

## General Education Assessment Cycle

### I. Breadth American Institutions (BAI)

#### a. Criteria 4: Scholarly Analysis

##### BAI Proficiency Rubric

Achieves	Approaches	Lacks
Addresses clearly-stated questions; clarifies significance of issues defines key terms; focuses on critical analysis rather than mere description; presents a logical formulation of arguments; acknowledges a range of scholarly interpretations on controversial issues; summarizes main ideas clearly and accurately; raises valid critiques of different studies and interpretations.	Addresses questions that can be identified with a degree of difficulty; does not fully clarify the significance of questions addressed; leaves some key terms undefined; focuses on descriptive arguments; limited critical analysis; presents arguments marked by logical errors; recognizes a limited range of interpretive analyses; presents critiques that are simplistic, unfair, or inappropriate.	Fails to clarify or demonstrate significance of questions posed; does not define key terms; provides commentary that is largely descriptive rather than analytical; presents arguments marked by inappropriate scope or illogical presentation; remains unfamiliar with scholarly debates on controversial issues presents critiques that are misinformed, invalid, or largely incomprehensible.

### II. Breadth Creative Arts (BCA)

#### a. Criteria 1: Develop skills of critical and aesthetic judgment.

##### BCA Proficiency Rubric

Achieves	Approaches	Lacks
Compare, contrast, and apply a variety of critical perspectives.	Identify a variety of critical perspectives.	Unable to identify differing critical perspectives.

### III. Breadth Humanities (BHU)

#### a. Criteria 3: Read analytically and think critically, summarizing and explaining the theses of a text.

##### BHU Proficiency Rubric

Achieves	Approaches	Lacks
Develop interpretations <b>directly</b> based upon and tested against textual evidence.	Develop interpretations <b>loosely</b> based upon and tested against on textual evidence.	Develop interpretations <b>neither</b> based upon <b>nor</b> tested against textual evidence.

**IV. Breadth Life Science (BLS)**

- a. Criteria 1:** Understand how the enterprise of science works (i.e., erecting testable hypotheses, refining hypotheses, reproducible results, etc.)

**BLS Proficiency Rubric**

<b>Achieves</b>	<b>Approaches</b>	<b>Lacks</b>
Apply the basic structure and methodology of scientific enterprise.	Articulate the basic structure and methodology of scientific enterprise.	Be unable to articulate the basic structure and methodology of scientific enterprise.

**V. Breadth Physical Sciences (BPS)**

- a. Criteria 1:** Understand how the enterprise of science works (i.e., erecting testable hypotheses, refining hypotheses, reproducible results, etc.)

**BPS Proficiency Rubric**

<b>Achieves</b>	<b>Approaches</b>	<b>Lacks</b>
Apply the basic structure and methodology of scientific enterprise.	Articulate the basic structure and methodology of scientific enterprise.	Be unable to articulate the basic structure and methodology of scientific enterprise.

**VI. Breadth Social Science (BSS)**

- a. Criteria 1:** Demonstrate an understanding of the similarities and differences among individuals at different life stages, between social groups within a society, between societies and/or during different historical periods.

**BSS Proficiency Rubric**

<b>Achieves</b>	<b>Approaches</b>	<b>Lacks</b>
Compare, contrast, and apply diverse perspectives on human interaction and/or social phenomenon.	Identify characteristics of diverse perspectives on human interaction and/or social phenomenon.	Be unable to identify diverse perspectives on human interaction and/or social phenomenon.

**VII. Communication Literacy 1 (CL 1)**

- a. Criteria 1: Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions as well as ethical standards of communication.

**CL 1 Proficiency Rubric**

<b>Achieves #pts</b>	<b>Approaches #pts</b>	<b>Lacks #pts</b>
Demonstrate an adequate ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences students may need to address.	Demonstrate a partial ability to meet the CL1 milestone in writing, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences students may need to address.	Demonstrate a beginning ability to meet the CL1 milestone in writing, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences students may need to address.

**VIII. Communication Literacy 2 (CL 2)**

- a. Criteria 1: Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions as well as ethical standards of communication.

**CL 2 Proficiency Rubric**

<b>Achieves #pts</b>	<b>Approaches #pts</b>	<b>Lacks #pts</b>
Demonstrate an effective ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences students may need to address.	Demonstrate an adequate ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences students may need to address.	Demonstrate a partial ability to meet the CL1 milestone in writing, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences students may need to address.

**IX. Communication Intensive (CI)**

- a. **Criteria 1:** Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions as well as ethical standards of communication.

**CI Proficiency Rubric**

<b>Achieves #pts</b>	<b>Approaches #pts</b>	<b>Lacks #pts</b>
Demonstrate a skillful ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences the discipline may need to address.	Demonstrate an effective ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences students may need to address.	Demonstrate an adequate ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences students may need to address.

**X. Quantitative Literacy (QL)**

- a. **Criteria 1:** Interpret data or stimuli presented in mathematical forms such as graphs, equations, tables.

**QL Proficiency Rubric**

<b>Achieves #pts</b>	<b>Approaches #pts</b>	<b>Lacks #pts</b>
Identify, infer, or predict, from the mathematical stimulus (graph, table, equation, etc.), behaviors of the data or the phenomena producing the data, or relationships among the data or phenomena.	Identify the type of information portrayed; e.g., variables and their dependence relationships, the type of graph or statistical display of data (exponential, sigmoid, logarithmic, box plot, histogram, etc.).	At a maximum be able to identify that information is portrayed in a mathematical or statistical form.