

Undergraduate General Education Social Science Assessment Goal and Rubric One

Goal 1: Students will apply social science perspectives to further understand individual, group, and societal behavior within psychological, political, sociological, and economic contexts.

Objective 1.1: Students will be able to identify and critically assess social science concepts and attain an understanding of individual, group, and interactive behaviors as part of larger political, economic, and other social structures.

Goal 1: Social Science Rubric

	Outstanding 4	Effective 3	Adequate 2	Ineffective 1	Score
Theoretical Understanding across social science disciplines	Demonstrates full knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from one of the social sciences to discuss contemporary social phenomena	Uses basic understanding of concepts, descriptive terms, and important thinkers and ideas from one of the social sciences to explain contemporary social phenomena	Partial understanding of concepts, descriptive terms, and important thinkers and ideas from one of the social science disciplines to explain contemporary social phenomena	Lacks understanding of relationship of concepts, terms and important ideas to each other or to at least one other social science perspective	
Breadth of knowledge and analysis	Describes either a psychological, social, or political perspective and applies knowledge to understanding and explaining the effects on human behavior	Recognizes perspectives of at least one social science discipline with accurate application of ideas	Partial recognition of at least one social science perspective with moderate application of ideas	Uses beliefs, applies ideas inaccurately, or uses irrelevant facts to explain social phenomena.	
Application of social science concepts	Full application of knowledge from at least one of the social sciences to understand cultures and in explaining political, social, and economic issues and their effects on individuals and groups	Identifies a social science perspective to explain a particular social problem and its effects on individuals.	Partial application of knowledge to understand a social science issue and its effects on individuals and groups	Does not accurately apply terminology to understanding cultures and its effects on individuals and groups. Cannot express the social, political, or economic aspects of a public issue	

Undergraduate General Education Social Science Assessment Goal and Rubric Two

Goal 2: Students taking courses in the Social Sciences will be trained in critical thinking (See Definition).

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.