**Outcomes/Rubrics**

Faculty assessing courses in the Social Sciences Core should select a minimum of three criteria from the list of eight criteria below, with the encouragement that criteria be selected from across the three category areas *as it makes sense for the pedagogical outcomes and content of the course*.

| ***Theory, Principles, and Application*** *In all cases, a 0 score should be assigned when student shows no ability at even the Novice level.* | | | | |
| --- | --- | --- | --- | --- |
|  | **Novice (1)** | **Developing (2)** | **Proficient (3)** | **Exemplary (4)** |
| **Social Scientific Theories & Principles** | Demonstrates incorrect understandings of social scientific theories and principles. | Demonstrates an incomplete understanding of social scientific theories and principles. | Demonstrates an adequate understanding of social scientific theories and principles. | Demonstrates a comprehensive understanding of social scientific theories and principles. |
| **Application of Theories & Principles** | Applies theories incorrectly to social interactions and/or social structures. | Uses social scientific theories to explain and partially analyze social interactions and/or social structures. | Uses social scientific theories to explain and competently analyze social interactions and/or social structures. | Thoroughly and carefully explains and comprehensively analyzes micro and/or macro social interactions and/or social structures. |
| **Critical Analysis of Theories & Principles** | Limited ability to critically analyze theories and principles. | Can apply other’s critical analysis of theories and principles and has begun to ask analytic questions. | Critically analyzes theories and principles. | Critically analyze theories and principles and initiates innovative ideas within paradigms |

| ***Empirical Data*** *In all cases, a 0 score should be assigned when student shows no ability at even the Novice level.* | | | | |
| --- | --- | --- | --- | --- |
|  | **Novice (1)** | **Developing (2)** | **Proficient (3)** | **Exemplary (4)** |
| **Understanding of Data** | Attempts to explain empirical data (from existing studies), but draws incorrect conclusions. | Provides partially accurate explanations of empirical data (from existing studies). | Provides accurate explanations of empirical data (from existing studies). | Provides accurate explanations of empirical data (from existing studies) and makes appropriate inferences. |
| **Analysis of Data** | Uses qualitative and/or quantitative data as the basis for tentative, basic judgments, but is uncertain about drawing conclusions. | Uses qualitative and/or quantitative data as the basis for uninspired or lacking-nuance judgments, drawing plausible conclusions. | Uses qualitative and/or quantitative data as the basis for competent judgments and appropriately qualified conclusions. | Uses qualitative and/or quantitative data as the basis for deep and thoughtful judgements, drawing insightful, carefully qualified conclusions. |
| **Collection of Data** | Demonstrates little understanding of or capacity for data collection processes. | Demonstrates an understanding of data collection processes and has begun to apply them to projects. | Demonstrates the basic ability to design a research study, including: developing a question, creating data collections instruments appropriate to the question, collect data, analyze data, and draw specific and useful conclusions. | Demonstrates a highly competent ability to design a research study, including: developing a question, creating data collections instruments appropriate to the question, collect data, analyze data, and draw specific and useful conclusions. |

| ***Communication Skills***  *In all cases, a 0 score should be assigned when student shows no ability at even the Novice level.* | | | | |
| --- | --- | --- | --- | --- |
|  | **Novice (1)** | **Developing (2)** | **Proficient (3)** | **Exemplary (4)** |
| **Written Skills** | Uses disciplinary conventions in written communication of research findings intermittently. | Uses only most basic disciplinary conventions in written communication of research findings. | Demonstrates the ability to disseminate research findings in writing in accord with disciplinary guidelines and documentation requirements. | Demonstrates outstanding ability to disseminate research findings in written form in accord with disciplinary guidelines and documentation requirements showing mastery. |
| **Oral Skills** | Uses disciplinary conventions in oral communication of research findings intermittently. | Uses only most basic disciplinary conventions in oral communication of research findings. | Demonstrates the ability to disseminate research findings orally in accord with disciplinary guidelines and documentation requirements. | Demonstrates outstanding ability to disseminate research findings orally in accord with disciplinary guidelines and documentation requirements showing mastery. |

**Benchmarks**

Within this framework learning outcome performance is expected to be universal (i.e., Exemplary performance means the same thing in all courses), but we expect students to perform differently at different levels of their education (i.e., first-year, second-year, etc). Benchmarks are set relative to the course-level, with increased proficiency expected at higher levels. In other words, the scale is universal (applies across all courses), while our targets for student performance slide depending on the course-level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Percentages for Learning Outcomes (Benchmarks)** | | | | |
|  | **100-Level** | **200-Level** | **300-Level** | **400-Level** |
| **Novice (or higher)** | 100% | 100% | 100% | 100% |
| **Developing (or higher)** | 50% | 75% | 100% | 100% |
| **Proficient (or higher)** |  |  | 50% | 75% |
| **Exemplary** |  |  |  | 25% |