

Concord University General Education Assessment Rubric

What do we want students to know and how do we want them to perform by completing the General Education Program at Concord University?

Concord University strives to ensure that students come away from their experience with knowledge and skills that will enable them to fulfill their personal and professional aspirations and awareness in respect to their chosen discipline. The learning goals and outcomes are derived from national research and best practices surrounding liberal arts education and Concord University's mission. The goals are a shared vision of what is expected of all Concord graduates. The educational programs of Concord University are designed to foster knowledge/mastery of content, critical thinking, communication, and personal, civic, cultural, and global competence.

The General Education Program provides opportunities to begin developing skills needed to address complex issues, to build a foundational knowledge base for lifelong learning, and to cultivate attitudes that promote personal and societal well-being and experiential enrichment. ([Concord University Catalog](#))

General education, the core of all undergraduate curricula, is an essential element in an educational process designed around student learning expectations and the attainment of the skills, knowledge, and attitudes. Continuous improvement of courses, curricula, and programs is essential for institutions to ensure the improvement and sustainability of student learning and effective instruction. Assessment of general education is not only necessary to satisfy accrediting bodies and stakeholders, but to provide evidence to answer our own question – Did students learn what we wanted them to learn? (Assessing General Education Programs, Allen, 2006)

The following rubric identifies the performance levels for each of the learning outcomes for the CU educational goals. This rubric will allow faculty completing authentic assessment activities in their courses to report their students' learning and/or performance related to the CU Education Goals. The rubric performance levels for each Learning Outcome are defined at the following levels:

- **3 points = Distinguished** – demonstrates excellent quality at a General Education course level
- **2 points = Proficient** – demonstrates good quality at a General Education course level
- **1 points = Satisfactory** – demonstrates consistently adequate quality at a General Education course level (Benchmark)
- **0 points = Unsatisfactory** – demonstrates inadequate quality at a General Education course level; or the assignment guidelines have not been followed; or there is evidence of plagiarism

Concord University
Learning Outcomes' Assessment Rubric
At General Education Program Performance Level

Concord University Goal #1 – Knowledge/Mastery of Content				
Familiarity with principles underlying academic discourse in various fields as demonstrated by the following CAPABILITIES (OUTCOMES):				
	Performance Levels			
Learning Outcome	Distinguished at a General Education course level 3	Proficient at a General Education course level 2	Satisfactory at a General Education course level 1	Unsatisfactory at a General Education course level 0
Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.	<ul style="list-style-type: none"> • Demonstrates thorough mastery of the conventions of discourse in a particular discipline, and presents observations that reveal an impressive depth of understanding. 	<ul style="list-style-type: none"> • Demonstrates a competent grasp of the conventions of discourse in a particular discipline and presents observations that reveal emergence of in-depth understanding. 	<ul style="list-style-type: none"> • presents generally attentive observations. 	<ul style="list-style-type: none"> • Demonstrates a deficient grasp of the conventions of discourse in a particular discipline and presents radically inattentive observations.
Concord University Goal #2 – Critical Thinking				
Familiarity with principles underlying academic discourse in various fields as demonstrated by the following CAPABILITIES (OUTCOMES):				
	Performance Levels			
Learning Outcome	Distinguished at a General Education course level 3	Proficient at a General Education course level 2	Satisfactory at a General Education course level 1	Unsatisfactory at a General Education course level 0
Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.	<ul style="list-style-type: none"> • Demonstrates decision making or problem solving thoroughly through incisive evaluation and analysis of elements, interpreting information, or ideas on the basis of appropriate criteria while adapting to changing situations. 	<ul style="list-style-type: none"> • Demonstrates fully competent and partially incisive evaluation of elements, interpreting information, or ideas on the basis of appropriate criteria to make decisions. 	<ul style="list-style-type: none"> • Demonstrates evaluation of elements, interpreting information, or ideas on the basis of appropriate criteria to make decisions. 	<ul style="list-style-type: none"> • Demonstrates incompetence or no evaluation of elements, information, or ideas on the basis of appropriate criteria to make decisions.

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Concord University Goal #3 – Communication				
Familiarity with principles underlying academic discourse in various fields as demonstrated by the following CAPABILITIES (OUTCOMES):				
Performance Levels				
Learning Outcome	Distinguished at a General Education course level 3	Proficient at a General Education course level 2	Satisfactory at a General Education course level 1	Unsatisfactory at a General Education course level 0
Students will demonstrate the ability to communicate clearly and effectively.	<ul style="list-style-type: none"> Communicates in an optimally lucid and precisely audience-tailored manner and demonstrates skillful use of high-quality, credible, relevant sources appropriate for the discipline to develop original ideas. 	<ul style="list-style-type: none"> Communicates in a clear and consistently audience-appropriate manner and demonstrates use of credible, relevant sources appropriate for the discipline to support or challenge derivative ideas. 	<ul style="list-style-type: none"> Communicates in a generally clear and audience-aware manner and demonstrates use of generally credible and/or relevant sources appropriate for the discipline to explore ideas. 	<ul style="list-style-type: none"> Communicates in a consistently unclear or audience-inappropriate manner and demonstrates no attempt to use sources to explore ideas.
Concord University Goal #4 – Personal, Civic, Cultural and Global Competence				
Familiarity with principles underlying academic discourse in various fields as demonstrated by the following CAPABILITIES (OUTCOMES):				
Performance Levels				
Learning Outcome	Distinguished at a General Education course level 3	Proficient at a General Education course level 2	Satisfactory at a General Education course level 1	Unsatisfactory at a General Education course level 0
Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. (Select the appropriate rubric for this Learning Outcome based on assessment measure)	<ul style="list-style-type: none"> Demonstrates an in-depth self-knowledge, including a reflection on the ethical/moral implications of his/her own or others' actions and seeks mutual understanding when weighing a decision or evaluating an outcome. Cultivates and supports practices that foster physical, mental, emotional, or social well-being and the understanding of how societal institutions and practices shape and are shaped by physical and cultural environments. 	<ul style="list-style-type: none"> Demonstrates an emerging self-knowledge, including reflection on the ethical/moral implications of his/her own or others' actions and seeks mutual understanding when weighing a decision or evaluating an outcome. Bases cultivation of and support for practices that foster physical, mental, emotional, or social well-being and how societal institutions and practices have shaped and are shaped by physical and cultural environments. 	<ul style="list-style-type: none"> Demonstrates evidence of engagement in reflection and exploration of the ethical/moral implications of his/her own or others' actions when weighing a decision or evaluating an outcome. Identifies cultivation of and support for practices that foster physical, mental, emotional, or social well-being on recognition of one or more benefits of such practices and how a particular societal institution or practice has shaped or been shaped by a physical or cultural environment. 	<ul style="list-style-type: none"> Does not demonstrate any interrogation of his/her own self-knowledge or ethical/moral implications. Does not cultivate or support practices that foster well-being and demonstrates no awareness that societal institutions or practices can shape or be shaped by a physical or cultural environment.