

CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Appreciation of Aesthetic Dimensions of Humankind

Aesthetics Goal: Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, and other arts forms.	Demonstrates clear understanding of a wide range of key concepts, terms, and methodologies through insightful analysis of literary, performing, visual, and other arts forms.	Demonstrates clear understanding of multiple key concepts, terms, and methodologies through effective analysis of literary, performing, visual, and other arts forms.	Demonstrates understanding of some key concepts, terms, and methodologies and basic ability to apply them to the analysis of literary, performing, visual, and other arts forms.	Has not demonstrated basic understanding of concepts, terms, or methodologies, nor connected them to effective analysis.
2. Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts.	Identifies the complex interrelationships between works of visual, performing, or literary art and historical, social, political, cultural, and aesthetic contexts.	Demonstrates ability to identify art works within multiple relevant contexts based on firm understanding of connection between works' characteristics and their contexts.	Demonstrates basic ability to identify works in at least one relevant context, based on understanding of connection between works' characteristics and their contexts	Demonstrates only superficial ability to identify works of visual, performing, or literary art within relevant contexts.
3. Articulate ways in which literature, performance, the visual arts and related forms respond to and influence society and culture.	Articulates the complexity of the reciprocal influence between the arts and society, in general and specific instances.	Articulates solid understanding of the reciprocal influence between the arts and society, in general and specific instances.	Articulates basic understanding of some ways in which the arts respond to and influence society and culture.	Articulates few ways in which literature, performance, the visual arts and related forms respond to and influence society and culture.
4. Actively engage with the literary, performing or visual arts and other cultural forms through experience or creative expression.	Active engagement with the arts through participation, creative expression, and critical inquiry.	Engagement with the arts through participation or creative expression.	Limited engagement or understanding of the arts through experience or creative expression.	Little or no engagement with the literary, performing or visual arts or other cultural forms through either experience or creative expression.

<p>5. Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.</p>	<p>Articulates a creative and nuanced understanding of ethical dimensions surrounding the arts, their significance, and their complexities with insightful application to specific instances.</p>	<p>Articulates solid understanding of ethical dimensions surrounding the creation, circulation, and interpretation of works of art with effective applications to specific instances.</p>	<p>Articulates basic understanding of ethical dimensions surrounding the creation, circulation, and interpretation of works of art, but limited understanding of their significance or application to specific circumstances.</p>	<p>Articulates little or no understanding of ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.</p>
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CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Continuing Learning, including the skills of Information Literacy

Continued Learning, including the skills of Information Literacy Goal: Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.	Proficiently employs relevant technology tools and software to solve problems, complete projects and make informed decisions.	Effectively recognizes and uses relevant technology tools and software presented in order to solve problems, complete projects and make informed decisions.	Uses few of the relevant technology tools and software presented in order to solve problems, complete projects and make decisions.	Does not identify relevant technology tools or software to solve problems, complete projects and make decisions.
2. Access, navigate, identify and evaluate information that is appropriate for students' need(s) and audience(s).	Proficiently uses advanced search strategies to retrieve a variety of appropriate, substantial information, critically evaluates it for validity and relevance, and uses it in a manner that matches student's need and audience.	Effectively uses a search strategy to retrieve a variety of appropriate information, evaluates it for validity and relevance, and uses it in a manner that matches student's need and/or audience.	Randomly retrieves a limited amount of appropriate information, evaluates it partially for validity and relevance, and uses it regardless of student's need or audience.	Does not retrieve appropriate information, does not evaluate it for validity or relevance, and does not use it successfully.
3. Synthesize information to broaden knowledge and experiences and to produce both independent and collaborative work.	Proficiently synthesizes information from credible sources to produce independent and/or collaborative work.	Effectively processes information from credible sources to produce independent and/or collaborative work.	Processes information from credible sources, with guidance, in order to produce independent and/or collaborative work.	Does not apply or combine information from sources to produce independent and/or collaborative work.
4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.	Proficiently evaluates the economic, legal, ethical, and social implications of using information and technology tools.	Effectively evaluates many of the economic, legal, ethical, and social implications when using information and technology tools.	Recognizes only some of the economic, legal, ethical, and social implications when using information and technology tools.	Does not recognize the economic, legal, ethical, and social implications when using information and technology tools.

CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Critical Analysis and Logical Thinking

Critical Analysis and Logical Thinking Goal: Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
<p>1. Identifying Arguments: Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments.</p>	Identifies and describes and explains issues, evidence, and reasoning processes in arguments; identifies argument type and component elements.	Adequately identifies, describes and explains most issues, evidence and reasoning processes in arguments; is able to identify most arguments by type and name the component elements.	Is aware of main issues, evidence and reasoning processes in arguments; is able to identify the presence of arguments.	Is unable to identify or describe issues, evidence and/or reasoning processes in arguments; fails to identify arguments by type, cannot name component elements.
<p>2. Formulating arguments: Formulating good arguments, including a significant focus on inductive reasoning.</p>	Formulates persuasive arguments leading to reasonable conclusions; uses inductive reasoning to reach persuasive and credible conclusions.	Formulates effective arguments leading to reasonable conclusions; frequently uses inductive reasoning to reach credible conclusions.	Formulates arguments leading to reasonable conclusions; at times uses inductive reasoning to reach conclusions.	Students cannot formulate arguments that lead to warranted conclusions; does not use inductive reasoning.
<p>3. Analysis: Break subject matter into components, and identify their interrelations to ascertain the defining features of the work and their contributions to the whole.</p>	Effectively separates subject matter into its component parts; identifies interrelationships among the elements; recognizes and insightfully describes the contributions of each to the whole.	Adequately separates subject matter into its component parts; identifies most interrelationships among the elements; recognizes and accurately describes most of the contributions of each to the whole.	Distinguishes component parts; identifies some interrelationships among the elements; occasionally recognizes and describes the contributions of each to the whole.	Student is unable to separate subject matter into its component parts; fails to identify interrelationships among the elements; does not recognize and/or accurately describe the contributions of each to the whole.
<p>4. Evaluation: Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.</p>	Accurately identifies and can summarize all assumptions in an argument; is able to assess the quality and reliability of sources of evidence; understands and applies criteria for evaluating the success of various types of inference	Adequately identifies and can summarize assumptions in most arguments; is able to assess the quality and reliability of most sources of evidence; understands and applies criteria for evaluating the success of most types of inference	Identifies and can summarize assumptions in some arguments; is able to assess the quality and reliability of some sources of evidence; understands and applies criteria for evaluating the success of some types of inference	Cannot identify and/or summarize assumptions in arguments; is unable to assess the quality and reliability of sources of evidence; fails to apply criteria for evaluating inferences

<p>5. Synthesis: Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion.</p>	<p>Incorporates the results of his/her analysis into a coherent personal conclusion that is well reasoned, based on well supported inferences, and that recognizes and responds to disparate claims and points of view while remaining aware of the influence of personal or confirmation (my- side) bias where appropriate.</p>	<p>Incorporates the results of his/her analysis into a coherent personal conclusion that is adequately reasoned, based on reasonably well supported inferences, and that recognizes and responds to most disparate claims and points of view while for the most part avoiding personal or confirmation (my-side) bias where appropriate.</p>	<p>Attempts to incorporate the results of his/her analysis and arrive at a reasonable conclusion, but one that lacks support; student nominally recognizes disparate claims and points of view; personal or confirmation bias (my-side) may be evident.</p>	<p>Is unable to incorporate the results of his/her analysis into a coherent personal conclusion; his/her conclusion is not based on sound reasoning or well supported inferences; student fails to recognize and/or respond to disparate claims and points of view; does not avoid personal or confirmation (my-side) bias.</p>
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CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Appreciation of the Ethical Dimensions of Humankind

Ethics Goal: Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Recognize and reflect critically on ethical issues.	Recognizes relevant, important ethical issues and reflects on them critically and insightfully.	Recognizes important ethical issues and reflects on them insightfully.	Recognizes ethical issues and reflects at a superficial level.	May recognize, but does not reflect on ethical issues.
2. Apply appropriate concepts and terminology in identifying ethical problems and proposing and defending solutions to them.	Applies appropriate concepts and terminology regarding ethical problems and coherently defends possible solutions.	Knows appropriate concepts and terminology regarding ethical problems and defends possible solutions.	Knows some concepts and terminology regarding ethical problems and identifies possible solutions.	Knows few concepts or terminology regarding ethical issues and does not identify possible solutions.
3. Apply standards and practices of scholarship, research, and documentation in defending positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.	Effectively and consistently applies relevant standards and practices of scholarship, research, and documentation in defending positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.	Applies relevant standards and practices of scholarship, research, and documentation in defending positions and beliefs with ability to reevaluate beliefs in light of unforeseen implications or new evidence.	Applies some standards and practices of scholarship, research, and documentation in defending positions and beliefs.	Applies few or no standards and practices of scholarship, research, and documentation in defending positions and beliefs.
4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.	Recognizes value of multiple creative, collaborative, and innovative approaches to problem-solving including effective use of differing points of view.	Recognizes value of some creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.	Limited recognition of the value of creative, collaborative, and innovative problem-solving, though may acknowledge differing points of view.	Little or no recognition of the value of creative, collaborative, and innovative approaches to problem-solving nor the value of differing points of view.

CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Historical Knowledge and Understanding

Historical Knowledge and Understanding Goal: Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Identify and differentiate types of historical sources including popular, academic, primary, and secondary.	Identifies and differentiates many types of historical sources, and assesses the reliability of specific sources.	Identifies and differentiates some types of historical sources, and attempts to assess the reliability of specific sources.	May identify and differentiate types of historical sources, but cannot assess specific sources or their reliability.	Cannot differentiate types of historical sources.
2. Recognize ever-changing interpretations of history.	Recognizes changes in the interpretation of a specific period, event, or circumstance. Explores reasons for changes.	Recognizes changes in the interpretation of a specific period, event, or circumstance. Attempts to explore reasons for changes, but may do so only partially.	Recognizes changes in the interpretation of a specific period, event, or circumstance but does not explore factors that lead to changes.	Does not recognize changes in historical interpretation.
3. Place the development of societies in national and/or international contexts.	Places the development of societies in national and international contexts and fully explains the connection between the two.	Places the development of societies in national and international contexts and explains the connection between the two.	Places development of societies in either national or international contexts and explains the relationship between the two in a limited way.	Is unable to place societal development in national or international contexts.
4. Explain the influence and agency of social circumstances, which may include race, class, gender, and others, on historical events.	Explains the influence of social circumstances on specific historical events and fully explains specifics of the connections.	Explains the influence of social circumstances on specific historical events and explains some specifics of the connections.	Explains the influence of social circumstances on specific historical events, but cannot explain the specifics of the connections.	Makes no attempt to explain the influence of social circumstances on historical events.
5. Describe the impact of the past on subsequent events, including the present.	Describes the impact of the past on subsequent historical events. Explains the causes in detail.	Describes the impact of the past on subsequent historical events. Attempts to explain the causes.	Describes the impact of the past on subsequent historical events. Description is imprecise or lacks depth.	Does not recognize the impact of the past on subsequent historical events.

<p>6. Examine the complex, dynamic, and interrelated nature of change.</p>	<p>Explains the process of change over time and the multiple and interrelated factors that produce change.</p>	<p>Explains the process of change over time and identifies some factors that underlie change.</p>	<p>Explains change over time but cannot identify, or incompletely identifies, the factors that underlie change.</p>	<p>Does not explain the process of change over time.</p>
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CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Oral Communication

Oral Communication Goal: Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
Respond to Rhetorical Situations	Consistently and effectively understands and responds to both audience and purpose.	Consistently understands and responds to both audience and purpose.	Inconsistently adapts writing to both audience and purpose.	Neither understands nor responds to audience and purpose.
Identify and evaluate the specific audience and purpose in different communication situations, and adapt the communication appropriately to those situations.	Shows keen awareness of a variety of audiences and purposes, and masterfully adapts speech to the situation.	Shows awareness of a variety of audiences and purposes, and consistently adapts speech to the situation.	Shows awareness of specific audience and purpose, but inconsistently adapts speech to the situation.	Shows no awareness of specific audience or purpose.
Develop effective messages that influence attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.	Ethically and consistently uses appropriate logical and emotional appeals and effectively to influence attitudes, beliefs, and actions.	Uses logical and emotional appeals consistently to influence attitudes, beliefs, and actions.	Uses appropriate appeals, but inconsistently, to influence attitudes, beliefs, and actions.	Does not use appropriate appeals to influence attitudes, beliefs, and actions.
Recognize when others do not understand the message and then manage those misunderstandings.	Shows keen awareness of audience response and demonstrates an ability to rephrase and clarify message without generating undue conflict.	Shows awareness of audience response and demonstrates an ability to rephrase and clarify message.	Inconsistently shows awareness of audience response and demonstrates an ability to rephrase and clarify message.	Does not show awareness of audience response or demonstrate an ability to rephrase and clarify message.
Listen effectively by understanding, remembering, interpreting, evaluating, and responding appropriately to the speech of others.	Shows keen awareness of all five aspects of the listening process.	Shows awareness of five aspects of the listening process.	Inconsistently shows awareness of all five aspects of the listening process.	Does not show awareness of all five aspects of the listening process.

Use Sources	Locates, evaluates, uses, and acknowledges varied, credible, and appropriate sources; integrates them thoughtfully to realize the rhetorical purpose.	Locates, evaluates, uses, and acknowledges credible and appropriate sources to realize the rhetorical purpose.	Locates, evaluates, uses, and acknowledges appropriate sources to realize the rhetorical purpose, but does not either integrate them effectively or acknowledge them consistently.	Unable to locate, evaluate, use, and acknowledge credible and appropriate sources to realize the rhetorical purpose.
Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose.	Locates, evaluates, uses, and acknowledges a variety of credible sources appropriate to the rhetorical situation.	Locates, evaluates, uses, and acknowledges sources appropriate to the rhetorical situation.	Inconsistently locates, evaluates, uses, and acknowledges sources.	Does not locate, evaluate, use, or acknowledge sources.
Synthesize and integrate others' ideas purposefully and ethically into students' own communication.	Synthesizes and integrates others' complex ideas or a variety of other's ideas purposefully and ethically into own communication to generate and maintain the student's argument.	Synthesizes and integrates others' ideas purposefully and ethically into own communication to generate and maintain the student's argument.	Includes others' ideas in a simplistic way into own communication to generate and maintain the student's argument.	Is not able to synthesize or integrate other's ideas into student's own speech.
Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.	Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them from the student's own ideas in a significant, useful or meaningful way.	Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them from the student's own ideas.	Summarizes and quotes accurately the ideas of others, without clearly differentiating them from the student's own ideas.	Does not accurately summarize, paraphrase, or quote the ideas of others.
Craft Logical Arguments	Generates a sophisticated and effective message with coherent and logical support.	Generates an effective message with coherent and logical support.	Generates a message that shows some disorganization or faulty logic.	Does not generate an effective message.
Select an appropriate and effective medium for communicating.	Is able to utilize appropriate media, adapting the message to a variety of contexts in sophisticated ways.	Is able to utilize appropriate media and adapt the message to a variety of contexts.	Is able to utilize at least one medium and adapt the message to a specific context.	Is not able to utilize an appropriate medium or adapt the message to a specific context.

Provide clear and logical evidence, support, or illustration for their assertions.	Provides sophisticated, highly persuasive, and logical evidence, support, or illustration for assertions.	Provides persuasive and logical evidence, support, or illustration for assertions.	Provides evidence, support, or illustration for assertions that show some faulty logic.	Does not provide adequate or logical evidence, support, or illustration for assertions.
Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts.	Organizes the argument with varied and sophisticated strategies, transitions, and signposts.	Organizes the argument effectively with transitions and signposts.	Presents an argument which uses simple organizational and transitional strategies.	Lists evidence without using organizational or transitional strategies.
Apply Language Conventions	Uses sophisticated and engaging language to communicate effectively and demonstrates mastery of language conventions (diction, tone, level of formality, grammar, and nonverbal communication).	Uses language to communicate effectively and demonstrates consistent control of language conventions (diction, tone, level of formality, grammar, and nonverbal communication).	Uses language that does not inhibit communication but demonstrates inconsistent control of language conventions (diction, tone, level of formality, grammar, and nonverbal communication).	Uses language that inhibits communication and lacks control of language conventions (diction, tone, level of formality, grammar, and nonverbal communication).
Use diction, tone, and level of formality appropriate to audience, purpose, and situation.	Demonstrates mastery of diction, tone, and level of formality appropriate to varied audiences, purposes, and situations.	Adapts diction, tone, and level of formality consistently to audience, purpose, and situation.	Adapts diction, tone, and level of formality inconsistently to audience, purpose, and situation.	Does not adapt diction, tone, and level of formality to audience, purpose, and situation.
Use pronunciation, grammar, articulation, and nonverbal behaviors appropriate for the message and designated audience.	Demonstrates consistent ability to use sophisticated and engaging language and nonverbal behavior to communicate a message effectively to an audience.	Demonstrates consistent ability to use language and nonverbal behavior to communicate a message effectively to an audience.	Demonstrates inconsistent ability to use language and nonverbal behavior to communicate a message to an audience.	Demonstrates little to no ability to use language and nonverbal behavior to communicate a message to an audience.
Formulate Effective Communication Strategies	Shows evidence of effective and flexible planning, revision, and rehearsal.	Shows evidence of effective planning, revision, and rehearsal.	Shows evidence of some planning, revision, and rehearsal.	Shows little or no evidence of planning, revision, or rehearsal.

Reflect on and explain the effectiveness of their communication choices regarding the audience, purpose, and situation.	Shows evidence of clear, flexible and effective choices regarding the audience, purpose, and situation.	Shows evidence of effective choices regarding the audience, purpose, and situation.	Shows evidence of choices regarding the audience, purpose, and situation.	Does not show evidence of effective choices regarding the audience, purpose, and situation.
Speak ethically by accepting responsibility for their communication practices and by communicating openly and directly.	Shows evidence of careful, thoughtful personal ethical responsibility to the audience by communicating openly and directly.	Shows evidence of personal ethical responsibility to the audience by communicating openly and directly.	Shows inconsistent evidence of ethical responsibility to the audience by communicating openly and directly.	Does not show evidence of ethical responsibility to the audience; does not communicate openly and directly.
Revise and rehearse speeches before delivery.	Shows clear evidence of careful and thoughtful planning and rehearsal.	Shows evidence of careful planning and rehearsal.	Shows some evidence of planning and rehearsal.	Does not show evidence of planning or rehearsal.
Work collaboratively with others, including managing discussion, tasks, and information.	Shows clear ability to work collaboratively with others, including ability to manage discussion, complete assigned tasks, and gather and supply information.	Shows ability to work with others, including ability to manage discussion, complete assigned tasks, and gather and supply information.	Shows inconsistent ability to work collaboratively with others, including inconsistent ability to manage discussion, complete assigned tasks, and gather and supply information.	Does not show ability to work collaboratively with others.

CSCU GENERAL EDUCATION ASSESSMENT RUBRIC

COMPETENCY AREA: Quantitative Reasoning

Quantitative Reasoning Goal: Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Represent mathematical, and quantitative information symbolically, graphically, numerically, and verbally.	Provides all representations and all are clear, complete and related to the data.	Provides most representations and most are clear, complete, and related to the given date.	Provides few representations that are clear, complete, or related to the given data.	No representations are provided that are understandable or related to the given date.
2. Apply quantitative methods to investigate routine and novel problems. This includes calculations/procedures, mathematical and/or statistical modeling, prediction, and evaluation.	Applies all required quantitative methods to investigate both routine and novel problems. All applications are efficient, complete, correct and related to the problems posed.	Applies most required quantitative methods to investigate both routine and novel problems. Most applications are complete, correct and related to the problems posed.	Applies some required quantitative methods to investigate routine problems. Most applications are incomplete or incorrect or not related to the problems posed.	Does not apply any appropriate quantitative methods.
3. Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics.	Interprets all required representations of quantitative information and draws appropriate logical inferences.	Interprets most required representations of quantitative information and draws some logical inferences.	Interprets some required representations of quantitative information but is unable to draw logical inferences.	Does not interpret any representations of quantitative information or draw logical inferences.
4. Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness.	Evaluates all the results obtained from quantitative methods for accuracy and/or reasonableness.	Evaluates most of the results obtained from quantitative methods for accuracy and/or reasonableness.	Evaluates some of the results obtained from quantitative methods for accuracy and/or reasonableness.	Does not evaluate the results for accuracy and/or reasonableness.

CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Scientific Knowledge and Understanding

Scientific Knowledge and Understanding Goal: Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Communicate using appropriate scientific terminology.	Can define and use scientific terminology in a new context.	Can define and use scientific terminology in a given context.	Can define scientific terminology but cannot use it appropriately.	Cannot define scientific terminology.
2. Use representations and models to communicate scientific knowledge and solve scientific problems.	Use representations and models to communicate scientific knowledge and solve scientific problems.	Can use representations and models to communicate scientific knowledge and solve scientific problems in a given context.	Can use representations and models to communicate scientific knowledge but cannot use them to solve scientific problems.	Cannot use representations and models to communicate scientific knowledge or solve scientific problems.
3. Plan and implement data collection strategies appropriate to a particular scientific question.	Can plan and implement data collection strategies appropriate to a new or unique scientific question.	Can plan and implement data collection strategies appropriate to a particular scientific question.	Can plan and implement data collection strategies appropriate to a particular scientific question with instructor assistance.	Cannot plan and implement data collection strategies.
4. Articulate the reasons that scientific explanations and theories are refined or replaced.	Can articulate the reasons that scientific explanations and theories are refined or replaced.	Can articulate the reasons that a particular scientific explanation or theory is refined or replaced.	Can articulate the reasons that a particular scientific explanation or theory is refined or replaced with significant instructor prompting.	Cannot articulate the reasons that a particular scientific explanation or theory is refined or replaced
5. Evaluate the quality of scientific information on the basis of its source and the methods used to generate it.	Can evaluate the quality of scientific information on the basis of its source and the methods used to generate it.	Can recognize valid sources and methods used to generate scientific information.	Can recognize valid sources of scientific information from limited choices of sources provided by an instructor.	Cannot recognize valid sources and methods used to generate scientific information.

CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Scientific Reasoning

Scientific Reasoning Goal: Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Explain the methods of scientific inquiry that lead to the acquisition of knowledge. Such methods include observations, testable hypotheses, logical inferences, experimental design, data acquisition, interpretation, and reproducible outcomes.	Provides all required explanations. All explanations are clear, complete and related to the problem posed.	Provides most explanations and most are clear, complete, and related to the problem posed.	Provides explanations, but most are incomplete or not related to the problem posed; some explanations are not provided.	Provides no explanations or understandable explanations or explanations related to the problem posed.
2. Apply scientific methods to investigate real-world phenomena, and routine and novel problems. This includes data acquisition and evaluation, and prediction.	Successfully applies all required scientific methods to investigate both routine and novel problems. All applications are efficient, complete, correct and related to the problems posed.	Successfully applies most required scientific methods to investigate both routine and novel problems. Most applications are complete, correct and related to the problems posed.	Successfully applies some required scientific methods to investigate routine problems. Most applications are incomplete or incorrect or not related to the problems posed.	Does not apply any scientific methods or scientific methods correctly.
3. Represent scientific data symbolically, graphically, numerically, and verbally.	Provides all required representations. All representations are clear, complete and related to the given scientific data.	Provides all required representations. Most representations are clear, complete, and related to the given scientific data.	Provides representations. Most representations are incomplete or not related to the given scientific data or not provided.	Provides no representations or understandable representations or representations that are related to the given scientific data.
4. Interpret scientific information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics.	Successfully interprets all required representations of scientific information and draws appropriate logical inferences.	Successfully interprets most required representations of scientific information and draws some logical inferences.	Successfully interprets some required representations of scientific information, but is unable to draw logical inferences.	Does not successfully interpret any representations of scientific information.
5. Evaluate the results obtained from scientific methods for accuracy and/or reasonableness.	Successfully evaluates the results obtained from scientific methods for accuracy and/or reasonableness, and where necessary, identifies a cause of inaccuracy and/or	Successfully evaluates the results obtained from scientific methods for accuracy and/or reasonableness.	Clearly attempts to evaluate the results for accuracy and/or reasonableness, but is unsuccessful.	Does not evaluate the results for accuracy and/or reasonableness.

	unreasonableness.			
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CSCU GENERAL EDUCATION ASSESSMENT RUBRIC

COMPETENCY AREA: Social Phenomena

Social Phenomena Goal: Students will develop an increased understanding of the influences that shape a person’s, or group’s attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.	Accurately and thoroughly explains at least three elements that influence and are influenced by individuals and groups.	Accurately and thoroughly explains at least two elements that influence and are influenced by individuals and groups.	Explains at least two elements that influence and are influenced by individuals and groups, but explanations are not in depth or contain flaws.	Explains at least two elements that influence and are influenced by individuals; but explanations are inaccurate or incomplete.
2. Explain theories and research methods used to investigate social phenomena.	Explains key components of two or more theories or methods of research accurately, thoroughly, and with thoughtful details or examples.	Explains key components of a theory or method of research accurately, thoroughly, and with some details or examples.	Explains some key components of a theory or method of research.	Inaccurately describes some components of a theory or method of research, with weak examples.
3. Explain ethical issues pertaining to social contexts and phenomena.	Explains ethical social issues and phenomena in a complex, multi-layer context.	Explains ethical social issues in a complex context with modest detail.	Recognizes basic ethical issues but incompletely grasps complexities among issues.	Vaguely or inaccurately describes ethical issues in social contexts and phenomena.
4. Explain issues of diversity within and across cultures.	Explains social and cultural issues from one’s own and another perspective thoroughly, and with thoughtful details or examples.	Explains social and cultural issues from one’s own and another perspective using an adequate level of detail and explanation.	Describes social and cultural issues from one’s own and another perspective.	Unable to describe social and cultural issues from one’s own and another perspective.
5. Apply concepts or theories of social phenomena to real world situations (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution and internships).	Engages in on or off- campus groups or activities and thoroughly and effectively applies multiple theories and social concepts to the experience.	Describes and explains personal engagement in on or off-campus activities and thoroughly and effectively applies multiple theories and social concepts to the experience.	Describes and explains personal engagement in on or off-campus activities and applies one or more theories or social concepts to the experience.	Recalls personal engagement in on or off- campus activities and can identify a few aspects of social phenomena.

ConnSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Written Communication

Written Communication Goal: Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Scale	4	3	2	1
Outcomes	Highly Competent	Competent	Minimally Competent	Not Competent
Respond to Rhetorical Situations	Consistently and effectively understands and responds to both audience and purpose.	Consistently understands and responds to both audience and purpose.	Inconsistently adapts writing to both audience and purpose.	Neither understands nor responds to audience and purpose.
Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations.	Shows keen awareness of a variety of audiences and purposes, and masterfully adapts writing to the situation.	Shows awareness of a variety of audiences and purposes, and consistently adapts writing to the situation.	Shows awareness of specific audience and purpose, but inconsistently adapts writing to the situation.	Shows no awareness of specific audience or purpose.
Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.	Uses variety of appeals consistently and effectively to influence attitudes, beliefs, and actions.	Uses appropriate appeals consistently to influence attitudes, beliefs, and actions.	Uses appropriate appeals, but inconsistently, to influence attitudes, beliefs, and actions.	Does not use appropriate appeals to influence attitudes, beliefs, and actions.
Use Sources	Locates and documents credible, appropriate, and varied sources, and integrates them thoughtfully to realize the rhetorical purpose.	Locates, integrates, and documents credible and appropriate sources to realize the rhetorical purpose.	Locates credible and appropriate sources to realize the rhetorical purpose, but does not either integrate them effectively or document them consistently.	Unable to locate, integrate, and document credible and appropriate sources to realize the rhetorical purpose.
Locate and evaluate sources appropriate to the rhetorical situation	Locates and evaluates a variety of credible sources appropriate to the rhetorical situation.	Locates and evaluates sources appropriate to the rhetorical situation.	Locates sources but does not always evaluate their appropriateness to the rhetorical situation.	Does not locate sources appropriate to the rhetorical situation.

Read, comprehend, and summarize an argument from a complex piece of writing.	Reads, comprehends, and summarizes the main ideas, pertinent supporting detail, and nuances of an argument from a complex piece of writing, while maintaining the writer's own voice.	Reads, comprehends, and summarizes the main ideas and pertinent supporting details of an argument from a complex piece of writing.	Reads, comprehends, and summarizes only the main ideas of an argument from a complex piece of writing.	Reads but does not fully comprehend an argument from a complex piece of writing.
Analyze, evaluate, and respond to an argument from a complex piece of writing.	Analyzes, evaluates, and responds to the main ideas, premises, biases, and assumptions of an argument from a complex piece of writing.	Analyzes, evaluates, and responds to the main ideas and basic premises of an argument from a complex piece of writing.	Analyzes, evaluates, and responds to only the main ideas of an argument from a complex piece of writing.	Reads but does not analyze, evaluate, or respond to an argument from a complex piece of writing.
Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.	Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them from the student's own ideas and engaging in an intellectual conversation with those ideas.	Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them from the student's own ideas.	Summarizes and quotes accurately the ideas of others, without clearly differentiating them from the student's own ideas.	Does not accurately summarize, paraphrase, or quote the ideas of others.
Synthesize and integrate others' ideas purposefully and ethically,	Synthesizes and integrates others' complex ideas or a variety of other's ideas purposefully and ethically to generate and maintain the student's argument;	Synthesizes and integrates others' ideas purposefully and ethically to generate and maintain the student's argument;	Includes others' ideas in a simplistic way to generate and maintain the student's argument;	Is not able to synthesize or integrate other's ideas.
with correct and appropriate documentation.	uses correct and appropriate documentation.	uses correct and appropriate documentation.	uses correct and appropriate documentation.	

Craft Logical Arguments	Generates a sophisticated and highly persuasive thesis-driven argument with coherent and logical support.	Generates a thesis-driven and persuasive argument with coherent and logical support.	Generates a thesis-driven argument with support that shows some disorganization or faulty logic.	Does not generate a thesis or appropriate evidence.
Generate a controlling idea or thesis.	Generates a sophisticated and highly persuasive thesis.	Generates a persuasive thesis.	Generates a thesis.	Does not generate a thesis.
Provide clear and logical evidence, support, or illustration for their assertions.	Provides sophisticated, highly persuasive, and logical evidence, support, or illustration for assertions.	Provides persuasive and logical evidence, support, or illustration for assertions.	Provides evidence, support, or illustration for assertions that shows some faulty logic.	Does not provide adequate or logical evidence, support, or illustration for assertions.
Choose appropriate and effective organizing methods, employing effective transitions and signposts.	Organizes the argument with varied and sophisticated strategies, transitions, and signposts.	Organizes the argument effectively with transitions and signposts.	Presents an argument which uses simple organizational and transitional strategies.	Lists evidence without using organizational or transitional strategies.
Write a focused and sustained argument of at least 1500 words that demonstrates all of the written communication outcomes.	Presents a focused, sustained, and sophisticated argument of at least 1500 words.	Presents an argument of at least 1500 words with consistent focus and development.	Presents an argument of at least 1500 words but with inconsistent focus or development.	Cannot sustain a focused argument for 1500 words.
Apply Language Conventions	Uses sophisticated and engaging language to communicate effectively and demonstrates mastery of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics).	Uses language to communicate effectively and demonstrates consistent control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics).	Uses language that does not inhibit communication but demonstrates inconsistent control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics).	Uses language that inhibits communication and lacks control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics).

	spelling, and mechanics).	spelling, and mechanics).		
Use diction, tone, and level of formality appropriate to audience, purpose, and situation.	Demonstrates mastery of diction, tone, and level of formality appropriate to varied audiences, purposes, and situations.	Adapts diction, tone, and level of formality consistently to audience, purpose, and situation.	Adapts diction, tone, and level of formality inconsistently to audience, purpose, and situation.	Does not adapt diction, tone, and level of formality to audience, purpose, and situation.
Apply the conventions of Standard English grammar, spelling, and mechanics.	Uses sophisticated and engaging language to communicate effectively and demonstrates mastery of the conventions of Standard English grammar, spelling, and mechanics.	Uses language to communicate effectively and demonstrates consistent control of the conventions of Standard English grammar, spelling, and mechanics.	Uses language that does not inhibit communication but demonstrates inconsistent control of the conventions of Standard English grammar, spelling, and mechanics.	Uses language that inhibits communication because it lacks control of the conventions of Standard English grammar, spelling, and mechanics.
Formulate Effective Writing Strategies	Shows evidence of effective and flexible planning, revision, proofreading, and reflection.	Shows evidence of effective planning, revision, proofreading, and reflection.	Shows evidence of planning, revision, proofreading, and reflection.	Writes without evidence of planning, revision, proofreading, or reflection.
Develop flexible strategies for generating, revising, editing, and proofreading their writing.	Shows evidence of effective and flexible planning, revision, and proofreading.	Shows evidence of effective planning, revision, and proofreading.	Shows evidence of planning, revision, and proofreading.	Does not show evidence of planning, revision, or proofreading.

Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.	Shows evidence of effective and strategic reflection on writing choices.	Shows evidence of thoughtful and effective reflection on writing choices.	Shows evidence of reflection on writing choices.	Does not show evidence of reflection on writing choices.
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