

Capacity Rubrics for A&S College Core

The following rubrics serve as a goal of general education in the college. These were created from consideration of the Value Rubrics published by the AACU: American Association of Colleges and Universities.

A: Written & Creative Expression

cultivating writing that informs and inspires, whether on the page, stage, screen, or canvas

Learning goals	Benchmark	Milestones		Capstone
	(1)	(2)	(3)	(4)
Oral communication	Produces a persuasive or creative oral presentation	Uses appropriate content to develop and explore ideas, citing relevant sources.	Consistently uses conventions appropriate to the discipline and the task; uses credible, compelling content to explore ideas.	Major persuasive or creative oral presentation that demonstrates clarity, organization, style, and appropriate use of evidence
Written communication	Begins to develop and express simple ideas, with minimal attention to context, audience, and purpose.	Uses appropriate content to develop and explore ideas, citing relevant sources.	Consistently uses conventions appropriate to the discipline and the task; uses credible, compelling content to explore ideas.	Major persuasive or creative written presentation that demonstrates clarity, organization, style, and appropriate use of evidence
Visual communication	Begins to develop and express simple ideas, with minimal attention to context, audience, and purpose.	Uses appropriate content to develop and explore ideas, citing relevant sources.	Consistently uses conventions appropriate to the discipline and the task; uses credible, compelling content to explore ideas.	Major persuasive or creative visual presentation that demonstrates clarity, organization, style, and appropriate use of evidence
Independence & Initiative	Can carry out tasks when scaffolded, outlined, and prompted by the instructor.	Can self-motivate to organize a large assignment into smaller pieces.	Demonstrates independence and initiative beyond class requirements.	Demonstrates independence and initiative throughout every part of an assignment – from conception to organization and planning to execution

B: Systemic & Structural Thinking

analyzing complex systems, whether molecules, formal theories, or societies

Learning goals	Benchmark	Milestone		Capstone
	(1)	(2)	(3)	(4)
Curiosity & dedication to life-long learning	Explores a topic at a surface level, providing the basic facts indicating a low-level of interest in the subject. Is willing to fully participate in classroom activities and assignments.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject. Is willing to partake in educational experiences outside of the classroom.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject. Identifies additional opportunities to expand knowledge, skills, and abilities.	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject. Pursues opportunities to expand knowledge, skills, and abilities through independent educational experiences outside of the classroom.
Creativity & innovative thinking	Can reformulate a collection of available ideas.	Experiments with creating a novel or unique idea, question, format, or product.	Creates a novel or unique idea, question, format, or product.	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
Analysis	Uses evidence but may be in an unsystematic way. Uses relevant sources. Develops an interpretation based on findings.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Presents information from relevant, reliable sources representing multiple points of view and organizes evidence effectively to reveal important patterns, differences, or similarities.	Synthesizes in-depth information from relevant, reliable sources representing various points of view and synthesizes evidence effectively to reveal important patterns, differences, or similarities. Develops an interpretation that is a logical extrapolation from the evidence. Insightful discussion of limitations and implications.
Problem solving	Acknowledges alternate, divergent, or contradictory perspectives or ideas but only considers a single approach that used to solve the problem.	Considers alternate, divergent, or contradictory perspectives or ideas. Rejects less acceptable approaches to solving problem.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem. Capable of incorporating alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution. Fully integrates alternate, divergent, or contradictory perspectives into solution.
Connecting, Synthesizing, Transforming	Recognizes existing connections among ideas or solutions.	Connects ideas or solutions in novel ways.	Synthesizes ideas or solutions into a coherent whole.	Transforms ideas or solutions into entirely new forms.
Independence & initiative	Can carry out tasks when scaffolded, outlined, and prompted by the instructor.	Takes initiative to organize one's time in order to complete scaffolded tasks as part of the assignment.	Independently organizes a large assignment into smaller pieces and is self-motivated to work toward final product.	Demonstrates independence and initiative throughout every part of an assignment – from conceptualization to organization and planning, to execution and presentation.

C: Cultural & Interpretive Investigation

deepening our understanding of cultures familiar and unfamiliar, past and present

Learning goals	Benchmark	Milestones		Capstone
	(1)	(2)	(3)	(4)
Global Self-Awareness	Aware of their positionality within their community, nation, or the world.	Capable of self-reflection of their own situatedness either in their community, their nation, or the world	Thoughtful self-reflection of their own situatedness on multiple levels: within their community, nation, and world.	Articulates insights into their own cultural norms and biases, aware of how their identity and experiences shape their understandings of these norms, and able to recognize and respond to the impacts of their own biases. Demonstrates an understanding of the historical realities and contemporary factors that contribute to modern power dynamics within and between societies.
Intercultural competence	Superficial familiarity with other cultures, both domestic and abroad	Awareness of other cultural traditions, either nationally or internationally. Can communicate with people from other cultural traditions.	Asks complex questions about the world and recognizes one's own limits to understand fully the perspective of others.	Conversant with a variety of other cultural traditions, both nationally and internationally, and demonstrates ability to communicate respectfully with people from other groups. Demonstrates sophisticated understanding of the multiple and intersecting frameworks that shape individuals and groups, in particular relation to history, values, politics, communication styles, economy, beliefs, and cultural practices and can skillfully negotiate across differences.
Perspective beyond Anglo-American tradition	Expresses attitudes and beliefs from at least one view.	Familiarity with perspectives that originate from traditions to which they do not belong.	Student thoughtfully integrates non-western perspectives into their own frameworks for understanding the world.	Students develop skepticism towards before-unquestioned frameworks and recognize not only individual biases, but broader epistemological assumptions that have previously functioned invisibly.
Curiosity & Appreciation of Cultural Diversity	Recognition that one's cultural background is not the unique arbiter of morality and truth.	Demonstrates a curiosity to understand and a disposition to valorize other cultural traditions.	Demonstrates a desire to learn not only <i>about</i> other cultures but <i>from</i> other cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Intellectual humility	Has a sense that they are at the beginning, rather than the end, of their learning journey.	Recognizes that cognitive abilities may have limits; capable of reconsidering own position when presented with new evidence.	Recognizes the limits of their own cognitive abilities; can be persuaded to change their mind	Questions their own opinions, positions, and viewpoints. Recognizes the value of opinions that differ from their own.

D: Data, Information & Computational Literacy

evaluating and employing varied kinds of evidence, from statistics to stories

Learning goals	Benchmark	Milestones		Capstone
	(1)	(2)	(3)	(4)
Acquisition	Data or information can be found through appropriate sources	Data can be found and defined as variables for analysis	Data can be found or created from observation or other data, with processes such as textual analysis, coding, or instrument construction	Data that is found or created has a sound basis in theory, such as measurement theory or relevant analysis theory
Evaluation	Data can be judged in terms of validity and reliability	Data can be appraised for validity and reliability at a variety of quality levels	Data can be appraised at quality levels and assessed for other characteristics (e.g. bias, resolution)	Data can be appraised at quality levels, assessed for other characteristics, and be determined for value in service to a specific goal or in context
Manipulation	Data can be processed from a raw form to a potentially useable form	Data can be processed with appropriate tools relevant to the analysis goal	Data can be processed with appropriate tools and transformed to increase information value	Data can be processed with appropriate tools, transformed to increase value in a way that is sensitive to context (e.g. statistical control or modeling)
Investigation	Data can be used to test a specific hypothesis	Data can be used to test a hypothesis that informs theory or make inferences beyond the hypothesis	Data can be used to test hypothesis, make inferences, and resolve ambiguities, contradictions, or inconsistencies	Data can be used to test hypotheses, make inferences, resolve ambiguities, and makes a structured argument in service to a specific goal or in context
Communication	Results of analysis can be presented through appropriate media	Results can be presented with useful tools, such as data visualization	Results can be presented with useful tools creating an informative story that avoids bias.	Results can be presented with useful tools to create an informative story that is persuasive to the audience and sensitive to context of the investigation

E: Ethical & Social Engagement

probing power, justice, and responsibility, in settings ranging from the classroom to the planet

Learning goals	Benchmark (1)	Milestones		Capstone (4)
		(2)	(3)	
Ethical reasoning	Student can recognize basic and obvious ethical issues and challenges facing society. Identifies basic ethical reasoning. May not engage with complexity or interrelationships.	Student can identify multiple ethical positions and can state the objections to, assumptions within, and implications of different ethical perspectives and concepts	Student can independently apply ethical perspectives and concepts to an ethical question and is able to consider the full implications of the application.	Can apply ethical reasoning to understand and think critically about important challenges facing society. Student expresses moral commitment to their local and global communities.
Civic engagement	Has experimented with some civic activities, but may not have internalized understanding of their aims or effects. Has limited commitment to future action.	Demonstrates a growing awareness of the importance of participation in civic life. Has participated in politics or other civically-focused actions and can begin to describe how these actions may benefit individual(s) or communities.	Demonstrates independent experience of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Acquires combination of knowledge, skills, values, and motivation to make a difference in the civic life of our communities. Demonstrates ability and commitment to collaboratively work across and within community contexts to achieve a civic aim. Actively promotes the quality of life in a community, through both political and non-political processes.
Openness & accountability	Assumes correctness of the values and practices of their own cultural background.	Willing to engage with people from different backgrounds and accountable for one's own personal actions to others. Can admit when harm has been done.	Open to engage with people from different backgrounds. Aware of how one's personal actions and the contemporary and historical actions of groups to which one belongs may have created and perpetuate negative consequences for other groups. Takes responsibility for past mistakes and wrongs.	Eager to engage with others. Actively takes responsibility for historical and contemporary wrongs and aims to make amends. Can ask for forgiveness for past mistakes and is committed to changing behavior to avoid harming others.
Empathy	Interest in the lives and wellbeing of others.	Care for not only others within their family or community but also for people who belong to other cultural, religious, linguistic, political, social, and economic groups.	Sense of responsibility for the wellbeing of others.	Interprets experiences from multiple perspectives and demonstrates support for the feelings, experiences, and knowledge of individuals from different social groups