Framingham
State University

General Education Assessment Report
2015-2016

Assessment Advisory Group

And

Office of Institutional Assessment

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AAG Membership - AY2016-17

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Business	Dr. Zhe Li
Chemistry and Food Science	Dr. Vinay Mannam
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Computer Science	Dr. Satish Penmatsa
Economics	Dr. Lori Lavigne
Education	Dr. Julia Zoino - Jeannetti
English	Dr. Rachel Trousdale
Fashion Design and Retailing	Dr. Haewon Ju
Food and Nutrition	Dr. Andrea Gorman
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Nursing	Dr. Ruth Remington
Physics and Earth Science	Dr. Larry McKenna
Political Science	Dr. Christopher McCarthy-Latimer
Psychology and Philosophy	Dr. Charles Sachs
Sociology	Dr. Marian Cohen
World Languages	Pending Nomination

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Introduction

The assessment of General Education (GE) objectives is a critical part of the Office of Institutional Assessment's work to continuously improve student learning at Framingham State University. In addition, assessment of FSU's general education program is required by the New England Association Schools and Colleges (NEASC). The Office of Institutional Assessment has general oversight of the general education assessment process, and the Assessment Advisory Group (AAG) provides input and a faculty voice to this process.

"The general education program at FSU is intended to provide breadth in the baccalaureate degree program to foster student learning beyond a single, narrow discipline or field. General education is designed to facilitate the increase of knowledge, an appreciation for learning in a broad context, the ability to relate new information to what one has learned previously, the capacity to judge information rather than to simply accept it, and the facility to use what one learns in a realistic and logical manner. More specifically, the general education requirement is designed to help students to acquire the following learning objectives:

- Solve Problems Using Critical Thinking (overarching objective that all GE courses should meet)

- Communicate Effectively Orally

- Communicate Effectively in Writing

- Solve Problems Using Quantitative Thinking

- Demonstrate a Critical Understanding of Human Diversity

- Demonstrate Civic Literacy

- Recognize Ethical and Social Responsibilities

- Locate, Evaluate, and Apply Information

- Demonstrate Civic Literacy

- Solve Problems Using Creative Thinking

- Demonstrate Technological Competency

- Work Collaboratively and Independently" (FSU Undergraduate Student Catalog 2012-13)

Specific courses in the GE curriculum are designated as focusing on each of the above outcomes. More information on the general education curriculum at FSU can be found at http://www.framingham.edu/undergraduate-catalogs/documents/1314/8a-gen-ed-requirements.pdf.

Key General Education Assessment Activities

During AY2015-16, FSU completed its fourth year of assessment of the GE curriculum. We assessed Overarching Objective: Critical Thinking (CT) and Objective 2: Written Communication (WC), and we piloted the rubric for Objective 4: Human Diversity. Based on recommendations from 2013-14 report, we also implemented several changes to the assessment process, and we piloted the use of an assessment management system for both scoring and analyzing data.

In AY2016-17, definitions for the GE objectives were developed and approved by the University Curriculum Committee (see Appendix A), and a rubric for Objective 5: Demonstrate Civic Literacy was also developed (see Appendix B).

Closing the loop from the assessment process in AY 2014-15

Aqua Assessment Software

Since 2012, the Office of Institutional Assessment has been developing rigorous assessment plans not only for General Education but also the numerous undergraduate and graduate programs at the university. With this growing culture of assessment, there is a need for an assessment management system to accommodate the increasing volume of work. This year, the Office of Institutional Assessment piloted the Aqua assessment software by TaskStream, which was used for the Multi-State Collaborative pilot study in 2014-15.

To determine if Aqua was appropriate for FSU, the software was used to pilot test the rubric for the GE Objective: Demonstrate a Critical Understanding of Human Diversity (HD). After working closely with representatives from TaskStream to integrate the software into the norming sessions for the HD pilot, it became clear that the Aqua software was not compatible with the FSU assessment process; a process which has been carefully designed and modified over the years to fit FSU's needs. Most significantly, the software could not accommodate pre-determined rater pairs that would score a common subset of artifacts. Also problematic was the software's inability to distinguish between a "not applicable" and a "zero" while scoring artifacts. The proposed solutions offered by the TaskStream team were cumbersome and inefficient. After much consideration, the Office of Institutional Assessment determined that the FSU assessment process could not be sacrificed for the convenience of a software program. Consequently, the Office of Institutional Assessment made the decision to not use Aqua for our assessment processes.

Modifications to the Assessment Process

Each year, the Office of Institutional Assessment uses assessment data, along with input from the AAG and faculty raters to inform and modify the assessment process. In response to the AAG and rater feedback collected in AY2014-15, the Office of Institutional Assessment made several adjustments to the norming and scoring processes. The feedback and corresponding points of adjustment are discussed in detail below.

#1 Increasing rater interactions prior to scoring artifacts. To address this concern, the norming process was modified in the following ways: 1) Rater pairs were determined prior to norming and were partnered together during the norming session; and 2) During the norming session individual raters would score a sample artifact, compare and discuss scores with their partner, and then engage in a larger groups discussion about the scoring process. This process was repeated three times and provided multiple opportunities for rater pairs to identify areas of misunderstanding and/or ambiguity.

#2 Individual scores from rater pairs often differ by more than one point despite norming sessions. In order to address these concerns, both the norming session and the scoring process were modified. As explained in point #1 above, raters were given an opportunity during the norming session to discuss their scores with their rating partners. This allowed the rater pairs an opportunity to calibrate their use of the rubric. In addition, raters were required to independently score the first 10 artifacts and compare scores with their partners and further calibrate before leaving the norming session. Raters completed the remainder of the scoring on their own time, but they were encouraged to finish all scoring within two or three weeks of the norming session. This is in contrast to

previous years when raters had almost three months to score artifacts. According to feedback from the raters, these modifications made the scoring process clearer and more efficient.

The Office of Institutional Assessment also provided more oversight over the process of comparing scores once individual raters had completed scoring. In previous years, once scoring was complete, raters discussed all scores that differed by more than one point, and each rater would have an opportunity to change their score. Their original and modified scores were then submitted to the Office of Institutional Assessment. In AY2015-16, the Faculty Fellow of Assessment facilitated discussions between each rater pair. This oversight helped ensure that all rater pairs had productive conversations about all scoring discrepancies and that all scores were logged and modified accurately.

#3 Raters need definitions for GE objectives in order to use rubrics in a consistent, reliable way. In AY 2014-15, Mark Nicholas, Executive Director of the Office of Institutional Assessment, became a member of the University Curriculum Committee (UCC) and engaged the UCC about developing formal definitions for the GE objectives. Subcommittee D was reconstituted and undertook a campus-wide effort to define GE learning objectives. Definitions for all 11 GE objectives were approved by the UCC by the end of AY2016-17 (see Appendix B for definitions).

Methods

Artifact Collection and Preparation

In AY2015-16 student learning of Critical Thinking and effective Written Communication were assessed. We also piloted the use of a new rubric on Human Diversity on student work.

OIA sent out an invitation to all faculty who taught GE courses linked to CT, and WC courses in the Fall and Spring semesters. Faculty voluntarily submitted artifacts from their courses for assessment of CT and WC. Of the 15 instructors that submitted artifacts, 12 were full-time tenure track faculty and 3 were visiting lecturers.

Artifacts used to pilot the HD rubric were collected from faculty participants in the Widening the Circle Faculty Development Workshop.

Sampling

Once artifacts were submitted to the Office of Institutional Assessment, faculty were hired to review the assignment prompts alongside the GE rubrics to determine if there was sufficient alignment to facilitate rigorous assessment processes. Following the screening process, student artifacts associated with selected prompts were scrubbed of all identifying information and coded to maintain student and instructor anonymity. In total, a sample of 148 CT artifacts, 149 WC artifacts, and 150 HD artifacts from GE courses were used for assessment.

Norming Process for Raters

Raters were required to attend a 6-hour norming session before they could score GE student artifacts. Separate norming sessions were held for each objective assessed. Prior to the norming session, raters scored two artifacts from a single assignment prompt using the appropriate FSU GE rubric. At the start of the norming session, raters were assigned pairs. Each pair discussed their individual scores and the use of the rubric for the two artifacts they rated in advance of the norming session. These discussions were then opened up to the entire group. The next two hours of the norming session were spent working through a new assignment prompt and applying a rubric to two corresponding

artifacts. Raters scored each artifact independently, compared scores with their partners, and then participated in a larger group discussion about the scoring process. During the discussions, raters explained their rationale for their scores and came to a consensus on how to uniformly interpret the language of the rubric. The norming session also included a discussion on how to use the NA option and a review of scoring protocols (eg. using excel files, submitting scores, due dates etc.).

Scoring Process

Immediately after the norming exercises were completed, each rater pair was required to rate the first 10 artifacts independently and then compared scores with their rating partner. If scores diverged by more than a point, raters discussed why the scoring discrepancies existed. Following this discussion, raters were given 2-3 weeks to score the remainder of their assigned artifacts. Scoring was done independently, without consultation.

Once all artifacts were rated, rater pairs met with the Faculty Fellow of Assessment who facilitated a discussion about all numerical scores that differed by more than one point and all "Not Applicable" (NA) scores. Based on these conversations, the raters could modify their original scores. If scores still differed by more than one point at the conclusion of the meeting, a third faculty rater provided an additional score. If raters agreed that an NA score was appropriate, that artifact was removed.

Rater Score Correlation

Pearson correlations were calculated for rater scores for each of the components of the CT and WC rubrics. Rater scores for the following components of the CT rubric were strongly and positively correlated: Explanation ($r = 0.696$, $p < 0.001$), Evaluation

(r=.714, $p <$ 0.001) and Conclusion (r=.787, $p<$0.001). Rater scores for the following components of the WC rubric were also positively correlated: Purpose ($r =$ 0.561, $p <$ 0.00), Development ($r =$ 0.641, $p <$ 0.00 and Grammar, Mechanics, and Style ($r =$ 0.491, $p <$ 0.00).

Data Analysis

Rater scores were compiled and analyzed using descriptive statistics to examine student performance on CT and WC as assessed by our institutional rubrics. Scores for artifacts from 100 level and 200 level GE courses, as well as average scores for each discipline (Arts and Humanities, Social Sciences, and Natural Sciences) were calculated for each objective.

Results

General Education Objective: Critical Thinking

On a 4-point scale, the mean score for student performance in CT was 2.02 (SD = 0.89, n = 148). Scores ranged from 0.5 to 4.0 (Figure 1) and the Median score was 2. Comparisons of the sub-component scores indicated that students, on average, perform better at explaining the problem than either evaluating evidence or arriving at conclusions (Table 1).

When CT scores are broken down by course level, students in 200 level GE courses have a mean score of 2.71 (median = 2.67, SD = 0.7, n = 19) and students in 100 level courses have a mean score of 1.91 (median = 1. 75, SD = .87, n = 129; Figure 2). When GE courses are categorized by disciplinary group, GE courses within the Arts and Humanities average a CT score of 2.50, GE courses within the natural sciences have an average score of 2.26 and courses in the social sciences have an average score of 1.80.

The number of artifacts used to calculate these scores varies greatly across course level and disciplines (see Table 2).
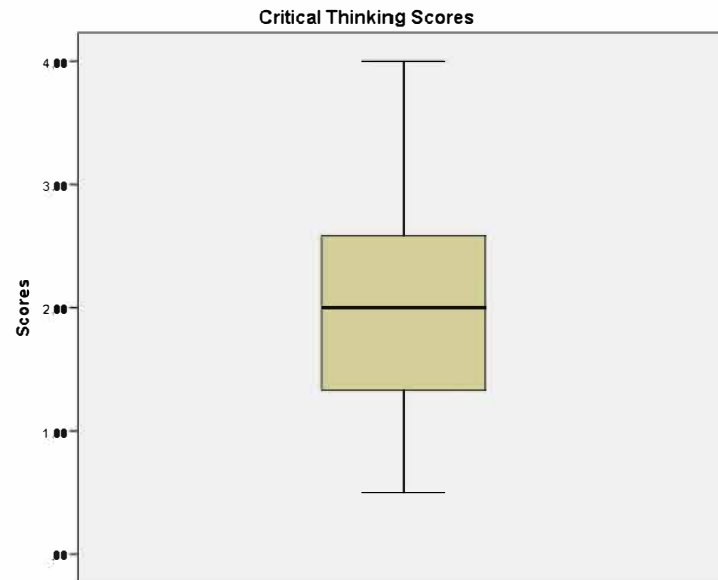

Figure 1. Distribution of scores for the GE Objective: Critical Thinking. Mean = 2.02, Median = 2.0, N = 148. The horizontal bar in the center of the box indicates the median score.

Avg. Sub-component scores for CT (N=148)	
Rubric Components	Mean
CT Explains the Problem	2.33
CT Evaluation of Evidence	1.64
CT Arrives at Conclusion	1.77
CT Overall	2.02

Table 1. Average sub-scores for the artifacts collected for the GE Objective: Critical Thinking.
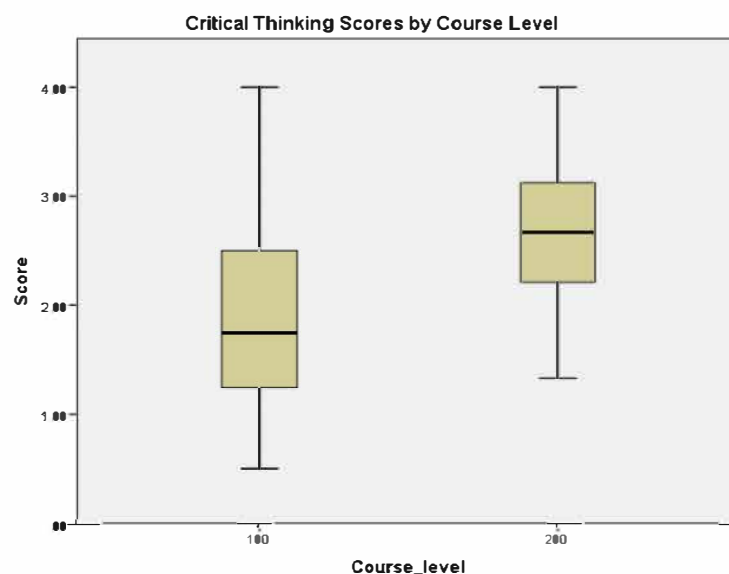
Figure 2. Distribution of scores for Critical Thinking in 100 level (left) and 200 level (right) GE courses. 100 level courses: Mean = 1.91, Median = 1.75, N = 129, SD = .87. 200 level courses: Mean = 2.71, Median = 2.67, N = 19, SD = 0.70. The horizontal bars in the center of the boxes indicate median scores.

Overall Average by Discipline			
Discipline	Mean	N	Standard Deviation
Arts and Humanities	2.50	10	0.70
Natural Sciences	2.26	54	1.03
Social Sciences	1.80	84	0.75
Total	2.02	148	0.89

Table 2. Average CT scores for GE courses from the Arts and Humanities, the Natural Sciences, and the Social Sciences.

General Education Objective: Written Communication

The overall mean score for student performance in WC was 2.38 (SD = 0.54, n =

149). The median was 2.33 with scores ranging from 1.17 to 3.83 (Figure 3). Sub-

component scores ranged from 2.38 for purpose of the written work, 2. 44 for

development of the work, and 2.33 for grammar, mechanics, and style (Table 3).
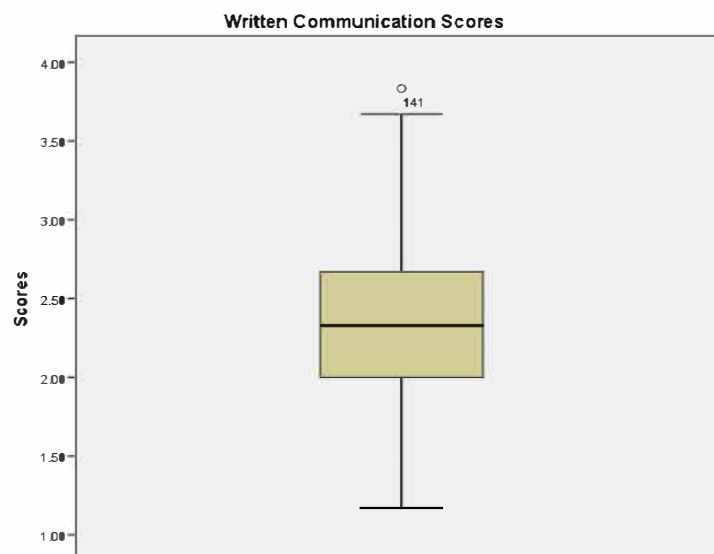
Figure 3. Distribution of scores for: Written Communication. Mean = 2.38, Median = 2.33, N = 149. The horizontal bar in the center of the box indicates the median score.

Average Sub-component Scores for WC (N=149)	
Rubric Component	**Mean**
WC Purpose	2.38
WC Development	2.44
WC Grammar, Mechanics, Style	2.33
WC Overall	2.38

Table 3. Average sub-scores for the artifacts collected for the GE Objective: Written Communication.

When WC scores are broken down by course level, students in 200 level GE courses have a mean score of 2.41 (median = 2.33, SD = 0.61, n = 71) and students in 100 level courses have a CT score of 2.35 (median = 2.33 SD=0.48, n = 78; Figure 4). When GE courses are categorized by discipline, GE courses within the Arts and Humanities average a WC score of 2.55, GE courses within the natural sciences have an average score of 2.50 and courses in the social sciences have an average score of 2.09. The number of artifacts used to calculate these scores varies greatly across disciplines (see Table 4).
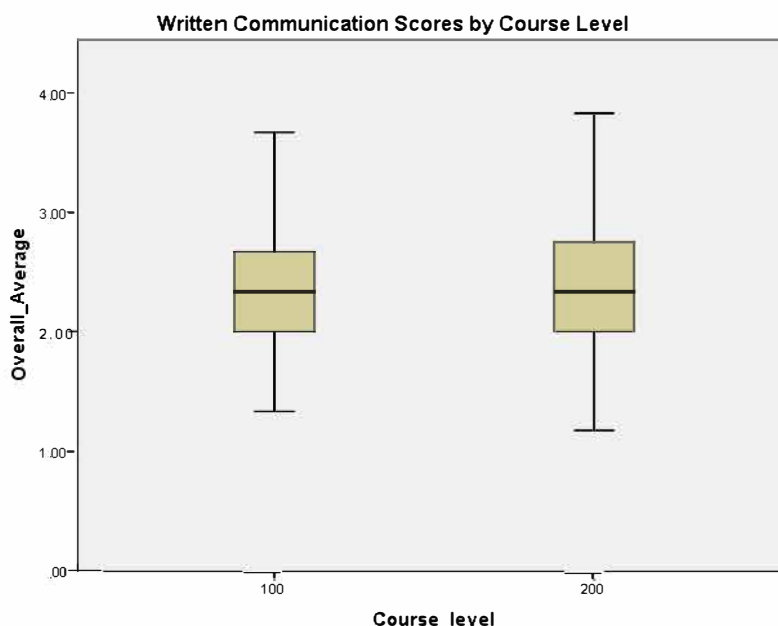
Figure 4. Distribution of scores for the GE Objective: Written Communication in 100 level (left) and 200 level (right) GE courses. 100 level courses: Mean = 2.35, Median = 2.33, N = 78, SD = .48. 200 level courses: Mean = 2.41, Median = 2.33, N = 71, SD = 0.61. The horizontal bars in the center of the boxes indicate median scores.

Overall Average Score by Discipline			
Discipline	Mean	N	Standard Deviation
Arts and Humanities	2.55	75	0.48
Natural Sciences	2.50	20	0.63
Social Sciences	2.09	54	0.49
Total	2.38	149	0.55

Table 4. Average WC scores for GE courses from the Arts and Humanities, the Natural Sciences, and the Social Sciences.

General Education Objective: Human Diversity

Two raters piloted the Human Diversity rubric using 50 artifacts from 6 different assignment prompts that were created as a part of the Widening the Circle Faculty Development Workshop. Raters' scores differed by more than one point on 17 occasions. Of those 17 scoring discrepancies, 8 were in the "Knowledge of self" sub-component of the rubric, 6 were in the "Knowledge of Others" sub-component of the

rubric, and 3 were in the "Power differentials and their impact on individuals, communities and/or social systems" sub-component of the rubric.

Following the scoring process, the raters made adjustments to the Human Diversity Rubric (see Appendix B). Modifications to the rubric included changing the word "articulate" with "recognize" within the "Knowledge of self" and "Knowledge of others" sub-components to allow raters to score more implicit demonstrations of those skills, which can be gleaned from the context of the author's writing. The raters also modified the language within "Power differentials and their impact on individuals, communities and/or social systems" in order to clarify the type of evidence that demonstrates an author's mastery of this subcomponent.

Discussion

Critical Thinking and Written Communication

Based on the data collected in AY 2015-16, a mean CT score of 2.02 (SD 0.89) indicates that FSU students in the GE program are still developing their CT skills, but on average have surpassed the "Beginning" benchmark of the rubric (See Appendix B for rubric). Similarly, a mean WC score of 2.38 (SD 0.55) indicates that students' writing skills fall between "Developing" and "Proficient" on the rubric (See Appendix B for rubric). This is consistent with the assessment data collected in AY2014-15 for CT and WC. The scores for both CT and WC are encouraging for the FSU GE program considering that the GE program is comprised of 100 and 200 level courses and is largely enrolled by underclassman.

In AY 2015-16 the scores for CT and WC were also broken down by course level (100 or 200) and by discipline (Arts and Humanity, Social Sciences, and Natural

Sciences). Because sample size varied greatly, it is not possible to make strong conclusions about student learning by those indicators. It is important to note the students enrolled in these GE courses *are not* majoring in the discipline of the course. Therefore, the numbers only reflect performance of the student population enrolled in GE courses related to a discipline, not the performance of students in different majors or disciplines.

Artifact Distribution Across the GE Curriculum

Sorting the data according to course level or discipline provided the Office of Institutional Assessment with a better understanding of how artifacts are distributed across the GE curriculum. Although artifacts for WC were distributed equally between 100 and 200 level courses, only 19 out of 148 CT artifacts came from 200 level courses (Figures 2, 4). In addition, there were very few CT artifacts from courses in the Arts and Humanities (Tables 2), and the fewest artifacts for WC came from courses in the Natural Sciences (Table 4). This information will be useful to Office of Institutional Assessment when collecting artifacts in the future.

The AAG will also be able to disseminate this information to departments across campus to encourage faculty from all departments to incorporate CT and WC assignments in more of their GE courses. We may also need to examine how many GE courses are offered for these learning objectives from the three colleges at FSU. As we come to the end of our 5-year GE assessment cycle, the next step will be to consolidate our findings and provide a comprehensive report to the UCC for program review.

Appendix A

Definitions of General Education Objectives
Approved by UCC AY 2016-2017

General Education Objective 1: Solve Problems Using Critical Thinking
        Students will demonstrate the ability to:
- Identify a problem, question, or issue;
- Evaluate the relevance of available information, data, evidence, or resources;
- Analyze or apply available information, data, evidence, or resources to generate meaning;
- Present conclusions, artifacts, or summary based on reflective consideration of applicable information, data, evidence, or resources.

General Education Objective 2: Communicate Effectively Orally
        Students will demonstrate the ability to:
- Deliver an organized presentation to an audience that clearly conveys main ideas and incorporates contextual information;
- Deliver a message with appropriate grammar and clear articulation;
- Engage the audience using appropriate non-verbal communication; techniques, such as gesture, facial expression, and/or tone of voice.

General Education Objective 3: Communicate Effectively in Writing
        Students will demonstrate the ability to:
- Effectively convey a point or idea;
- Develop the point or idea with strategies appropriate to the discipline;
- Use a voice and style suited to the audience and purpose;
- Follow the structure and conventions appropriate to writing in a specific genre or discipline;
- Write clearly and grammatically.

General Education Objective 4: Solve Problems Using Quantitative Thinking
        Students will demonstrate the ability to:
- Identify the quantity of a property, attribute, or quality (e.g., length, age, salary, population);
- Represent quantity numerically, symbolically, or graphically;
- Describe similarities and differences in quantity numerically, symbolically, graphically, or using words;
- Recognize, describe, or interpret relationships and patterns among the quantities of different properties, attributes, or qualities.

General Education Objective 5: Demonstrate a Critical Understanding of Human Diversity

    Students will demonstrate the ability to:

- Demonstrate knowledge of the perspectives and life experiences of people from diverse groups and cultures;
- Articulate how an individual's own cultural background and experiences shape that person's own sense of identity;
- Articulate how an individual's own cultural background and experiences shape that person's ideas about, perceptions of, and interactions and relationships with people from other groups and cultures;
- Demonstrate an understanding of ways in which contributions by people from different cultures and groups contribute to individual or institutional enhancement and growth.

General Education Objective 6: Civic Literacy

    Students will demonstrate the ability to:

- Describe formal and informal structures and processes of one or more systems of governance;
- Identify formal and informal ways in which individuals or groups participate/have participated in political processes and barriers to that participation;
- Critically analyze the local, national, and/or global implications of historical and contemporary.

General Education Objective 7: Recognize Ethical and Social Responsibilities

    Students will demonstrate the ability to:

- Identify ways in which individual and institutional decisions and actions affect the world;
- Evaluate the positive or negative implications of a particular decision or action on various groups or environments;
- Apply such evaluations to their own decision-making processes such that positive outcomes are maximized and negative consequences are minimized.

General Education Objective 8: Locate, Evaluate and Apply Information

    Students will demonstrate the ability to:

- Access relevant information;
- Critically evaluate sources and types of information in terms of their merits and appropriateness in a given context;
- Apply information effectively to support and/or refute a position;
- Use information ethically and legally.

General Education Objective 9: Solve Problems Using Creative Thinking
  Students will demonstrate the ability to:

- Produce a creative work or solution based on familiarity with current and/or historical modes of creative expression or traditional methods of problem solving;
- Express an idea or emotion through the production of a creative work or solution;
- Present, explain, and/or defend the creative work and/or process by which it was created.

General Education Objective 10: Demonstrate Technological Competency
  Students will demonstrate the ability to:

- Identify the functions of computer applications, which may include word processors, spreadsheets, databases, and/or presentation software;
- Apply appropriate computer applications to complete a task.

General Education Objective 11: Work Collaboratively and Independently
  Students will demonstrate the ability to:

- Make a substantive individual contribution to a product created by a group;
- Work with others to integrate individual contributions into a cohesive final product.

Appendix B

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OFFICE OF ASSESSMENT
General Education Rubric OBJECTIVE: *Solve problems using critical thinking*

COMPONENTS	RATINGS					
	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning	0 – Absent	N/A*
Explains the problem, question, or issue	Explanation identifies relationships among all key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation identifies relationships among most key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation identifies relationships among some key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation does not identify relationships among key elements of the issues that are integral to comprehensive understanding of the problem, question or issue.	Does not explain problem, question, or issue.	Not applicable to the assignment.
Evaluation of evidence	Evaluation includes a comprehensive analysis and synthesis, and viewpoints of experts are questioned thoroughly.	Evaluation includes a coherent analysis and synthesis, and viewpoints of experts are questioned.	Evaluation includes moderate analysis and synthesis, and viewpoints of experts are subject to some questioning.	Evaluation includes minimal (if any) analysis and synthesis, and viewpoints of experts are rarely (if ever) subject to questioning.	Evaluation does not interpret or evaluate source information.	Not applicable to the assignment.
Arrives at a conclusion (Conclusion may be evidenced as a solution, outcome, summary and/or point of view.)	Arrives at a conclusion(s) that is logical and reflects the thorough evaluation of all evidence (including supporting and opposing viewpoints). Evidence and perspectives placed in priority order.	Arrives at a conclusion(s) that is logically tied to a range of evidence (including supporting and opposing viewpoints). Implications and/or consequences of conclusion(s) are clearly identified.	Arrives at a conclusion(s) that is logically tied to some evidence (evidence may be selected to fit a desired conclusion). Some implications and/or consequences of conclusion(s) are identified.	Arrives at a conclusion(s) that may be oversimplified and that is inconsistently tied to evidence. Few (if any) implications and/or consequences of conclusion(s) are identified.	Does not arrive at a conclusion.	Not applicable to the assignment.

*NOTE: If the artifact is "not applicable" for all outcomes listed, then it is likely that the artifact is not appropriate for the assessment of this objective.
Faculty members: *Marian Cohen, Audrey Kali, Pamela Sebor-Cable*
Last revised: *May, 2015 by Marian Cohen and Judith Otto*

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OFFICE OF ASSESSMENT
General Education Rubric OBJECTIVE: *Solve problems using critical thinking*

RUBRIC NOTES

Glossary

- Critical thinking: A mode of thinking in which a problem or issue is carefully and thoroughly analyzed, assessed, and reconstructed. It assumes self-direction, self-discipline, self-monitoring, and self-correcting in the process of thinking. It requires effective problem-solving abilities and communication, as well as a commitment to overcome a tendency to accept things as "given".
- Assumptions: Ideas, concepts or beliefs (often implicit or unstated) that are assumed to be valid without attention to critical review.
- Context: "The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events". (from AAU&C)
- Evaluation: Contextualized reading of the problem or issue to be examined.
- Analytic thinking (as opposed to critical thinking)
  - ✓ Analytic thinking: systematic approach that breaks down a problem or issue into component parts, identifies cause and effect relationships, and comes to an appropriate solution. Often requires that criteria for analysis be pre-established.
  - ✓ Critical thinking: "a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion." (from AAU&C) Often requires creative or inventive approaches to problem-identification and solution.
- Comprehensive understanding: A belief or position resulting from a wide-ranging and inclusive examination of evidence.

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General Education Rubric OBJECTIVE: *Communicating effectively in writing*

COMPONENTS	RATINGS					
	4 – Exemplary	**3 – Proficient**	**2 – Developing**	**1 – Beginning**	**0 – Absent**	**N/A***
Purpose Students will produce written work that effectively conveys an idea or ideas.	Writing clearly frames main idea(s) and the work as a whole conveys the idea(s) in an innovative and sophisticated manner.	Writing clearly frames main idea(s) and the work as a whole conveys the idea(s) clearly.	Writing conveys an idea or ideas but these may not be clearly framed. Some sections of the work are tangential to the main idea(s).	Writing conveys an idea or ideas but significant sections of the work are tangential to the main idea(s).	It is unclear what idea or ideas the writing is attempting to convey.	Not applicable to the assignment.
Development Students will develop the main idea(s) of the written work using relevant sources, illustrations, and/or intellectual influences.	Ideas are consistently developed through sophisticated use of sources, illustrations, and/or intellectual influences. The author skillfully uses these to advance the purpose of the work.	Ideas are frequently developed through sources, illustrations, and/or intellectual influences. The author uses these to advance the purpose of the work.	Many ideas are supported by the integration of sources, illustrations, and/or intellectual influences, but engagement with these may be superficial. Writing may include some misreadings but none that substantially undermine the purpose.	Ideas are only sporadically supported by the integration of sources, illustrations, and/or intellectual influences and engagement with these may be superficial. Writing may include obvious misreadings that undermine the purpose.	Ideas are not supported by sources, illustrations, and/or intellectual influences. Alternately, sources, illustrations, and/or intellectual influences may be irrelevant to the purpose of the work.	Not applicable to the assignment.
Grammar, Mechanics, and Style Students will use syntax, grammar, and mechanics to achieve clarity and appropriate tone in their writing.	Language use is sophisticated or otherwise exceptional and skillfully communicates meaning to readers with clarity and fluency. The writing contains few, if any, errors and none that impede meaning. Language is appropriate for the genre and academic context of the assignment.	Language use clearly conveys meaning to readers. The writing contains few, if any, errors. Language is generally appropriate for the genre and academic context of the assignment.	Language use generally conveys meaning to readers, although some areas are ambiguous or otherwise unclear. The writing may include some errors. Language is generally appropriate for the genre and academic context of the assignment, although there may be minor exceptions.	Language use sometimes impedes meaning and writing errors are present throughout the paper. Language may not be appropriate for the genre and academic context of the assignment.	Substantial segments of the writing are too error- ridden to be comprehensible. Language use is not appropriate for the genre and academic context of the assignment.	Not applicable to the assignment.

*NOTE: If the artifact is "not applicable" for all outcomes listed, then it is likely that the artifact is not appropriate for the assessment of this objective.
Faculty members: *Sarah Adelman, Patricia Lynne, and Becky Shearman*   Last revised: *May, 2015 by Sarah Adelman and Samuel W*

Framingham State University

OFFICE OF ASSESSMENT
General Education Rubric OBJECTIVE: *Demonstrate a Critical Understanding of Human Diversity*

OUTCOME	RATING					N/A *
	4 Exemplary	3 Proficient	2 Developing	1 Beginning	0 Absent	
Knowledge of Self	Exceptionally includes recognition of how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others. Provides substantive examples to illustrate.	Effectively includes recognition of how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others. Provides effective examples to illustrate.	Moderately includes recognition of how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others. Provides sufficient examples to illustrate.	Minimally includes recognition of how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others. Provides minimal examples to illustrate.	Does not include recognition of how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others.	Not applicable to the assignment.
Knowledge of Others	Exceptionally acknowledges the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices. Provides substantive examples to illustrate the process.	Effectively acknowledges the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices. Provides effective examples to illustrate the process.	Moderately acknowledges the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices. Provides sufficient examples to illustrate the process.	Minimally acknowledges the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices. Provides minimal examples to illustrate the process.	Does not acknowledge the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices.	Not applicable to the assignment.
Power Differentials and their impacts(s) on individuals, communities and/or social systems	Exceptionally includes an analysis of effects of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels. Provides substantive examples to illustrate the process.	Effectively includes an analysis of effects of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels. Provides effective examples to illustrate the process.	Moderately includes an analysis of effects of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels. Provides sufficient examples to illustrate the process.	Minimally includes an analysis of effects of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels. Provides minimal examples to illustrate the process.	Does not include an analysis of effects of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels.	Not applicable to the assignment.

* NOTE: If the artifact is "not applicable" for all outcome listed, then it is likely that the artifact is not appropriate for the assessment of this objective.

Framingham State University

OFFICE OF ASSESSMENT

General Education Rubric OBJECTIVE: *Demonstrate a Critical Understanding of Human Diversity*

RUBRIC NOTES

The artifacts are being evaluated based on human diversity learning outcomes rather than on their disciplinary content.

Explanation of Terms:

Culture:

Culture is a socially constructed and dynamic system of meaning that defines how individuals make sense of the world and their interactions with others. Cultural features include but may not be limited to value systems, beliefs, knowledge, morals, customs, languages, and artifacts. These aspects of culture often act as mechanisms by which behavior is regulated and controlled by dominant groups in society, imposing differential access to resources and outcomes.

Culturally Diverse Other(s):

Culturally diverse other(s) refers to groups of individuals who utilize and rely on a different set of belief systems than that of one's own.

Power Differential(s):

Power differential(s) refer(s) to the imbalances between groups in the ability to influence or control others. Power differential(s) manifest beyond just individual acts of force or oppression within interpersonal interactions but also systematically structure disproportionate access to resources and representation based on group membership statuses.

Framingham
State University

OFFICE OF ASSESSMENT
General Education Rubric OBJECTIVE: *Demonstrate Civic Literacy*

OUTCOME	RATING					N/A*
	Exemplary	Proficient	Developing	Beginning	Absent	
Structures and processes of systems of governance.	Demonstrates a detailed knowledge of system(s) of governance and can describe the interconnectedness of formal and informal elements of the system(s).	Demonstrates a detailed knowledge of a system of governance, by providing an in-depth description of multiple formal and/or informal elements.	Provides a general overview of important formal and/or informal elements of a system of governance.	Identifies a formal and/or informal element of a system of governance.	Does not identify any formal or informal elements of a system of governance.	
Ways in which individuals or groups participate/have participated in political processes	Examines formal and/or informal forms of civic participation and assesses the impact of such actions on the political processes involved	Demonstrates understanding of specific forms of participation—formal and/or informal—and can articulate their effects.	Identifies one or more specific forms of individual and/or group participation.	Acknowledges the possibility for individual and/or group participation but does not articulate any specific forms of participation.	Does not identify any type of individual or group participation.	
Barriers to participation in political processes	Examines both structural and individual barriers to participation and evaluates how these may disproportionately affect different groups of people.	Demonstrates understanding of specific barriers—structural and/or individual—to participation and can articulate effects of such barriers.	Identifies one or more specific barriers to participation.	Acknowledges that barriers to participation exist, but does not articulate any specific barriers or their effects.	Does not identify any barriers to participation.	
Implications of civic actions and decision-making	Critically evaluates the merits of civic action(s) or decision(s) based on a critical analysis of identified beneficial and adverse implications or effects.	Analyzes the potentially beneficial and/or adverse nature of implications or effects of civic action(s) or decision(s)	Identifies multiple implications or effects of a specific civic action or decision; or identifies the implication(s) or effect(s) of multiple civic actions or decisions.	Identifies an implication or effect of a specific civic action or decision.	Does not mention any implications or effects of a civic action or decision.	

*NOTE: If the artifact is "not applicable" for all outcomes listed, then it is likely that the artifact is not appropriate for the assessment of this objective.
Faculty members: *Ellen Zimmerman, Sarah Mulhall Adelman, and Jesse Marcum*