

## PLO 01 - Democratic Citizen

### Rubric

**Definition:** *Be able to use theoretical perspectives to identify and explain domestic and global political problems and the linkages among them.*

*Faculty are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

The following rubric is adapted from the Association of American Colleges and Universities

	<b>Superior</b>	<b>Adequate</b>	<b>Weak</b>
<b>Analysis of Knowledge (theory)</b>	Connects and extends knowledge (theory) from the academic field to civic engagement and to participation in civic life, politics, and government.	Begins to connect knowledge (theory) from the academic field to civic engagement and to participation in civic life, politics, and government	Begins to identify knowledge (theory) from the academic field that is relevant to civic engagement and to participation in civic life, politics, and government.
<b>Perspective Taking</b>	Evaluates and applies diverse perspectives to complex subjects within human systems in the face of multiple and even conflicting positions.	Identifies and explains multiple perspectives when exploring subjects within human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning.
<b>Understanding Political Systems</b>	Uses deep informed knowledge to develop and advocate for appropriate action to solve complex problems.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on political systems.	Identifies the basic role of some global and local institutions, ideas, and processes in the world.
<b>Applying Knowledge to Contemporary Contexts</b>	Applies knowledge and skills to implement sophisticated solutions to address domestic/global complex issues using interdisciplinary perspectives independently or with others.	Formulates practical yet elementary solutions to domestic/global challenges, incorporating alternate disciplinary perspectives.	Defines domestic/global challenges in basic ways, including a limited number of perspectives and solutions.
<b>Personal and Social Responsibility</b>	Takes informed and responsible action to address ethical, social, and environmental challenges in society and evaluates the local and broader consequences of individual and collective interventions.	Explains the ethical, social, and environmental consequences of local and national decisions on society.	Identifies basic ethical dimensions of some local or national decisions that have major impact.

## PLO 02 - Critical Thinking

### Rubric

**Definition:** *Demonstrate the habit of accessing sources of political knowledge and the skill to critically interpret, assess and apply evidence.*

*Faculty are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

The following rubric is adapted from the Association of American Colleges and Universities

	<b>Superior</b>	<b>Adequate</b>	<b>Weak</b>
<b>Explanation of issues</b>	Issues to be considered critically are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issues to be considered critically are stated but description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown.	Issues to be considered critically are stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis. Viewpoints are questioned thoroughly.	Information is taken from sources with some interpretation, but not enough to develop a coherent analysis or synthesis. Viewpoints are taken as mostly fact, with little questioning.	Information is taken from sources without any interpretation. Viewpoints are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting an argument.	Questions some assumptions. Identifies several relevant contexts. May be more aware of others' assumptions than one's own - or vice versa.	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting an argument.
<b>Student's argument (perspective, thesis/hypothesis)</b>	Specific argument is imaginative, taking into account the complexities of an issue. Limits of argument are acknowledged. Others' points of view are synthesized within argument.	Specific argument acknowledges different sides of an issue.	Specific argument is stated, but is simplistic and obvious.
<b>Conclusions</b>	Conclusions are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to information because information is chosen to fit the desired conclusion.	Conclusion is inconsistently tied to some of the information discussed.

## PLO 03 - Research Skills

### Rubric

**Definition:** *Employ research skills including the ability to understand theoretical issues, conceptualize a research question, formulate testable research hypotheses, apply relevant methods and techniques to gather and analyze data, draw logically coherent conclusions, and write carefully articulated research papers and demonstrate effective oral communication skills regarding the study of politics.*

Faculty are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

The following rubric is adapted from the Association of American Colleges and Universities

	<b>Superior</b>	<b>Adequate</b>	<b>Weak</b>
<b>Research Question (RQ)</b>	Identifies a creative, focused, and manageable RQ that addresses potentially significant yet previously less explored aspects of the topic.	Identifies a RQ that while manageable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a RQ that is far too general and wide-ranging as to be manageable.
<b>Existing Knowledge, Research, and/or Views</b>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>Design Process</b>	All elements of the methodology or theoretical framework are skillfully developed.	Some critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Research design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Analysis</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to the RQ.
<b>Conclusions</b>	States a conclusion that is a logical extrapolation from the research findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the research findings.	States an ambiguous, illogical, or unsupported conclusion from research findings.
<b>Limitations and Implications</b>	Insightfully discusses in detail relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

## PLO 04 - Theoretical and Practical Knowledge

## Rubric

**Definition:** *Be able to differentiate political structures, institutions, and governing processes in the U.S. and other countries.*

*Faculty are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

The following rubric is adapted from the Association of American Colleges and Universities

	<b>Superior</b>	<b>Adequate</b>	<b>Weak</b>
<b>Self- awareness (US Political Structure)</b>	Articulates insights into own political institutions by seeking complexity and being aware of the contextual nature of US institutions.	Identifies own political institutions (US) with a strong preference for those is more familiar to.	Shows minimal awareness of own political institutions (US) and uncomfortable with identifying possible differences with other contexts.
<b>Comparative Knowledge</b>	Demonstrates sophisticated understanding of the complexity of political institutions of other countries in relation to their history, values, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of political institutions of other countries in relation to their history, values, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of political institutions of other countries in relation to their history, values, economy, or beliefs and practices.
<b>Comparative Attitudes</b>	Asks complex questions about other countries, seeks out and articulates answers to these questions that reflect multiple political contexts.	Asks simple or surface questions about other countries.	States minimal interest in learning more about other countries.
<b>Cultural and Political Diversity</b>	Adapts and applies a deep understanding of multiple political structures while initiating meaningful interaction with other cultures to address significant global problems.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of political structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through own perspective, demonstrating some openness to varied cultures and worldviews.
<b>Applying Knowledge to Contemporary Global Contexts</b>	Applies knowledge and skills to implement sophisticated solutions to address complex global issues using interdisciplinary perspectives independently or with others.	Formulates practical yet elementary solutions to global challenges, incorporating alternate disciplinary perspectives.	Defines global challenges in basic ways, including a limited number of perspectives and solutions.