Vanguard University CORE Curriculum Rubrics, v. 2012-2013.
Learning Outcome #1: Integration of Faith and Learning.
Students will develop and articulate a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.

	Initial	Emerging	Developed	Highly Developed
Faith Articulation	Work demonstrates little knowledge of Christian ideas, and trouble articulating those ideas and connecting to Biblical references.	Work demonstrates some knowledge of Christian ideas, although the knowledge might be superficial and those ideas are articulated in formulaic terms. Provides some basic Biblical references, although may occasionally use opinions rather than Scripture.	Work demonstrates knowledge of relevant Christian ideas, and a capacity for non-formulaic articulation of those ideas. Provides appropriate Scriptural references	Work demonstrates sound knowledge and cohesive, intelligible articulation—in the student's own words—of Christian ideas most relevant to the discipline, subject matter, theoretical frameworks, et cetera. Provides solid, Biblical foundation of faith articulation, citing and integrating multiple Biblical references.
Faith Application	Demonstrates no apparent understanding of the application of faith concepts in concrete situations; sees no real connection between one's faith and one's practical living.	Demonstrates developing, yet still superficial understanding of the application of faith concepts in concrete situations; shows some awareness of faith's implications for practical living and strives to apply faith to daily actions.	Demonstrates understanding of the relevance faith concepts to concrete situations; displays an awareness of the implications of faith in practical living. Articulates commitment to biblically informed living and typically applies faith in daily actions.	Demonstrates deep understanding of manifestation and application of faith concepts in particular, concrete situations; clearly displays deep appreciation for the implications of faith in practical living. Articulates commitment to biblically informed living, and provides evidence of consistent application of faith in daily actions.
Vocational Awareness	Articulates minimal reflection on one's call to service.	Identifies a sense of call, though with little nuance or detail; a sense that arises from mostly a superficial evaluation of one's gifts and skills.	Describes a sense of call within the context of a considered, realistic and faithful evaluation of one's gifts and skills.	Work clearly articulates a felt sense of Christian call to stewardship and service within the context of a mature, perceptive and meticulous appraisal of one's personal gifts and professional skills.
Integration of faith and learning: relating faith to discipline of study.	Demonstrates little ability to apply faith perspective to disciplinary issues.	Articulation of faith perspective on disciplinary issues is brief and cursory; brief Scriptural references are provided, although may occasionally use opinions rather than Scripture.	Articulation of faith perspective on disciplinary issues is clear, appropriate Scriptural reference in provided.	Articulation of faith perspective is clear, multifaceted, and well thought through. It is based on a well-articulated, appropriate Scriptural foundation..
Pentecostal Perspective	Demonstrates cursory or occasionally knowledge of Pentecostal perspective, lack of connection to Biblical references.	Demonstrates some knowledge of Pentecostal perspective. Provides some basic Biblical references.	Demonstrates knowledge of Pentecostal perspective, and a capacity for non-formulaic articulation of those ideas. Provides appropriate Scriptural references	Demonstrates sound knowledge and cohesive, intelligible articulation—in the student's own words—of Pentecostal perspective as relevant to the discipline, subject matter, theoretical frameworks, et cetera. Provides solid, Biblical foundation by citing and integrating multiple Biblical references.

SLO 2-Cultural Competency and Citizenship:

Students will understand and practice effective local, national and global citizenship and demonstrate appreciation of diverse **psychological**, social, historical and artistic aspects of culture.

	Initial	Emerging	Developed	Highly Developed
KNOWLEDGE Knowledge of diverse cultural ideas, norms, values, perspectives and experiences rooted in historical experiences and reflected in societal, psychological and artistic phenomena.	Student acknowledges that different ways of knowing, thinking, and being exist.	Student demonstrates some knowledge of norms and values of different cultures, and tolerance towards other culture's points of view.	Student articulates multiple cultural ideas, norms, values, perspectives and experiences, and respects multiple points of view. Examines the impact of considering multiple points of view.	Student demonstrates a rich knowledge of cultural ideas, norms, values, perspectives and experiences; articulates value and impact of multiple points of view in a given context. Integrates multiple cultural points of view in relation to Christian faith.
SELF-EXAMINATION Examines one's own attitudes, values, and assumptions and considers their impact.	Attempts to identify one's own values, attitudes, and assumptions. Acknowledges that personal prejudices and assumptions about others can impact daily activities. Acknowledges that one may harbor latent prejudices.	Identifies one's own values, attitudes, and assumptions. Actions demonstrate tolerance: willingness to withhold personal beliefs/ assumptions while exploring new ideas, experiences. Attempts to identify own latent prejudices.	Examines cultural origins of one's own values, attitudes, and assumptions. Seeks opportunities to expand personal understanding of diversity. Identifies and works toward overcoming own latent prejudices.	Continually examines own values, attitudes, and assumptions in the interest of fostering a multicultural point of view. Value and fosters inclusion, regardless of similarities or differences. Regularly re-evaluates personal opinions on multicultural issues, identifying and overcoming latent prejudices as needed.
PERSONAL ENGAGEMENT Engages others with civility, empathy, honesty and responsibility with awareness of equity issues such as power dynamics and social privilege in these interactions.	Student avoids knowingly offensive behavior and attempts neutrality with those different from oneself. Is willing to hear, read or otherwise expose self to different points of view. Is willing to acknowledge own beliefs, actions, assumptions represent only one's own point of view.	Student tolerates others' perspectives and feelings, but may stereotype or over generalize. Tolerates and considers different points of view. Is able to set aside one's own prejudices to communicate or work with others.	Student respects differences through inclusive behavior. Attempts to rectify any hostility and/or misunderstandings due to differences. Exhibits interest in learning from other cultures.	Student values and fosters inclusion of multiple points of view. Is able to understand and collaborate with others in complicated, dynamic, and ambiguous situations. Demonstrates appropriate, thoughtful and socially conscious interactions with others regardless of differences or similarities. Continuously to seeks multicultural learning and experience.

SOCIAL ENGAGEMENT Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions.	Student is able to identify past discrimination. Is able to acknowledge some present discrimination. Doesn't restrict or disrupt others' discussions of power and privilege.	Acknowledges the many instances of past and present discrimination. Considers effects of misuse of power and privilege on individuals and cultures, including the dominant one.	Recognizes power and privilege and understands the impacts power and privilege have had, can have, and will have on society. Attempts to make positive change, but in attempts to demonstrate cultural awareness or social consciousness, may mistakenly stereotype in the name of multiculturalism.	Challenges present and future attitudes that cause discrimination at personal, institutional, cultural, and higher levels. Advocates social justice to ameliorate the dynamics of power and privilege. Avoids stereotyping when making ethical judgments. Resists erosion of inclusive practices in place, works to break down barriers to social equity outcomes.

Approved by Assessment Committee, 05.03.13. Adapted from VUSC English Department Rubric; Adapted from Pierce College, Los Angeles: http://www.pierce.ctc.edu/Library/lstagrant/?page_id=10

SLO 3-Communication:
Students will demonstrate effective, college-level written and oral communication skills.
3.1 Written Communication

	Initial	Emerging	Developed	Highly Developed
Context of and purpose for writing	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	Demonstrates some awareness of context audience, purpose, and the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content development	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Sources and evidence	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing	.Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
Written communication: organization and structure	Organization and structure detract from the message of the writer. Paragraphs are missing or are disconnected and lack transition of thoughts.	Organization is somewhat unclear. Structure of the assignment is difficult to follow. Paragraph transitions need improvement	Organization is mostly clear and appropriate. Parts of the paper are generally integrated. The structure could be strengthened to increase the impact of writing.	Clear, appropriate organization. Parts of the paper are well integrated Organization and structure contribute to the strength of presented argument.
Written communication: writing mechanics	Assignment contains numerous grammatical, punctuation and spelling errors which detract from the message. Language lacks clarity and/or includes numerous inappropriate or colloquial expressions.	Assignment contains several grammatical, punctuation and spelling errors. Language lacks clarity or includes some jargon or conversational tone.	Rules of grammar, usage, and punctuation are usually followed; spelling is correct. Language is usually clear and precise; sentences usually display strong, varied structure.	Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure and good flow. Sophisticated and precise word choice.

Approved by Assessment Committee, 05.03.13. *Based on the AAC&U Written Communication VALUE Rubric, value@aacu.org, and VUSC Psychology writing rubrics.*

3.2 Oral Communication

	Initial	Emerging	Developed	Highly Developed
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
Language	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
Supporting Material	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message can be deduced, but is not explicitly stated in the presentation.	Central message is basically understandable but is not often repeated and is not memorable.	Central message is clear and consistent with the supporting material.	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

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SLO 4 -Critical Thinking:
Students will develop and apply qualitative and quantitative critical thinking skills.

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

Adapted Quantitative Literacy VALUE Rubric

	Initial	Emerging	Developed	Highly Developed
Interpretation *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempt to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explain trend data shown in a graph, but may miscalculate the slope of the trend line.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explain the trend data shown in a graph and make reasonable predictions regarding what the data suggest about future events.*
Representation *Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).*	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
Calculation	Calculations are attempted but are both unsuccessful and are not comprehensive.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)
Application / Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data while recognizing the limits of this analysis.*	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.

Assumptions *Ability to make and evaluate important assumptions in estimation, modeling, and data analysis.*	Attempts to describe assumptions.	Explicitly describes assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.
Communication *Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).*	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.

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SLO 5 -Holistic Living:
Students will appreciate and demonstrate a holistic view of health and living.

	Initial	Emerging	Developed	Highly Developed
Knowledge	Begins to articulate characteristics of a healthy lifestyle (including activity, nutrition, self-care and avoidance of risky behaviors).	Articulates several characteristics of a healthy lifestyle (including activity, nutrition, self-care and avoidance of risky behaviors) and basic understanding of relationship of these to maximizing personal potential.	Articulates many characteristics of a healthy lifestyle (including activity, nutrition, self-care and avoidance of risky behaviors) and the relationship of these to maximizing personal potential. Shows some evidence of understanding of spiritual, psychological, social, and psychical aspects of well-being.	Demonstrates deep, integrated understanding of multiple aspects characteristics of a healthy lifestyle (including activity, nutrition, self-care and avoidance of risky behaviors) and the relationship of these to maximizing personal potential. Clearly articulates integrated understanding of spiritual, psychological, social, and physical aspects of well-being.
Attitude	Demonstrates limited or superficial commitment to some of the aspects of healthy living.	Demonstrates growing commitment to many of the aspects of healthy living.	Demonstrates developed commitment to many of the aspects of healthy living.	Demonstrates developed commitment to most of the aspects of healthy living, rooted in integrated understanding of healthy living.

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SLO 6-Information Competency:
Students will demonstrate foundational technology skills that allow one to locate and evaluate the integrity of information, and to understand the ethical uses of information.

	Initial	Emerging	Developed	Highly Developed
Determine the extent of information needed	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.
Access the needed information	Accesses information randomly, retrieves information that lacks relevance and quality.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using effective, well-designed search strategies and most appropriate information sources.
Evaluate information and its sources critically	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Use information effectively to accomplish a specific purpose	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth
Access and use information ethically and legally	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context;	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of

	distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.	common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.	attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.	the ethical and legal restrictions on the use of published, confidential and/or proprietary information.

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