

General Education Competency Information
including
Rubrics

2012-2013

COMMUNICATION SKILLS COMPETENCY

Competency Statement: Students will demonstrate effective written, oral, and visual communication.

Operational Definition: Upon completion of 30 hours in a degree plan at AC, students will demonstrate effective written and oral communication using appropriate sources, documentation, and visual design elements.

Benchmark: 70% of all artifacts will score a 3 or higher.

Description of Assignments (Artifacts of Student Work): Assignments to be assessed for the communication competency would require students to present a grammatically correct essay or speech effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and appropriately documented evidence. If the assignment is an oral presentation, the assignment should also require effective verbal and nonverbal delivery. Visual design elements should be incorporated into any communication assignment. Visual elements include, but are not limited to graphs, tables, charts, slides, streaming video, etc.

Definitions of Concepts

1. **Focus** – is the extent to which the content of the essay/presentation corresponds to the thesis statement. In other words, good focus means that the thesis statement drives the whole document. Each section, then, focuses on presenting and arguing the thesis statement with logical reasoning, supportive evidence, and correct documentation.
2. **Organization** – relates to the order in which ideas are presented in support of the thesis statement. The introduction, body, and conclusion are developed in a logical, sequential order with clear transitions, and evidence is organized within each section. An artifact with good development includes supportive reasoning and evidence that **build** on each other as the document unfolds.
3. **Assignment's Requirements** – relate to what the instructor has set forth in the assignment. A communications artifact can be delivered well in all aspects and not respond to the assignment.
4. **Style** – is the way in which words and sentences are put together. It involves word choice, sentence structure, and tone appropriate for the rhetorical situation. Different styles can be effective in different genres; however, any style in academic communication should demonstrate control of sentence-level errors such as grammar problems, misspellings, improper use of punctuation, etc.
5. **Vocal delivery** – includes elements such as volume, variety, fluency, rate, pronunciation, articulation, and vocal pauses.
6. **Nonverbal Communication** – includes aspects such as eye contact, gestures, movement, vitality, facial expressions, and proper use of lectern and visual aids where appropriate.

Communication Skills Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>An artifact scoring a <u>5</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Focus: Includes all elements that build upon the thesis • Organization: Has an effectively creative pattern of development • Assignment's Requirements: Enhances the assignment • Style: Has a flair for style with sustained grammatical accuracy • Vocal Delivery (if oral presentation): Is artful in the use of delivery and style • Nonverbal (if oral presentation): Includes strong eye contact, uses mannerisms that enhance the speech, and appears spontaneous and natural 	excellent
4	<p>An artifact scoring a <u>4</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Focus: Includes all elements that effectively support the thesis • Organization: Has a clear and consistent pattern of development • Assignment's Requirements: Responds clearly to the assignment • Style: Has an effective style for the rhetorical situation with few interfering sentence-level errors • Vocal Delivery (if oral presentation): Is presented extemporaneously and conversationally without vocalized pauses (IE: um, er, like, you know) • Nonverbal (if oral presentation): Has eye contact with the majority of the audience and mannerisms that enhance the speech 	good
3	<p>An artifact scoring a <u>3</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Focus: Has a clear thesis but one or two digressive or unsupportive elements • Organization: Has a few minor problems (missing transition, short introduction and/or conclusion, etc.) • Assignment's Requirements: Meets the assignment's requirements • Style: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised • Vocal delivery (if oral presentation): Is presented extemporaneously with adequate vocal variety • Nonverbal (if oral presentation): Has adequate eye contact and mannerisms that neither distract nor enhance 	competent
2	<p>An artifact scoring a <u>2</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Focus: Involves a missing thesis and/or insufficient support • Organization: Involves missing transitions, introduction, and/or conclusion • Assignment's Requirements: Ignores several requirements • Style: Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader's attention • Vocal Delivery (if oral presentation): Is stiff with little vocal variety • Nonverbal (if oral presentation): Is very dependent on notes and has some distracting mannerisms 	marginal
1	<p>An artifact scoring a <u>1</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Focus: Involves a missing thesis, no support, and/or plagiarized evidence • Organization: Rambles from one thing to another with no attempt at a consistent development • Assignment's Requirements: Does not meet the majority of requirements • Style: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost • Vocal Delivery if oral presentation): Is obviously unrehearsed in its delivery • Nonverbal (if oral presentation): Is read and mannerisms distract 	poor

CRITICAL THINKING SKILLS COMPETENCY

Competency Statement: Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.

Operational Definition: Upon completion of 30 hours in a degree plan at Amarillo College, students will demonstrate the successful application of higher order analyses, innovative interpretation of evidence, and creative cognitive processes.

Benchmark: 70% of all artifacts will score a 3 or higher.

Description of Assignments (Artifacts of Student Work): Examples may include, but are not limited to: research, lab reports, writings, video compilations or presentations which include analysis, musical compositions, analysis/solutions of problems/case studies, use of Scientific Method, prototype designs, sequencing formularies, justification of results, and explanation of reasoning. These assignments can be completed by an individual or in a group environment.

Definitions of Concepts

1. **Inquiry** – A close examination or interpretation of a matter. Critical inquiry may involve the analytical interpretation of evidence and arguments. Interpretive inquiry may include an investigation into alternative points of view. Brainstorming methods or novel and untested solutions to a problem can be a part of the inquiry process.
2. **Analysis** – A critical examination of explanations and problem-solving methods. Analysis involves the ability to dissect, fully understand, and explain individual ideas. Analysis can also be used innovatively by pinpointing problem-solving methods found through the examination of a problem, task, etc.
3. **Synthesis** – Interlacing individual argument components so that a meaningful, coherent whole can be formed. Synthesis can use logical deductions to form scientific/mathematical arguments. Synthesis can also be used to effectively present a new or existing concept.
4. **Product** – The result produced by using evidence to form a coherent conclusion or the result produced by taking an innovative approach to a given task. The product is the end result and as such should either supply a coherent conclusion, solution, and/or product based on evidence or should use innovation to form a new and well-structured conclusion, solution, and/or product.

Critical Thinking Skills Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>An artifact scoring a <u>5</u> consistently demonstrates the following:</p> <ul style="list-style-type: none"> • Inquiry: An exceptional examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. • Analysis: Identifies and presents exceptional explanations of complex analyses <u>OR</u> identifies and promotes novel or alternative problem-solving methods. • Synthesis: Identifies, organizes, and evaluates exceptional arguments <u>OR</u> presents well connected and holistically transformed ideas into original concepts. • Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products <u>OR</u> transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products. 	excellent
4	<p>An artifact scoring a <u>4</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Inquiry: A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. • Analysis: Identifies and presents thorough explanations of complex analyses <u>OR</u> identifies novel or alternative problem-solving methods. • Synthesis: Identifies, organizes, and evaluates thorough arguments <u>OR</u> presents obviously connected ideas. • Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products <u>OR</u> transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products. 	good
3	<p>An artifact scoring a <u>3</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Inquiry: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. • Analysis: Identifies and presents accurate explanations of complex analyses <u>OR</u> identifies appropriate problem-solving methods. • Synthesis: Identifies, organizes, and evaluates accurate arguments <u>OR</u> presents connected ideas. • Product: Follows the evidence to present mostly unambiguous conclusions, solutions, and/or products <u>OR</u> effectively uses the evidence/effectively approaches a task to present conclusions, solutions, and/or products. 	competent
2	<p>An artifact scoring a <u>2</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Inquiry: An incomplete examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. • Analysis: Identifies and presents incomplete explanations of complex analyses <u>OR</u> identifies inadequate problem-solving methods. • Synthesis: Identifies, organizes, and evaluates incomplete arguments <u>OR</u> presents weakly connected ideas. • Product: Somewhat follows the evidence to present unambiguous conclusions, solutions, and/or products <u>OR</u> somewhat uses the evidence/takes a somewhat effective approach to a task to present conclusions, solutions, and/or products. 	marginal
1	<p>An artifact scoring a <u>1</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Inquiry: No examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. • Analysis: Does not identify or present explanations of complex analyses <u>OR</u> does not identify appropriate problem-solving methods. 	poor

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| <ul style="list-style-type: none"> • Synthesis: Offers no examination of arguments <u>OR</u> fails to connect ideas. • Product: Does not follow the evidence to present unambiguous conclusions, solutions, and/or products <u>OR</u> does not use the evidence/take an effective approach to a task to present novel conclusions, solutions, and/or products. | |
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EMPIRICAL AND QUANTITATIVE SKILLS COMPETENCY

Competency Statement: Students will demonstrate the ability to formulate an inquiry that is scientific or mathematical in nature, and then identify and follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry.

Operational Definition: Upon completion of 30 hours in a degree plan at AC, students will apply and analyze scientific and mathematical concepts and will reach reasonable conclusions based on the analysis of available information.

Benchmark: 70% of all artifacts will score a 3 or higher.

Description of Assignments (Artifacts of Student Work): Assignments to be assessed can include work from any discipline where scientific or mathematical analysis may be required. Empirical skills must address the thinking process as it is demonstrated through observation, experimentation, and/or experience and that can be demonstrated through quantitative data and/or qualitative reasoning. Quantitative skills will ideally demonstrate a student's higher-order thinking capabilities through the use of applied mathematics and/or math assignments that have a purpose beyond merely providing the 'right' answer to a group of math problems.

Examples of possible assignments include, but are not limited to: case studies, reports, lab assignments, analyzing or creating graphs and tables related to statistical data, or any project that uses applied mathematics (e.g. nursing, engineering, math, psychology, etc.).

Definitions of Concepts

1. **Identification** – The extent to which the understanding of the nature of the inquiry and the desired outcome(s) of analysis is indicated. Identification clearly pinpoints what information is being sought and what kind of analysis is required.
2. **Assimilation** – The extent to which the information required for analysis is assimilated and identified. Assimilation reflects whether all necessary information is presented and used, whether the organization is logical, and whether any outside information should be integrated into the current assignment.
3. **Analysis** – The relevance of the steps taken toward achieving the desired outcomes, the logic and clarity within the presented methods, and the consistency and accuracy of the presented information.
4. **Presentation** – The point at which a clear conclusion and/or supplemental materials (e.g. graphs, pictures, etc.) are presented
5. **Application** – The extent to which the results of analysis are applied to answer or address the hypothesis or problem.

Empirical and Quantitative Skills Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>An artifact scoring a <u>5</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: The purpose, components, and variables of the investigation/project are clearly identified. • Assimilation: The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present. • Analysis: All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined. • Presentation: A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings. • Application: The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement. 	excellent
4	<p>An artifact scoring a <u>4</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: The purpose, components, and variables of the investigation/project are clearly identified. • Assimilation: The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present. • Analysis: All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined. • Presentation: A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings. • Application: The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement. 	good
3	<p>An artifact scoring a <u>3</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: The purpose, components, and variables of the investigation/project are mostly identified. • Assimilation: The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present. • Analysis: All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined. • Presentation: A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings. • Application: The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement. 	competent
2	<p>An artifact scoring a <u>2</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: The purpose, components, and variables of the investigation/project are somewhat identified. • Assimilation: The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present. • Analysis: Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined. • Presentation: A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings. • Application: The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement. 	marginal

1	<p>An artifact scoring a 1 demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: The purpose, components, and variables of the investigation/project are not identified. • Assimilation: The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present. • Analysis: Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined. • Presentation: A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings. • Application: The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument. 	poor
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TEAMWORK COMPETENCY

Competency Statement: Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

Operational Definition: Upon completion of 30 hours in a degree plan at Amarillo College, students will demonstrate the essential interpersonal and intrapersonal qualities expected of an individual team member to function as an essential part of a team.

Benchmark: 70% of all artifacts will score a 3 or higher.

Description of Assignments (Artifacts of Student Work): Teamwork artifacts must demonstrate the quality of the teamwork process rather than the end result. Artifacts must also demonstrate evidence of an individual’s contribution and interaction within a team. As such, a team member will complete a self evaluation and also complete an evaluation of each group member’s performance.

The Amarillo College “Team Member Critique Sheet” will be provided to all instructors as the means to assess individual teamwork characteristics. The critique sheet specifically guides students to evaluate the degree to which each group member exhibits team member characteristics. The critique sheet uses a numerical rating system and also requires students to provide a qualitative assessment for each member within a group. The critique sheet can be modified, as needed, to meet an individual instructor’s needs (e.g. adding a row that evaluates the degree to which a group member followed proper safety procedures.)

Each submitted group of critique sheets that assess a student who meets the AC operational definition criteria will count as a separate artifact. The instructor can use the form to provide his/her evaluation of the student, but critique sheets that are submitted as artifacts should only be those completed from a student’s perspective.

If an instructor removes all names from the critique sheet and uses internal coding measures, the instructor’s coding key will need to be given, along with any other requested materials, to the Assessments Coordinator to ensure that the “Evaluated Member” meets the appropriate selection criteria.

Definitions of Concepts

1. **Contribution** – The degree to which each student provides materials or skills that are integral to the group’s ability to complete the given assignment. Contribution assesses what the student provides the group in the form of materials, effort, and/or leadership. The evaluation of leadership skills is

dependent on the nature of the instructor’s assignment as some assignments will contain pre-set or alternating leadership roles.

2. **Cooperation** –The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment. Cooperation assesses attitude, information sharing, acknowledgment of a shared purpose, and problem solving techniques.
3. **Self Management** – The manner in which a group member conducts his/her personal business. Self management assesses a student’s work ethic, ability to meet deadlines, ability to prioritize projects, and ability to focus on the task at hand.

Teamwork Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>An artifact scoring a <u>5</u> consistently demonstrates the following:</p> <ul style="list-style-type: none"> • Contribution: Contributes work/ideas that are above the quality or quantity of work/ideas required OR takes the initiative to be a good leader by assisting in the delegation of group activities and guiding the group to assure that the end product is complete and of high quality. • Cooperation: Exhibits a positive attitude toward the assigned project, all individually assigned tasks, and all group members. Engages in effective information sharing through the discussion of ideas, active listening, and takes strides to avoid monopolizing the group process. Accepts that all group members have a shared purpose and that alternative viewpoints are just as valid for consideration as one’s personal ideas. Actively seeks ways to avoid or solve problematic situations within the group environment. • Self Management: Demonstrates an excellent work ethic by meeting all deadlines, prioritizing personal projects, and fully focusing on all assigned tasks. 	excellent
4	<p>An artifact scoring a <u>4</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Contribution: Contributes quality work/ideas that meet the assignment’s requirements OR effectively fulfills any assigned leadership role and shows a willingness to assist others. • Cooperation: Exhibits a generally positive attitude toward the project, assigned tasks, and group members. Is interested in discussing ideas and listening to the ideas of others. Does not cause problematic situations within the group environment. • Self Management: Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects, and generally focusing on all assigned tasks. 	good
3	<p>An artifact scoring a <u>3</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Contribution: Contributes work/ideas that meet the group’s baseline expectations OR completes all assigned tasks, but does not show a willingness to assist others. • Cooperation: Exhibits an acceptable attitude toward the project, assigned tasks, and group members. Offers few ideas or can at times monopolize the sharing of ideas (too little or too much) and may not fully buy into alternative viewpoints. Does not cause problematic situations within the group environment. • Self Management: Demonstrates a fair work ethic by meeting all final deadlines (group pre-set deadlines for completion may/may not have been met), prioritizing personal projects enough to meet the final deadline, and having enough focus to not distract other group members from the task at hand. 	competent
2	<p>An artifact scoring a <u>2</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Contribution: Contributes work/ideas that are of low quality or less quantity than what was expected OR needs constant prodding to complete individual tasks. 	marginal

	<ul style="list-style-type: none"> • Cooperation: Does not always exhibit an acceptable attitude toward the project, assigned tasks, and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes some problems within the group environment. • Self Management: Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks, OR possesses a lack of focus that is distracting to others. 	
1	<p>An artifact scoring a <u>1</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Contribution: Did not contribute work/ideas OR complete any assigned tasks. • Cooperation: Exhibits a hostile attitude toward the project, assigned tasks, and group members OR a hostile and/or know-it-all attitude during information sharing. Causes many problems within the group environment. • Self Management: Did not meet any deadlines, hampered the group's ability to complete the overall project, and/or demonstrates no focus. 	poor

TEAM MEMBER CRITIQUE SHEET

Student Name _____ Date _____

Project Title _____ Course _____

INSTRUCTIONS:

- Circle a **rating** for each team member (including yourself) and **provide a rating justification** for each team member.

Team Member's Name and Rating Justification <small>(Please Print)</small>	Contribution Rating ← Low to High →	Cooperation Rating ← Low to High →	Self-Management Rating ← Low to High →
Your Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
GROUP CHARACTERISTIC KEY – Use Key to Help with Team Member Ratings/Justification			
RATING	CONTRIBUTION	COOPERATION	SELF MANAGEMENT

1- Does Not Meet Any Expectations	Made no contributions to the group's work and decisions OR did not lead or take direction within the group	Not respectful of group members, dominates the project, consistently rejects other group member's ideas, fails to acknowledge the group's shared purpose, and causes problematic situations	Was absent or late for meetings, did not present relevant ideas/materials, did not submit work on time, and/or did not stay on task during group meetings or work sessions
2- Meets Few Expectations	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 1 & 3		
3- Meets Expectations	Adequately contributed to the group's work and decisions OR adequately fulfilled the role that the student was assigned within the group project	Respectful of other group members, listens to the ideas of others, acknowledges the group's shared purpose, and did not cause problematic situations	Adequately prepared for meetings, presented some relevant ideas/materials, submitted the work by the absolute deadline, and generally stayed on task during meetings
4- Exceeds Some Expectations	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 3 & 5		
5- Exceeds All Expectations	Made contributions that were instrumental to the group's success and planning process OR took the initiative to be a good leader	Respectful of other group members, integrates the ideas of other group members into their own ideas, embraces the group's shared purpose, and sought ways to avoid problematic situations	Always well prepared for meetings, presented good ideas and abundant materials, always met all deadlines, and was always task-oriented during meetings

PERSONAL RESPONSIBILITY COMPETENCY

Competency Statement: Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Operational Definition: Upon completion of 30 hours in a degree plan at Amarillo College, students will recognize the importance and impact of responsible personal behavior in society.

Benchmark: 70% of all artifacts will score a 3 or higher.

Description of Assignments (Artifacts of Student Work): Examples may include, but are not limited to:

- Relevant writing and research assignments
- Video compilations or presentations
- Case studies
- Field work assignments

Definitions of Concepts

5. **Identification** – The extent to which the understanding of the nature of the inquiry is indicated. Identification clearly pinpoints what information is being sought and what kind of analysis is necessary.
6. **Connections** – The use of research or content knowledge to enhance and clarify the argument/discussion.
7. **Response** –The extent to which a meaningful, personal connection is made to the ethical dilemma.

Personal Responsibility Rubric*

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>An artifact scoring a <u>5</u> consistently demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: The ability to identify and accurately describe complex ethical dilemmas from life situations and/or theoretical scenarios. • Connections: Uses appropriate insights from two or more areas of study to make connections and elucidate ethical dilemma. • Response: Recognizes connections to personal values and rules; thoroughly articulates sources of insights and relation to understanding of self; incorporates personal values in reasoned response. 	excellent
4	<p>An artifact scoring a <u>4</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: The ability to identify and describe ethical dilemmas from life situations and/or theoretical scenarios. • Connections: Uses insights from two or more areas of study to make connections and elucidate ethical dilemma. • Response: Recognizes connections to personal values and rules; effectively articulates sources of insights and relation to understanding of self 	good
3	<p>An artifact scoring a <u>3</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: The ability to identify and describe simple ethical dilemmas in scenarios from life situations and/or from theoretical scenarios. • Connections: Uses insights from more than one area of study to clarify ethical dilemmas. • Response: Recognizes connections to personal values and rules as related to dilemma; adequately articulates sources of insights and relation to understanding of self 	competent
2	<p>An artifact scoring a <u>2</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: Identifies, but has difficulty describing even simple ethical dilemmas in scenarios derived from everyday life situations. • Connections: Uses insight from no more than one area of study. • Response: Clarifies response to ethical dilemma vaguely in terms of rules or personal values; ineffectively articulates sources of insights and relation to understanding of self. 	marginal
1	<p>An artifact scoring a <u>1</u> demonstrates the following:</p> <ul style="list-style-type: none"> • Identification: Has difficulty both identifying and describing even simple ethical dilemmas in scenarios derived from everyday life situations. • Connections: Does not effectively use insight from any area of study. • Response: Cannot clarify the response to ethical dilemmas even in terms of rules or personal values; does not articulate sources of insights and relation to understanding of self. 	poor

*This rubric was derived from the University of South Carolina's "[Goal 7](#)" objectives and [LEAP Value Rubrics](#).

SOCIAL RESPONSIBILITY COMPETENCY

Competency Statement: Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and global communities.

Operational Definition: Upon completion of 30 hours in a degree plan at Amarillo College, students will demonstrate an understanding of and propensity towards social responsibility, and in particular provides evidence of becoming a socially responsible contributor in the areas of Citizenship, Social Justice, and Ecology.

Benchmark: 70% of all artifacts will score a 3 or higher.

Description of Assignments (Artifacts of Student Work): Assignments to be assessed may include work from any discipline which demonstrates appropriate knowledge, skill, or attitudes beneficial to intercultural civic endeavors. Examples include (but are not limited to):

- Relevant writing and research assignments
- Participation in community engagement projects with linked assessment
- Serving as peer mentor / tutor with reflection on experience

Definitions of Concepts

1. **Citizenship** – A review of one’s civic identity as it relates to the surrounding culture.
2. **Social Justice** – The treatment of others in a fair, nondiscriminatory and ethical manner.
3. **Ecology** - The study of the relationships between living organisms with respect to each other and their natural environment.

Social Responsibility Rubric*

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>An artifact scoring a <u>5</u> consistently demonstrates one or more of the following:</p> <ul style="list-style-type: none"> • Citizenship: Demonstrates orally, in writing, and/or through projects and an understanding of the citizen's proactive role in society, such as participating in the democratic process and contributing to one's community <u>AND/OR</u> demonstrates orally, in writing, and/or through activities a clear inclination to participate in the democratic process and contribute to the community. • Social Justice: Demonstrates orally, in writing and/or projects the ability to evaluate the issues of fairness, prejudice, discrimination, and ethical behaviors on the basis of critical thinking and the use of data and scientific information <u>AND/OR</u> demonstrates through projects and interactions in class and in the field the treatment of others in a fair, non-discriminatory manner while demonstrating respect and value for cultural diversity and differences. • Ecology: Demonstrates orally and/or in writing clear understanding of the larger ecological issues related to the interaction of people, environment, science and technology. Understands how actions of individuals, businesses, governments, etc, impact that balance <u>AND/OR</u> participates in projects or activities that demonstrate appreciation and caring for the environment. 	excellent
4	<p>An artifact scoring a <u>4</u> demonstrates one or more of the following:</p> <ul style="list-style-type: none"> • Citizenship: Demonstrates some awareness of the citizen's role in society. However, is struggling with how important that role might be and the importance of one person within the system. Is open to further learning and improvement <u>AND/OR</u> demonstrates some inclination to participate in the democratic process. Contributes to the community and is open to further learning and improvement. • Social Justice: Demonstrates some ability to access and evaluate issues and evaluate issues of fairness, prejudice, discrimination and ethical behavior based upon critical thinking and use of data and scientific information <u>AND/OR</u> mostly treats others in a fair, non-discriminatory manner. Mostly demonstrates respect and values cultural diversity and differences. However, is still uncertain about many circumstances and is developing further about these issues. • Ecology: Demonstrates some understanding of ecological issues related to the interaction of people, environment, science and technology. Struggles to understand how individuals and institutional actions impact ecological balance. Is interested and open to learn more <u>AND/OR</u> demonstrates some appreciation and caring for the environment through projects or activities. 	good
3	<p>An artifact scoring a <u>3</u> demonstrates one or more of the following:</p> <ul style="list-style-type: none"> • Citizenship: Demonstrates elementary level of awareness of the citizen's role in society. Gives little consideration to the importance or impact of the individual in society <u>AND/OR</u> demonstrates some reluctance to participate in the democratic process but displays some openness to further learning and improvement. • Social Justice: Demonstrates elementary abilities in assessing issues of fairness, prejudice, discrimination and ethical behaviors based upon critical thinking and the use of data and scientific information <u>AND/OR</u> Shows signs of being unaware, disrespectful, and / or biased toward people of different backgrounds and life styles. However, is in elementary stage of awareness of this and is willing to learn more about these issues. • Ecology: Demonstrates limited understanding of ecological issues related to the interaction of people, environment, science and technology. However, is interested in learning more about such interactions <u>AND/OR</u> demonstrates limited appreciation and caring for the environment. 	competent
2	<p>An artifact scoring a <u>2</u> demonstrates one or more of the following:</p> <ul style="list-style-type: none"> • Citizenship: Demonstrates very poor understanding and / or clear misunderstanding of the citizen's role in society <u>AND/OR</u> ignores any responsibility to participate in the democratic process. Reluctant to learn and improve in this area. • Social Justice: Clearly cannot assess and evaluate issues of fairness, prejudice, discrimination, and ethical behaviors based upon critical thinking and the use of data and scientific information <u>AND/OR</u> does not respect nor value cultural diversity and differences. Shows signs of treating others in a discriminatory and prejudicial manner. Is not aware of these behaviors, or is not interested in learning more about these issues. • Ecology: Demonstrates a very narrow view of the world based upon egocentrism. Extremely limited understanding of the interaction of people, environment, science and technology and has little interest to learn more <u>AND/OR</u> absence of any demonstration of appreciation or caring for the environment. 	marginal
1	<p>An artifact scoring a <u>1</u> demonstrates one or more of the following:</p> <ul style="list-style-type: none"> • Citizenship: Refuses to understand or rejects citizen's role in society <u>AND/OR</u> exhibits blatant rejection of the democratic process. Not open to further learning and improvement in this area. • Social Justice: Refuses to address issues of fairness, prejudice, discrimination and ethical and unethical behaviors <u>AND/OR</u> treats people with disrespect <u>AND/OR</u> is unfair and discriminatory to others who are different from self. Closed to new learning concerning the topic. • Ecology: Refuses to address ecological issues related to the interaction of people, environment, science 	poor

	and technology. Driven by selfish motives and immediate gratification <u>AND/OR</u> demonstrates contempt for the environment <u>AND/OR</u> acts in ways that harm the environment.	
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*This rubric was derived from the California State University, East Bay "[GE Social Responsibility 2006](#)" rubric and [LEAP Value Rubrics](#)