Cal State LA Social Science General Education Assessment Rubric

*Fall 2022, Based on the Critical Thinking VALUE Rubric*

**Cal State LA General Education Student Learning Outcomes for Social Sciences**

Students successfully completing a diversity course will be able to:

1. Demonstrate understanding of problems and issues using the principles, methodologies, value systems and ethics employed in social scientific inquiry.
2. Use inquiry processes, such as quantitative reasoning, qualitative reasoning, critical thinking, or creative thinking, to engage with contemporary and enduring questions
3. To engage in complex decision making and problem solving.
4. Demonstrate understanding of contemporary or historical events within political, social, cultural, or economic contexts with an emphasis on how these contexts are interwoven.
5. Demonstrate understanding of the diversity of cultures and communities in the United States or abroad.
6. Demonstrate understanding of the interconnectedness of individuals, communities, society, and/or the environment.

DEFINITIONS

1. **Inquiry** - a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments.
2. **Political context -** Politics refers to the struggle for power over influencing decision-making processes and policies, access to, and distribution of resources, as well as the contestation over status by individuals and groups. The contestation of power permeates all aspects of social life and includes bodies such as the state, civil society, social movements groups.
3. **Social context -** Social context is the specific context/backdrop for all human action and interaction, and describes the routinized, dynamic, and ongoing relationships between the individual and the social structure (i.e. roles, hierarchies, norms and institutions). It has also been described as a “social environment”.
4. **Cultural context -** Culture refers to the shared systems of beliefs, values, expressions, everyday practices, forms of communication, and knowledge both within and across different groups. Cultural practices shape, define, and maintain group identities and forms of belonging. “Culture” is therefore a “tool kit” that supplies us with “tools” to interpret and respond to social situations.
5. **Economic Context -** Economic context refers to the context in which the material conditions of life are produced, reproduced, and experienced through the “means”, “modes” and “relations” of production, consumption and exchange that include, but are not limited to organization of work, markets, corporations, trade, property rights etc.

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|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 | **No Evidence** |
| **Understanding of problems and issues using principles employed in social science inquiry** | Describes issue/problem **clearly and comprehensively and critically examines** relevant information. Situates the problem(s) or issue(s) in **an intellectual framework**. | Describes and examines issue/problem clearly enough that understanding is **not seriously impeded by omissions**. Presents in-depth information from relevant sources representing **an intellectual framework**. | Describes issue/problem but description leaves **some terms undefined**, **ambiguities unexplored**, **boundaries undetermined,** and/or **backgrounds unknown**. **Unclear which intellectual framework** is guiding the information. | Describes issue/problem **without clarification** of terms and/or adequate background. Presents information from **irrelevant** sources and there is **no intellectual framework guiding the information**. | Does not address a problem or issue relevant to social science inquiry |
| **Understanding of the inquiry processes in the social sciences** | Summarizes methodology and/or and evidence used to arrive at the conclusions in a **convincing and comprehensive** manner. | Describes methodology and/or evidence used to arrive at conclusions, **establishing some connection** between the evidence and conclusions presented. | **Attempts to establish a connection** between the evidence and conclusions presented, but **some aspects of the methodology and/or evidence used remain unclear**. | There is **very little attempt to connect** evidence to conclusions. Important aspects of the methodology and/or evidence used are missing or remain unclear | Does not describe any evidence from a social science inquiry process. |
| **To engage in complex decision making and problem solving.** | **Connects and extends** knowledgefrom social science to a practical issue or problem and proposes a solution to the issue/problem that **demonstrates sensitivity to context**. | Connects knowledgefrom social science to a practical issue or problem and **proposes a solution to that is “off the shelf ”** rather than individually designed to address the specific contextual factors of the problem. | Connects knowledgefrom social science to a practical issue or problem, but **solution proposed is vague or only indirectly addresses the issue**. | Begins to connect knowledgefrom social science to a practical issue or problem, but **does not proposes a solution** or proposes on that would **inadequately address the issu**e. | Does not address a practical issue or problem. |
| **Understanding of contemporary or historical issues within political, social, cultural, or economic contexts with an emphasis on how these contexts are interwoven.** | Describes contemporary or historical issues **clearly and accurately,** providing evidence that situates theme within **one or more contexts** (political, social, cultural, and/ or economic contexts) | Describes contemporary or historical issues **clearly and accurately with regard to at least one context**, but does not clearly explain **how other contexts** (political, social, cultural, and/ or economic contexts) **are interwoven** and inform each other. | Describes contemporary or historical issues  with **rudimentary awareness and ability to situate** contemporary and historical issues in their political, social, cultural, and/or economic contexts. Information is **not adequately substantiated**. | Describes contemporary or historical issues with information **that is flawed, oversimplified, inaccurate, unsubstantiated, and/or incomplete**. | Does not address a contemporary or historical issue. |
| **Demonstrate understanding of the diversity of cultures and communities in the United States or abroad** | Describes **evidence-based knowledge** regarding the culture, values, or practices of one or more communities or societies. | Describes the culture, values, or practices of one or more communities or societies, making **some connection to evidence and scholarly knowledge**. | Describes an emerging picture of the culture, values, or practices of one or more communities or societies, but information **lacks evidence and scholarly knowledge or relies on stereotypes/anecdotes**. | Describes information about the culture, values, or practices of one or more communities or societies **with no** **attempt to provide any evidence or scholarly knowledge and/or the information provided is inaccurate and biased.** | Does not address the culture, values, or practices of any communities or societies. |
| **Demonstrate understanding of the interconnectedness of individuals, communities, society, and/or the environment** | **Explains the connection** between the individual and their community, society, and/or the environment **based on evidence and scholarly information**. | **Describes some connection** between the individual and the community, society, and/or the environment. Information has **some evidence and scholarly knowledge**. | **Describes an emerging picture of the connection** between the individual and the community, society, and/or the environment. Information **lacks evidence and scholarly knowledge**. | **Begins to describe** the connection between the individual and the community, society, and/or the environment, but **there is no attempt to provide any evidence or scholarly knowledge.** | Does not address the interconnectedness of individuals, communities, society, or the environment. |