
	i. Students will demonstrate a basic understanding of the concepts and underlying principles of classical physics.
	ii. Students will gain an appreciation of the quantitative methods used in Physics and in other STEM disciplines.
B. Prepare students for success in their chosen careers by emphasizing critical thinking and scientific reasoning through an inquiry-based curriculum.	
	i. Students will demonstrate knowledge-based competencies in the fields of Mechanics and Electricity & Magnetism, the keystones of Classical Physics.
	ii. Students will demonstrate skills-based competencies in the fields of Mechanics and Electricity & Magnetism, the keystones of Classical Physics.
	iii. Students will demonstrate a mastery of the core knowledge base expected of Physics professionals in areas of Theoretical and Experimental Classical and Quantum Physics.
C. Develop quantitative, analytical and problem-solving skills in majors and non-majors to ensure that students emerging from the coursework/program are equipped with the set of competencies required in the STEM (Science, Technology, Engineering and Mathematics) workplace.	
	i. Students will demonstrate proficiency in analyzing and solving problems in physics and related STEM fields.
D. Develop scientific proficiency in majors and non-majors to ensure that students in the program will demonstrate a breadth and depth of scientific understanding, and be able to translate their scientific knowledge across STEM disciplines.	
E. Develop proficiency in technical and communication skills.	
	i. Students will demonstrate mastery in the application of high-level mathematical and computational methods to problems in Physics.
	ii. Students will demonstrate mastery of modern experimental techniques currently used in Physics.
	iii. Students will demonstrate mastery of data analysis and interpretation.
	iv. Students will demonstrate proficiency in scientific writing.

POLITICAL SCIENCE ASSESSMENT REPORT

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 109	Course 210	Course 216	Course 251	Course 275	Course 305	Course 310
1. Intellectual and Practical Skills									
1.1 Inquiry, analysis and evaluation	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2	X	X	X	X	X	X	X
1.2 Critical and creative thinking	1, 2, 3, 4	1.2, 2.2, 2.3, 3.1, 3.2, 4.2	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	2, 4	2.3, 4.1				X		X	
1.4 Original design and artistic performance									
1.5 Quantitative literacy	1, 4	1.1, 4.1, 4.2							
1.6 Information literacy and research skills	1, 4	1.1, 1.2, 4.1, 4.2	X	X	X	X	X	X	X
1.7 Technological fluency									
1.8 Teamwork and problem solving	2	2.2, 2.3	X					X	
2. Immersion into Disciplines and Fields of Study									
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3, 4	1.1, 2.2, 3.1, 3.3, 4.1	X	X	X	X	X		X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1, 2, 3, 4	1.1, 1.2, 2.1, 3.2, 3.3, 4.1, 4.2							
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1, 2, 4	1.1, 1.2, 2.1, 2.2, 4.1, 4.2		X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2	X	X	X	X	X	X	X

POLITICAL SCIENCE ASSESSMENT REPORT

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 109	Course 210	Course 216	Course 251	Course 275	Course 305	Course 310
3. Learning within the Framework and Resources of NEIU									
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	2, 4	2,1, 2.2, 2.3, 4.1, 4.2	X					X	
3.2 Engagement at the personal and community level	2, 4	2.1, 2.2, 2.3, 4.1	X					X	
3.3 Application of local and global civic knowledge	2, 4	2.1, 2.2, 2.3, 4.1, 4.2	X					X	
3.4 Understanding and appreciation of the complexities of individual identities	1, 3	1.1, 1.2, 3.1, 3.2, 3.3		X	X	X	X		
3.5 Intercultural knowledge and competence	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2		X	X	X	X		X

POLITICAL SCIENCE ASSESSMENT REPORT

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 311	Course 312	Course 320	Course 326	Course 331	Course 335
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2	X	X	X	X	X	X
1.2 Critical and creative thinking	1, 2, 3, 4	1.2, 2.2, 2.3, 3.1, 3.2, 4.2	X	X	X	X	X	X
1.3 Written and oral communication proficiency	2, 4	2.3, 4.1				X		X
1.4 Original design and artistic performance								
1.5 Quantitative literacy	1, 4	1.1, 4.1, 4.2						
1.6 Information literacy and research skills	1, 4	1.1, 1.2, 4.1, 4.2	X	X	X	X	X	X
1.7 Technological fluency								
1.8 Teamwork and problem solving	2	2.2, 2.3						
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3, 4	1.1, 2.2, 3.1, 3.3, 4.1	X	X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1, 2, 3, 4	1.1, 1.2, 2.1, 3.2, 3.3, 4.1, 4.2			X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1, 2, 4	1.1, 1.2, 2.1, 2.2, 4.1, 4.2	X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2	X	X	X	X	X	X

POLITICAL SCIENCE ASSESSMENT REPORT

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 311	Course 312	Course 320	Course 326	Course 331	Course 335
3. Learning within the Framework and Resources of NEIU								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	2, 4	2,1, 2.2, 2.3, 4.1, 4.2						
3.2 Engagement at the personal and community level	2, 4	2.1, 2.2, 2.3, 4.1						
3.3 Application of local and global civic knowledge	2, 4	2.1, 2.2, 2.3, 4.1, 4.2						X
3.4 Understanding and appreciation of the complexities of individual identities	1, 3	1.1, 1.2, 3.1, 3.2, 3.3				X	X	X
3.5 Intercultural knowledge and competence	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2	X	X	X	X	X	X

POLITICAL SCIENCE PROGRAM GOALS AND LEARNING OUTCOMES

GOAL 1: Students able to understand/comprehend and assess empirical political information, and concepts and analytical frameworks.

Outcome 1.1: Able to understand/comprehend and assess important empirical information (features, events, trends, interactions, structures and processes).

Outcome 1.2: Understand major concepts and theoretical frameworks as they are used to organize and clarify the empirical realities above.

GOAL 2: Students develop interest in and understanding of organizing, planning, executing, and participating in political activity.

Outcome 2.1: Able to utilize theory to address problems and shape practice.

Outcome 2.2: Understand historical and contemporary examples of political action at local, national, and global levels.

Outcome 2.3: Able to analyze and discuss different kinds of participation and organizing strategies (both successes and failures).

GOAL 3: Students able to understand the values underlying political choices.

Outcome 3.1: Understand and clarify one's own and other's values.

Outcome 3.2: Able to distinguish analytical frameworks and the values inherent in each.

Outcome 3.3: Understand and respect diversity of perspective and preference.

GOAL 4: Students able to communicate in both written and oral forms and to demonstrate effective and critical use of information-gathering and research media within the broad context of social science.

Outcome 4.1: Able to communicate in writing and speaking clear and accurate empirical descriptions and to develop and express coherent arguments.

Outcome 4.2: Able to demonstrate effective and critical use of information-gathering and research media within the broad context of social science.

PSYCHOLOGY ASSESSMENT MAP

Baccalaureate Goals	Prgm Goals --APA	Learning Outcomes	200	202	302	CORE A			
						350	370	373	375
1. Intellectual and Practice Skills									
1.1. Inquiry, analysis and evaluation	B	B.1, B.2, B.3, B.4, B.5		X	X				
1.2. Critical and creative thinking	B	B.1, B.2, B.3, B.4, B.5		X	X	X	X	X	X
1.3. Written and oral communication proficiency	D	D.1, D.2, D.3		X	X				
1.4. Original design and artistic performance									
1.5. Quantitative literacy	B	B.4, B.5		X	X				
1.6. Information literacy and research skills	B, D	B.1, B.2, B.3, B.4, B.5 D.6, D.7, D.8		X	X				
1.7. Technological fluency	B, D	B.4; D.6, D.7, D,8		X	X				
2. Immersion in Disciplines and Fields of Study:									
2.1. Knowledge of human cultures and the physical and natural world	A, C	A.1, C.2, C.3	X			X	X	X	X
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B	A.1, A.2, B.1, B.2, B.6	X	X	X	X	X	X	X
2.3. Ability to synthesize general and specialized studies both within and across disciplines	A, B	A.1, A.2, B.2, B.6	X	X	X	X	X	X	X
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.5, C.3; E.1, E.3	X	X	X	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:									
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.4 B.5,B.6; C.3; D.3; E.1 , E.3	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	C, E	C.2, C.3; E.2, E.4	X						
3.3 Application of local and global civic knowledge	C, E	C.2, C.3; E.2, E.4	X						
3.4 Understanding and appreciation of the complexities of individual identities	A, C	A.1; C.2	X			X	X	X	X
3.5 Intercultural knowledge and competence	C, E	C.2, C.3; E.4	X						

*Lab course numbers: Psych 308, 316, 331, 361, 374

PSYCHOLOGY ASSESSMENT MAP

Baccalaureate Goals	Prgm Goals --APA	Learning Outcomes	CORE B		CORE C		LAB COURSES*
			330	340	310	360	
1. Intellectual and Practice Skills							
1.1. Inquiry, analysis and evaluation	B	B.1, B.2, B.3, B.4, B.5					X
1.2. Critical and creative thinking	B	B.1, B.2, B.3, B.4, B.5	X	X	X	X	X
1.3. Written and oral communication proficiency	D	D.1, D.2, D.3					X
1.4. Original design and artistic performance							
1.5. Quantitative literacy	B	B.4, B.5					X
1.6. Information literacy and research skills	B, D	B.1, B.2, B.3, B.4, B.5 D.6, D.7, D.8					X
1.7. Technological fluency	B, D	B.4; D.6, D.7, D,8					X
2. Immersion in Disciplines and Fields of Study:							
2.1. Knowledge of human cultures and the physical and natural world	A, C	A.1, C.2, C.3	X	X	X	X	X
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B	A.1, A.2, B.1, B.2, B.6	X	X	X	X	
2.3. Ability to synthesize general and specialized studies both within and across disciplines	A, B	A.1, A.2, B.2, B.6	X	X	X	X	
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.5, C.3; E.1, E.3	X	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:							
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.4 B.5,B.6; C.3; D.3; E.1, E.3	X	X	X	X	X
3.2 Engagement at the personal and community level	C, E	C.2, C.3; E.2, E.4					X
3.3 Application of local and global civic knowledge	C, E	C.2, C.3; E.2, E.4					X
3.4 Understanding and appreciation of the complexities of individual identities	A, C	A.1; C.2	X	X	X	X	X
3.5 Intercultural knowledge and competence	C, E	C.2, C.3; E.4					X

*Lab course numbers: Psych 308, 316, 331, 361, 374

PSYCHOLOGY ASSESSMENT MAP

Baccalaureate Goals	Prgm Goals --APA	Learning Outcomes	CAPSTONES				
			IS	FE	Seminars	HOP	SL
1. Intellectual and Practice Skills							
1.1. Inquiry, analysis and evaluation	B	B.1, B.2, B.3, B.4, B.5					
1.2. Critical and creative thinking	B	B.1, B.2, B.3, B.4, B.5	X	X	X	X	X
1.3. Written and oral communication proficiency	D	D.1, D.2, D.3	X			X	X
1.4. Original design and artistic performance							
1.5. Quantitative literacy	B	B.4, B.5	X				
1.6. Information literacy and research skills	B, D	B.1, B.2, B.3, B.4, B.5 D.6, D.7, D.8	X			X	
1.7. Technological fluency	B, D	B.4; D.6, D.7, D,8	X			X	
2. Immersion in Disciplines and Fields of Study:							
2.1. Knowledge of human cultures and the physical and natural world	A, C	A.1, C.2, C.3					
2.2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B	A.1, A.2, B.1, B.2, B.6	X	X	X	X	X
2.3. Ability to synthesize general and specialized studies both within and across disciplines	A, B	A.1, A.2, B.2, B.6	X	X	X	X	X
2.4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.5, C.3; E.1, E.3	X	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:							
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.4 B.5,B.6; C.3; D.3; E.1, E.3	X	X	X	X	X
3.2 Engagement at the personal and community level	C, E	C.2, C.3; E.2, E.4	X	X	X	X	X
3.3 Application of local and global civic knowledge	C, E	C.2, C.3; E.2, E.4	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	A, C	A.1; C.2					
3.5 Intercultural knowledge and competence	C, E	C.2, C.3; E.4	X	X	X	X	X

*Lab course numbers: Psych 308, 316, 331, 361, 374

PSYCHOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

A. Knowledge Base in Psychology

1. Demonstrate understanding of the most important theories and studies in at least three of the following sub-disciplines: physiological, cognitive, learning, perception, personality, abnormal, developmental, social.

· PSYC 200, Core Classes

2. Demonstrate an in-depth understanding of at least one topic within Psychology.

· Electives, Lab, and Capstone

B. Scientific Inquiry and Critical Thinking

1. Be familiar with the different types of experimental design and the conditions under which each should be used.

· 202, 302, Lab

2. Have an understanding of and be able to objectively critique research that has been reported by others.

· Core, 202, 302, Lab, Capstone

3. Be able to design a psychological research study at a level appropriate for an undergraduate. In designing the study they will choose appropriate methods, and control for confounding variables.

· Lab

4. Have an understanding of, and ability to calculate by hand and by computer, various descriptive and inferential statistics.

· 202, 302, lab

5. Be able to use inductive and deductive reasoning to draw valid conclusions in the interpretation of research results.

· Core, Lab

6. Be able to compare and contrast different theoretical perspectives.

· Core, Lab, Capstone

C. Ethical and Social Standard across Diverse Contexts

1. Apply ethical standards to evaluate psychological science and practice

· Labs

2. Build and enhance interpersonal relationships

· PSYC 200, Lab

3. Contribute to community at local, national, and global levels

PSYCHOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

D. Communication

1.   Students will demonstrate the ability to write a paper using correct English spelling and grammar and proper APA citations and style.

·   202, 302, Lab

2.   Students will demonstrate the ability to write a paper that is well-organized at the level of the sentence, paragraph, and entire paper.

·   202, 302, Lab, Capstone

3.   Students demonstrate the ability to write scholarly papers that exhibit originality and creative thinking.

·   202, 302, Lab, Capstone

4. Students will demonstrate the ability to engage in interpersonal communication to solve problems as a group.

·   200, 202, 302, Lab

5. Students will demonstrate the ability to orally present the results of scholarly activities.

·   Lab, Capstone

1.   Students will demonstrate the ability to utilize computer software to communicate scholarly work.

·   Lab, capstone

2.   Students will be able to find articles in scholarly journals and books using computerized search tools.

·   202, Lab, Capstone

3.   Students will be able to enter data, conduct statistical analyses, graph results and interpret output using SPSS.

E. Professional Development in a Diverse World

1. Apply psychological content and skills to meaningful career goals

·   Workshops, Grad Fair, Advising, Orientation, Field Experience

2. Exhibit self-efficacy and self-regulation

·   PSYC 200, Lab, Capstone

3. Refine project-management skills

·   Lab, Capstone

4. Enhance teamwork capacity

·   Lab

SOCIAL WORK ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 200	Course 207	Course 303	Course 304	Course 305	Course 306	Course 309	Course 310	Course 311	Course 353	Course 354	Course 355	Course 356	Course 357
1. Intellectual and Practical Skills																
1.1 Inquiry, analysis and evaluation		2.1.2														
		2.1.3														
		2.1.5														
	Goal 5:	2.1.6								X	X					
1.2 Critical and creative thinking		2.1.2														
		2.1.3														
		2.1.5														
	Goal 5:	2.1.6							X							
1.3 Written and oral communication proficiency		2.1.1														
		2.1.2														
		2.1.3														
		2.1.4														
		2.1.5														
	Goal 5:	2.1.6														
	Goal 2:	2.1.7											X			
1.4 Original design and artistic performance	NA															
1.5 Quantitative literacy		2.1.1														
		2.1.2														
		2.1.3														
		2.1.4														
		2.1.5														
	Goal 5:	2.1.6														
	Goal 1:	2.1.10									X					
1.6 Information literacy and research skills		2.1.2														
		2.1.3														
		2.1.5														
	Goal 5:	2.1.6									X					
1.7 Technological fluency		2.1.2														
		2.1.3														
		2.1.5														
	Goal 5:	2.1.6	X													
1.8 Teamwork and problem solving		2.1.9														
		2.1.7														
	Goal 3:	2.1.9		X												

SOCIAL WORK ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 200	Course 207	Course 303	Course 304	Course 305	Course 306	Course 309	Course 310	Course 311	Course 353	Course 354	Course 355	Course 356	Course 357
2. Immersion into Disciplines and Fields of Study																
2.1 Knowledge of human cultures and the physical and natural world	Goal 1: Goal 3:	2.1.1 2.1.4 2.1.5 2.1.7 2.1.9 2.1.10						X								
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	Goal 1: Goal 5:	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.10								X						
2.3 Ability to synthesize general and specialized studies both within and across disciplines	Goal 1: Goal 5:	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.10														X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	Goal 1: Goal 2:	2.1.1 2.1.2 2.1.4 2.1.5 2.1.7 2.1.10				X										
3. Learning within the Framework and Resources of NEIU																

SOCIAL WORK ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 200	Course 207	Course 303	Course 304	Course 305	Course 306	Course 309	Course 310	Course 311	Course 353	Course 354	Course 355	Course 356	Course 357
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	Goal 1: Goal 3: Goal 4:	2.1.1 2.1.4 2.1.5 2.1.7 2.1.8 2.1.9 2.1.10											X			
3.2 Engagement at the personal and community level	Goal 3: Goal 2: Goal 4:	2.1.1 2.1.2 2.1.4 2.1.5 2.1.7 2.1.8 2.1.9						X								
3.3 Application of local and global civic knowledge	Goal 1: Goal 4:	2.1.1 2.1.4 2.1.5 2.1.8 2.1.9 2.1.10														X
3.4 Understanding and appreciation of the complexities of individual identities	Goal 2:	2.1.1 2.1.2 2.1.4 2.1.7					X									
3.5 Intercultural knowledge and competence	Goal 1: Goal 2: Goal 3:	2.1.1 2.1.2 2.1.4 2.1.5 2.1.7 2.1.9 2.1.10										X				

SOCIAL WORK PROGRAM GOALS AND LEARNING OUTCOMES

Program Goals

Goal 1: Teach students to engage in generalist practice as competent professionals to sensitively to work with diverse populations.

Goal 2: Utilize one's strengths and multifaceted identity to develop a professional social work identity and values.

Goal 3: Enhance the strengths of clients to build the capacities within themselves and their environments.

Goal 4: Promote human rights and social justice locally and globally.

Goal 5: Critically consume and generate social workknowledge to inform generalist practice.

Learning Outcomes

2.1.1.2 Practice personal reflection & self-correction to assure continual professional development.

2.1.2.4 Apply strategies of ethical reasoning to arrive at principled decisions.

2.1.3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

2.1.3.2 Analyze models of assessment, prevention, intervention, and evaluation.

2.1.3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2.1.4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

2.1.4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

2.1.4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

2.1.4.4 View themselves as learners and engage those with whom they work as informants.

2.1.5.2 Advocate for human rights and social and economic justice

2.1.5.3 Engage in practices that advance social and economic justice

2.1.6.1 Use practice experience to inform scientific inquiry.

2.1.6.2 Use research evidence to inform practice.

2.1.7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

2.1.7.2 Critique and apply knowledge to understand person and environment.

2.1.8.1 Analyze, formulate, and advocate for policies that advance social well-being.

2.1.8.2 Collaborate with colleagues and clients for effective policy action.

2.1.9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

2.1.10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities).

2.1.10.4 Collect, organize, and interpret client data.

2.1.10.6 Develop mutually agreed-on intervention goals and objectives.

SOCIAL WORK PROGRAM GOALS AND LEARNING OUTCOMES

2.1.10.7 Select appropriate intervention strategies.

2.1.10.8 Initiate actions to achieve organizational goals.

2.1.10.13 Critically analyze, monitor, and evaluate interventions.

SOCIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	100	211	212	245	335	342	351
1. Intellectual and Practical Skills									
1.1 Inquiry, analysis and evaluation	A, B, C, D, E	A.1, A.2;				X	X	X	X
1.2 Critical and creative thinking	A, B, C, D, E	A.2; B.1, B.2; C.3, C.5, C.8; D.3, D.4, D.5; E.6, E.7	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	C, D	C.2, C.5; D.1, D.2, D.3, D.4, D.5	X	X	X	X	X	X	X
1.4 Original design and artistic performance	NA								
1.5 Quantitative literacy	C	C.2, C.3, C.5, C.6, C.7		X	X	X			
1.6 Information literacy and research skills	C, D	C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8; D.5	X	X	X	X	X	X	X
1.7 Technological fluency	C, D	C.1, C.6, C.7; D.2	X	X	X	X	X	X	X
1.8 Teamwork and problem solving	E	E.3, E.5, E.7	X	X	X	X	X	X	X
2. Immersion into Disciplines and Fields of Study									
2.1 Knowledge of human cultures and the physical and natural world	A, B, C	A.2; B.2, B.3; C.1, C.2, C.3		X	X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B, C, D, E	A.1, A.2; B.1, B.3; C.1, C.3, C.4, C.7; D.3, D.4, D.5; E.1, E.2, E.4	X	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	A, B, C	A.1, A.2; B.3; C.1, C.3, C.7		X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, B, C, D, E	A.1, A.2; B.1, B.2, B.3; C.3, C.5, C.6, C.7; D.1, D. 3; E.1, E.2, E.4, E.5, E.6, E.7	X	X	X	X	X	X	X

SOCIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	100	211	212	245	335	342	351
3. Learning within the Framework and Resources of NEIU									
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	C, E	C.1, C.5, C.6, C.7; E.1, E.2, E.3, E.4, E.6, E.7	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	B, E	B.1, B.2, B.3; E.1, E.3, E.4, E.5, E.6, E.7	X	X	X	X	X	X	X
3.3 Application of local and global civic knowledge	A, B, C, D, E	A.2; B.1, B.2, B.3; C.1, C.5; D.4, D.5; E.1, E.2, E.4, E.7	X	X	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	B, C, E	B.1, B.2, B.3; C.3, C.5; E.1, E.2, E.5	X	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	A, B, C, E	A.2; B.1, B.2, B.3; C.3, C.5; E.2, E.4, E.7	X	X	X	X	X	X	X

SOCIOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

Program Goal A: An understanding of key sociological ideas

Learning Outcomes and Assessments:

    1. Compare and contrast key sociological theories: 1) functionalism; 2) conflict theory; and 3) symbolic interactionism. SOC 245, SOC 335.

    2. Critically analyze and apply key sociological concepts including social inequality, intersectionality, and social change. SOC 245, SOC 335, SOC 342 or SOC 351.

Program Goal B: Application of a sociological perspective

Learning Outcomes and Assessments:

    1. Apply the sociological imagination to contextualize and examine one's own life history and experiences. SOC 245, SOC 335, SOC 342 or SOC 351.

    2. Given a vignette of a social situation, discuss how the elements of the social context may have influenced individual choices, attitudes, and behaviors. SOC 245, SOC 335, SOC 342 or SOC 351.

      3. Identify how social institutions (e.g., education, economy, military, media) differentially impact different social groups. SOC 245, SOC 335, SOC 342 or SOC 351.

Program Goal C: Sociological research skills

Learning Outcomes:

1. Systematically gather information from pertinent sources (including online search engines) and evaluate them for reliability and relevance. SOC 211.

2. Translate quantitative and qualitative information from tables and graphs of sociological data into your own words. SOC 211, SOC 212, SOC 245.

3. Understand, interpret and critique sociological research studies. SOC 211, SOC 212.

4. Differentiate between different types of sociological research (e.g., surveys, interviews, participant observation, ethnography, content analysis). SOC 211.

5. Design and complete an original sociological research project at a level appropriate for an undergraduate student. SOC 211.

6. Compute various descriptive and inferential statistics. SOC 212.

7. Enter data, conduct statistical analysis, and analyze and present findings. SOC 211, SOC 212.

8. Identify the ethical implications of sociological research. SOC 211.

Program Goal D: Effective communication and critical thinking

Learning Outcomes and Assessments:

1. Present written arguments in an organized and systematic way that uses sociological concepts and language and is informed by evidence rather than the mere opinions of the writer. All core courses.

2. Composing formal class papers with correct citations, making full use of the software's formatting, spell-and grammar checking capabilities. All core courses.

3. Orally present and discuss controversial and complex issues in ways that are fair and respectful to other class members. All core courses.

4. Integrate sociological concepts and ideas into your presentations and discussion contributions in ways that show from which theoretical perspective you look at an issue so that others may argue with your perspective. All core courses.

5. Demonstrate systematic reasoning—rather than just spontaneous thinking—by identifying social influences, synthesizing and integrating information from diverse sources, evaluating pros and cons, and uncovering assumptions on which people's statements and claims are based. All core courses.

SOCIOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

Program Goal E: Activism and careers for social justice

1. Develop an understanding of careers in the field of sociology. SOC 342 or SOC 351, Advising, Career and Graduate School Workshops, Volunteering.

2. Articulate how specific sociological knowledge and skills contribute to various sociological careers and activism. SOC 342 or SOC 351, Advising, Career and Graduate School Workshops, Volunteering.
3. Develop group skills and interpersonal interaction skills. All core courses.
4. Develop a *sociological understanding* of activist and career organizations. SOC 342 or SOC 351, Advising, Career and Graduate School Workshops, Volunteering.
5. Engage in interpersonal communication to problem solve collectively and effectively. All core courses.
6. Critically analyze social inequalities in workplace settings and other spheres of society. SOC 245, SOC 342 or SOC 351, Volunteering.

7. Apply sociological knowledge to develop strategies to challenge social inequalities and promote social justice in the workplace and broader society.

All core courses, Advising, Career and Graduate School Workshops, Volunteering.

WOMEN'S AND GENDER STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills			WGS101	WGS201	WGS202	WGS302	WGS323	WGS350
1.1 Inquiry, analysis and evaluation	A. B. C.	A-1, A-2, A-3, B-1, B-2, C-1, C-2	X	X	X	X	X	X
1.2 Critical and creative thinking	A. B.	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
1.3 Written and oral communication proficiency	E, F, G, H	E-1, E-2, E-3, E-4, E-5, F-1, F-2, F-3, G	X	X	X	X	X	X
1.4 Original design and artistic performance								
1.5 Quantitative literacy								
1.6 Information literacy and research skills	I	I		X				X
1.7 Technological fluency	I	I		X				X
1.8 Teamwork and problem solving	D, G, H	D, G, H-1, H-2					X	X
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	A, B	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, B	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	A, B	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A, B, C, D, G	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X

WOMEN'S AND GENDER STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
3. Learning within the Framework and Resources of NEIU								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D.	D				X	X	
3.2 Engagement at the personal and community level	A, B, C, D	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
3.3 Application of local and global civic knowledge	A, B, C, D	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	A, B	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	A, B	A-1,A-2, A-3,	X	X	X	X	X	X

WOMEN'S AND GENDER STUDIES PROGRAM GOALS AND LEARNING OUTCOMES

Program Goals	Learning Outcomes
A. Recognize intersections of inequality, power and oppression and apply them to own and others' lives.	A: 1) Understand how feminist theory about inequality, power and oppression is related to personal experiences 2) Understand how inequality, power and oppression affect women's lives 3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.
B. Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.	A: 1) Understand how feminist theory about inequality, power and oppression is related to personal experiences 2) Understand how inequality, power and oppression affect women's lives 3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.
C. Evaluate women's changing status, using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.	C: 1) Demonstrate familiarity with substantive information about women's diverse experiences 2) Compare and contrast women's changing status historically using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality
D. Understand implications and applications of feminist theories.	
E.. Development of clear and effective writing in the discipline.	E: 1) Understand audiences 2) Makes clear argument 3) Develops conclusions and implications 4) Mechanics 5) Appropriate academic style & citations (APA, Chicago, etc.)
F. Development of thinking and writing skills.	F: 1) Compare and contrast concepts and ideas 2) Conceptualize different understandings of feminisms 3) Craft a theoretical perspective
G. Development of discussion skills.	G: Respond effectively to others' arguments; listen to others; identify the main issue(s) in a group discussion; identify points of agreement and consensus
H. Development of presentation skills	H: 1) Adapt verbal messages to a specific audience 2) Use multiple strategies with audiences
I. Demonstrate the ability to distinguish the value of different research sources	

WORLD LANGUAGE AND CULTURE (SPANISH) ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Oral Profic Interview (OPI)	Writing Proficiency Test (WPT)	SPAN224	SPAN 225	SPAN 252	SPAN 253	SPAN 314
1. Intellectual and Practical Skills									
1.1 Inquiry, analysis and evaluation	WLC 3	3.1							
1.2 Critical and creative thinking	WLC 2, 3	2.3, 3.1							X
1.3 Written and oral communication proficiency	WLC 1	1.1, 1.2	X	X					
1.4 Original design and artistic performance									
1.5 Quantitative literacy									
1.6 Information literacy and research skills	WLC 2	2.2, 2.3					X	X	X
1.7 Technological fluency									
1.8 Teamwork and problem solving									
2. Immersion into Disciplines and Fields of Study									
2.1 Knowledge of human cultures and the physical and natural world	WLC 2	2.1, 2.2, 2.3			X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	WLC 2	2.2, 2.3					X	X	X

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WORLD LANGUAGE AND CULTURE (SPANISH) ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Oral Profic Interview (OPI)	Writing Proficiency Test (WPT)	SPAN224	SPAN 225	SPAN 252	SPAN 253	SPAN 314
2.3 Ability to synthesize general and specialized studies both within and across disciplines	WLC 3	3.1							
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	WLC 2, 3	2.3, 3.1							X
3. Learning within the Framework and Resources of NEIU									
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	WLC 3	3.1							
3.2 Engagement at the personal and community level									
3.3 Application of local and global civic knowledge									
3.4 Understanding and appreciation of the complexities of individual identities	WLC 2, 3	2.3, 3.1							X
3.5 Intercultural knowledge and competence	WLC 2, 3	2.3, 3.1							X

WORLD LANGUAGE AND CULTURE (SPANISH) ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	SPAN 315	SPAN 321	SPAN 323	SPAN 326	SPAN 328	Capstone Seminar
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	WLC 3	3.1						X
1.2 Critical and creative thinking	WLC 2, 3	2.3, 3.1	X	X	X	X	X	X
1.3 Written and oral communication proficiency	WLC 1	1.1, 1.2						
1.4 Original design and artistic performance								
1.5 Quantitative literacy								
1.6 Information literacy and research skills	WLC 2	2.2, 2.3	X	X	X	X	X	
1.7 Technological fluency								
1.8 Teamwork and problem solving								
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	WLC 2	2.1, 2.2, 2.3	X	X	X	X	X	
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	WLC 2	2.2, 2.3	X	X	X	X	X	

WORLD LANGUAGE AND CULTURE (SPANISH) ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	SPAN 315	SPAN 321	SPAN 323	SPAN 326	SPAN 328	Capstone Seminar
2.3 Ability to synthesize general and specialized studies both within and across disciplines	WLC 3	3.1						X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	WLC 2, 3	2.3, 3.1	X	X	X	X	X	X
3. Learning within the Framework and Resources of NEIU								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	WLC 3	3.1						X
3.2 Engagement at the personal and community level								
3.3 Application of local and global civic knowledge								
3.4 Understanding and appreciation of the complexities of individual identities	WLC 2, 3	2.3, 3.1	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	WLC 2, 3	2.3, 3.1	X	X	X	X	X	X

WORLD LANGUAGE AND CULTURE (SPANISH) PROGRAM GOALS AND LEARNING OUTCOMES

Goal 1: Oral and written communication proficiency in Spanish. Students express ideas and communicate information in the target language at the Advanced-Low level or above.

>1.1 Oral proficiency in Spanish. Students pass the Oral Proficiency Interview with a score of Advanced-Low or above.

>1.2 Writing proficiency in Spanish. Students pass the Writing Proficiency Test with a score of Advanced-Low or above.

Goal 2: Immersion in the discipline. Students develop ever-more-sophisticated understanding of the complex relationship between cultural texts (for example, a poem, a film, or a song), and the context that frames the production of the text in space and time, through the successful completion of the sequence of required courses in the Major.

>2.1 Students demonstrate reading and writing skills at the Intermediate-Low level.

>2.2 Students demonstrate reading and writing skills at the Intermediate-High level.

>2.3 Students demonstrate reading and writing skills at the Advanced-Low level.

Goal 3: Integration of Knowledge. Students conduct research that demonstrates intercultural knowledge and competence.

>3.1 Capstone seminar (SPAN courses numbered 350-399) at the Advanced-Mid level. Students demonstrate the ability to contextualize, describe, and interpret a defining literary, linguistic, or cultural text through a research paper that is organized and persuasive, and whose thesis is clearly defined and supported with appropriate evidence.