CREATIVE THINKING RUBRIC

The capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

Criterion	Description	Not Demonstrated (0)	Developing (1)	Satisfactory (2)	Exemplary (3)
CT1: Synthesis	The incorporation of existing ideas, images, or expertise into novel ideas or solutions.	• Does not recognize or restate any existing connections among ideas or solutions.	• Recognizes or restates existing connections among ideas or solutions.	• Discretely or selectively combines, rearranges, or reconstructs existing ideas or solutions.	• Formulates a novel idea or solution using a variety of complex ideas.
CT2: Creativity	The successful completion of an idea or plan via activity, performance, or production in an inventive or imaginative way that involves divergent thinking and risk taking.	• Does not follow existing models or mimic examples without significant modification or innovation additions. • Response, solution, or creation does not take creative risk.	• Follows existing models or mimics examples without significant modification or innovative additions. • Response, solution, or creation does not take creative risks.	• Adapts existing ideas to solve the problems put forth by assignment. • Response, solution, or creation demonstrates incremental creative risk.	• Creates an entirely original solution to the assignment problem using diverse ideas and thinking. • Response, solution, or creation demonstrates significant creative risk; student overcomes any fears of negative criticism or rejection.

CRITICAL AND ANALYTICAL THINKING RUBRIC

The habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Criterion	Description	Not Demonstrated (0)	Developing (1)	Satisfactory (2)	Exemplary (3)
CAT1: Exploration	Identification of problems, issues and assumptions and gather information/data.	• Fails to identify any issues related to the topic. • Fails to identify any issues from relevant sources or empirical data, and/or uses inappropriate sources.	• Fails to identify pertinent issues, identifies only the most obvious issues or assumptions from relevant sources or empirical data, and/or uses inappropriate sources.	• Identifies issues and assumptions from appropriate sources of information (such as peer-reviewed articles and primary source scholarship) or empirical data to state the issues and assumptions.	• Integrates multiple appropriate sources of information (such as peer-reviewed articles and primary source scholarship) or sufficient empirical data to state the issues and assumptions while recognizing the complexity of the problem.
CAT2: Analytical Thinking	Analysis of and/or reflection on the information collected using the appropriate tools and prior knowledge.	• Fails to use any method to analyze the data. • Analyzes data using incorrect methods and evaluates the information incorrectly.	• Analyzes data using incorrect methods or evaluates the information incorrectly or insufficiently to reveal limited patterns, differences, inconsistencies, and similarities.	• Accurately analyzes and interprets some of the data and evaluates some of the information to reveal patterns, differences, inconsistencies, and similarities.	• Accurately analyzes and comprehensively interprets the data or critiques the information to develop a coherent analysis/synthesis that reveals insightful patterns, differences, inconsistencies, and similarities.
CAT3: Judgement/ Conclusion	Evidence-based formulation of conclusions/judgments as a guide to belief and action.	• Does not produce a conclusion or produces a conclusion not tied to the information collected or with outcomes and actions that do not strengthen the conclusion or fail to broaden the scope of the analysis beyond the stated problem/issue.	• Produces a conclusion that is minimally tied to the information collected or with outcomes and actions that either inadequately strengthen the conclusion or weakly broaden the scope of the analysis beyond the stated problem/issue.	• Develops a conclusion that is logically tied to some of the information collected and includes (possibly incomplete or incorrect) outcomes and actions that either strengthen the conclusion or broaden scope of the analysis beyond the stated problem/issue.	• Formulates a conclusion that is logically tied to the range of information analyzed (including possibly alternative explanations or opposing viewpoints) together with outcomes and actions that would strengthen the conclusion or broaden the scope of the analysis beyond the stated problem/issue.

EFFECTIVE COMMUNICATION RUBRIC

The ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed (content) and persuasive (organization, technique, format) discourse that builds trust (audience and situationally appropriate) and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

Criterion	Description	Not Demonstrated (0)	Developing (1)	Satisfactory (2)	Exemplary (3)
EC1: Substance	Substance/content of communication	• Substance/content of message is not relevant and compelling. • Subject matter is not addressed.	• Substance/content of the message is somewhat relevant and compelling. • Subject matter is superficially or inadequately addressed.	• Substance/content of the message is mostly relevant and compelling. • Subject matter is adequately addressed.	• Substance/content of the message is mostly relevant and compelling. • Subject matter is comprehensively addressed.
EC2: Delivery	Formal qualities/elements of communication (e.g., grammar/mechanics, technique, format) and their capacity to persuade	• Meaning is not communicated with clarity and fluency. • Communication includes multiple errors. • Communication is not persuasive.	• Meaning is communicated with clarity and fluency across some of the work. • Communication may include some errors. • Communication is somewhat persuasive.	• Meaning is communicated with clarity and fluency across most of the work. • Communication has few errors. • Communication is mostly persuasive.	• Meaning is communicated with clarity and fluency throughout the work. • Communication is virtually error-free. • Communication is very persuasive.
EC3: Adaptation to Audience and Community Building	Development and respectful transmission of community norms and goals	• Does not use appropriate tone, language, or other related qualities when communicating with others. • Is not attentive, does not ask questions, provides no appropriate constructive criticism regarding the communication of others.	• Sometimes uses appropriate tone, language, etc... when communicating with others. • Is sometimes attentive, asks questions, provides constructive criticism when appropriate, etc... when others are communicating.	• Mostly uses appropriate tone, language, etc... when communicating with others. • Is mostly attentive, asks questions, provides constructive criticism when appropriate, etc... when others are communicating.	• Consistently uses appropriate tone, language, etc... when communicating with others. • Is consistently attentive, asks questions, provides constructive criticism when appropriate, etc... when others are communicating.

GLOBAL LEARNING RUBRIC

The intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

Criterion	Description	Not Demonstrated (0)	Developing (1)	Satisfactory (2)	Exemplary (3)
GL1: Analysis	Analysis of power structures and dynamics in natural, physical, social, cultural, and economic systems.	• Fails to describe power structures and hierarchies with basic historical context. • Unable to compare historical consistencies and shifts in power within and between cultures. • Does not describe how shifts in physical, social, cultural, and economic systems have impacted historical power structures.	• Describes power structures and hierarchies in modern and historical contexts. • Compares historical consistencies and shifts in power within and between cultures. • Describes how shifts in physical, social, cultural, and economic systems have impacted historical power structures.	• At a surface level, analyzes and critiques power structures and hierarchies in modern and historical contexts. • Mostly assesses historical consistencies and shifts in power within and between cultures. • Evaluates how shifts in physical, social, cultural, and economic systems have impacted historical power structures.	• At a deep level, analyzes and critiques power structures and hierarchies in modern and historical contexts. • Thoroughly assesses historical consistencies and shifts in power within and between cultures. • Hypothesizes how shifts in natural, physical, social, cultural, and economic systems might impact current structures.
GL2: Interdependency	Identification and critique of interdependent global, regional, and local cultures and systems.	• Fails to compare and contrast cultures on a macroscopic level. • Unable to identify natural, physical, social, cultural, historical, and/or economic interdependences. • Doesn't recognize that seemingly "minor" events have global consequences. • Does not recognize power structures and hierarchies that led to the greatest inequities and has not evaluated the means of solving such inequities, proposed by others.	• Compares and contrasts cultures on a macroscopic level. • Identifies natural, physical, social, cultural, historical, and/or economic interdependences. • Recognizes that seemingly "minor" events have had global consequences. • Recognizes power structures and hierarchies that led to the greatest inequities and evaluates means of solving such inequities, proposed by others.	• Compares and contrasts between cultures in modern and historical contexts. • Connects natural, physical, social, cultural, historical, and/or economic interdependencies. • Summarizes how seemingly "minor" events can have global consequences. • Critiques power structures and hierarchies that led to the greatest inequities and proposes potential means of solving such inequities.	• At a deep level, compares and contrasts among and between cultures in modern and historical contexts. • Evaluates natural, physical, social, cultural, historical, and economic interdependencies. • Reframes how seemingly "minor" events have or could have global consequences. • Critiques power structures and hierarchies that led to the greatest inequities, hypothesizes about current inequities, and formulates potential means of solving such inequities.
GL3: Implications	Engagement in the community and evaluation of the implications for people's lives stemming from solutions to global problems.	• Does not recognize personal role as a member of an interconnected world. • Fails to summarize role as a community member and leader. Fails to describe how collaboration and community engagement might help this role.	• Recognizes personal role as a member of an interconnected world and sometimes defends that role. • Summarizes role as a community member and leader. Describes how collaboration and community engagement might help this role.	• Articulates personal role as a member of an interconnected world and often defends that role. • Connects to role as a community member and leader. Applies some collaboration and community engagement to this role.	• Values personal role as a member of an interconnected world and consistently defends that role. • Evaluates role as a community member and leader. Prioritizes collaboration and community engagement in this role.

INTEGRATIVE THINKING RUBRIC

The ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Criterion	Description	Not Demonstrated (0)	Developing (1)	Satisfactory (2)	Exemplary (3)
IT1: Synthesis	Synthesizes knowledge across multiple domains, modes of inquiry, historical periods, or disciplinary perspectives.	• Fails to combine or apply knowledge, skills, abilities, theories, or methodologies of multiple disciplines.	• Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied in a rudimentary, mechanistic way and/or integrated through superficial criteria. • Response may include: concepts and theories presented as matter of fact; no evidence that purpose of multi-disciplinary approach was considered; misconceptions are evident. *	• Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied adequately with appropriate emphasis. • Response may include: use of metaphor, conceptual framework, causal explanations, or other devices provides evidence of growing understanding; purpose of multi-disciplinary approach present, but not completely addressed; and/or no major misconceptions are evident. *	• Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied and balanced coherently, elegantly, and creatively, resulting in a hybrid form or new insight. • Response may include: use of metaphor, conceptual framework, causal explanations, or other devices demonstrates a clear and mature understanding; purpose for multi-disciplinary approach is fully articulated; and/or no misconceptions are evident. *
IT2: Connections	Identifies connections between existing knowledge and new information.	• Connections between students' prior knowledge and new information are not present.	• Connections between students' prior knowledge and new information are present, but not articulated clearly or thoroughly.	• Connections between students' prior knowledge and new information are clearly and thoroughly articulated.	• Connections between students' prior knowledge and new information are complex, integrated, and articulated clearly and thoroughly.

* Mansilla, V.B., Duraisingh, E.D., Wolfe, C.R. & Haynes, C. (2009) Targeted Assessment Rubric: An empirically Grounded Rubric for Interdisciplinary Writing, The Journal of Higher Education, 80:3, 334-353.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING RUBRIC

The ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Criterion	Description	Not Demonstrated (0)	Developing (1)	Satisfactory (2)	Exemplary (3)
SRER1: Ethical Self Awareness	Students assess their values within the social context of problems	• Student does not communicate their core beliefs*.	• Student communicates either their core beliefs and/or the origins of their core beliefs*.	• Students communicates and analyzes both their core beliefs and the origins of their core beliefs *.	• Student communicates a nuanced analysis of both their core beliefs and the origins of their core beliefs* and discussion has depth and clarity.
SRER2: Ethical Issue Recognition	Students recognize ethical issues in a variety of settings	• Student does not recognize ethnical issues.	• Student broadly recognizes ethical issues, but not the complexities or interrelationships among them.	• Student recognizes ethical issues, and some of the complexities or interrelationships among them.	• Student recognizes multi-layered (grey) ethical issues and the complexities and interrelationships among them.
SRER3: Application of Ethical Perspectives/ Concepts	Students describe how different perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.	• Student is unable to apply ethical perspectives/ concepts to an ethical question.	• Student can apply ethical perspectives/ concepts to an ethical question with support (using provided examples) but is unable to apply ethical perspectives/concepts independently (to a new example.).	• Students can independently apply ethical perspectives/ concepts to an ethical question, accurately, but the implications of the application are not fully considered.	• Students can independently apply ethical perspectives/ concepts to an ethical question, accurately, and consider specific implications of the application.

* According to the AACU's Ethical Reasoning rubric, core beliefs can be defined as: "Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture, or training. A person may or may not choose to act on their core beliefs."

KEY LITERACIES MAP

The ability to identify, interpret, create, communicate, and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

Among the General Education Learning Objectives, Key Literacies stands out because it is not a unique way of thinking or studying the world but encompasses the breadth of content available for students to explore within our institution. In consultation with the 2022–2023 General Education Scholars, the Senate Standing Joint Committee for General Education Assessment deconstructed this Learning Objective to determine how to best assess it. The result is a map of the intersectionality between the example areas in the Key Literacies definition and the Domains and Foundations. This map reveals that the multifaceted components of Key Literacies are demonstrated across the Foundations and Domains. As a result, the committee will assess Key Literacies via a meta-analysis that brings together the results of Domain and Foundation assessments.

Key Literacies mapped to the foundations and knowledge domains.

Example key literacies	Writing and Speaking (GWS)	Quantification (GQ)	Arts (GA)	Humanities (GH)	Health and Wellness (GHW)	Natural Sciences (GN)	Social and Behavioral Sciences (GS)
Textual	Yes			Yes			
Quantitative		Yes				Yes	
Information/Technology	Yes					Yes	Yes
Health					Yes	Yes	
Intercultural				Yes			Yes
Historical				Yes			Yes
Aesthetic			Yes				
Linguistic	Yes						
Scientific						Yes	