



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Communication B.A.

Department: Communication

College/School: Arts and Sciences

Person(s) Responsible for Implementing the Plan: Department Chair (April Trees)

Date Submitted: July 1, 2019

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>
1) Students will create oral, written and digital messages relevant to the audience, purpose and context.	Learning outcome will be assessed for seniors in upper division courses with a final presentation assignment (e.g., CMM 3000; 3200; 3300; 4420; 4350; 4600; 4700; 4720; 4960), a major writing assignment (e.g., CMM 3110; 3120; 3610; 3710; 4070; 4200; 4100; 4600; 4700; 4960), and/or a digital media assignment (e.g., CMM 3510; 3520; 3560; 3700; 4100; 4590; 4810).	Final Presentation using Oral Communication Rubric (DM) Major Writing Assignment using Written Communication Rubric (DM) Major Digital Media Assignment using Digital Communication Rubric (DM) Questions on Senior Exit Survey (IM)	Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.

<p>2) Students will apply communication theory.</p>	<p>Learning outcome will be assessed for communication seniors in courses with a theory application paper or final project applying theory (e.g., CMM 3000; 32000; 3300; 4070; 4300; 4350; 4430; 4610; 4960)</p>	<p>Theory Application Paper or Final Research Proposal/Project using Theoretical Application Rubric (DM)</p> <p>Questions on Senior Exit Survey (IM)</p>	<p>Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.</p>
<p>3) Students will engage in communication research.</p>	<p>Learning outcome will be assessed for seniors in courses with a research project or research proposal (e.g., CMM 3000; 3200; 4600; 4700; 4960)</p>	<p>Research Project or Research Proposal using Communication Research Rubric (DM)</p> <p>Questions on Senior Exit Survey (IM)</p>	<p>Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.</p>
<p>4) Students will critically analyze messages.</p>	<p>Learning outcome will be assessed for communication seniors in courses with a message analysis assignment (e.g., CMM 3000; 3070; 3200; 4000; 4070; 4410; 4420; 4430; 4600; 4700; 4960)</p>	<p>Message Analysis Assignment using Evaluating Communication Messages Rubric (DM)</p> <p>Questions on Senior Exit Survey (IM)</p>	<p>Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.</p>

<p>5) Students will demonstrate cultural communication competence.</p>	<p>Learning outcome will be assessed for communication seniors in courses with final projects (e.g., CMM 3000; 3070; 3300; 4320; 4350; 4600; 4720; 4960)</p>	<p>Final Projects using Cultural Competence Value Rubric (DM)</p> <p>Questions on Senior Exit Survey (IM)</p>	<p>Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.</p>
<p>6) Students will apply ethical communication principles and practices.</p>	<p>Learning outcome will be assessed for communication seniors in courses with an application essay that has an ethics component or through embedded exam questions (e.g., CMM 3000; 3070; 3200; 3300; 3440; 4070; 4410; 4420; 4600; 4700; 4960)</p>	<p>Embedded Exam Questions and/or Application Essay with Ethics Component using Ethics Rubric (DM)</p> <p>Questions on Senior Exit Survey (IM)</p>	<p>Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.</p>
<p>7) Students will recognize and address systemic injustice and inequity in pursuit of a just society.</p>	<p>Learning outcome will be assessed for communication seniors in courses with social justice assignments/projects (e.g., CMM 3000; 3070; 3300; 4070; 4590; 4960)</p>	<p>Assignments/Projects using Civic and Social Justice Engagement Rubric (DM)</p> <p>Questions on Senior Exit Survey (IM)</p>	<p>Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.</p>

1. It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

The Department will assess one program learning outcome each year. To make this plan manageable, faculty will apply rubrics to specific artifacts relevant to the outcomes being measured. Using a specialized coding system, each faculty member will input the rubric scores for his or her senior students into a spreadsheet. The assessment committee will then create a report using the aggregate data.

Oral Communication Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context/Audience/Medium	Speaker skillfully adapts style and message to the context (e.g., public speaking, interpersonal, small group and teams) and consistently demonstrates respect and sensitivity for diverse audiences.	Speaker adapts to the context (e.g., public speaking, interpersonal, small group and teams) and demonstrates respect and sensitivity for diverse audiences.	Speaker attempts to adapt to the context (e.g., public speaking, interpersonal, small group and teams) and inconsistently demonstrates respect and sensitivity for diverse audiences.	Speaker fails to adapt to the context (e.g., public speaking, interpersonal, small group and teams); and demonstrates some cultural bias and is insensitive to the needs of a diverse audience.
Organization	Organizational pattern is clearly and consistently observable, well-structured, and makes the content of the message cohesive.	Organizational pattern is observable within the message.	Organizational pattern is attempted within the message.	Organizational pattern is not observable within the message.
Delivery	Speaker consistently demonstrates mastery of delivery techniques and appears polished and confident.	Speaker demonstrates mastery of delivery techniques and appears comfortable.	Speaker demonstrates some mastery of delivery techniques and appears hesitant.	Speaker fails to demonstrate mastery of delivery techniques and appears uncomfortable.
Language	Language choices are imaginative, memorable, compelling, and appropriate and enhance the effectiveness of the message.	Language choices are thoughtful, appropriate, and generally support the effectiveness of the message.	Language choices are mundane and commonplace and only partially support the effectiveness of the message.	Language choices are unclear, inappropriate to the audience and minimally support the effectiveness of the message.

Supporting Materials	Provides a variety of supporting material and makes appropriate reference to information or analysis that significantly supports the message or establishes the speaker's credibility/authority on the topic.	Provides supporting material and makes appropriate reference to information or analysis that generally supports the message or establishes the speaker's credibility/authority on the topic.	Occasionally provides supporting materials and makes reference to information or analysis that supports the message or establishes the speaker's credibility/authority on the topic.	Fails to provide supporting materials or make reference to information that supports the message or establishes the speaker's credibility/authority on the topic.
Central Message	Central message is compelling and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is understandable but is not often repeated or memorable.	Central message is not explicitly stated or understandable.

Written Communication Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context and Purpose for Writing Includes consideration of audience, purpose, and circumstances surrounding the writing task(s)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates reasonable consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with the audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding of content and context.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions related to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions related to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are applicable to the discipline and genre of 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 an attempt to use sources to support ideas in the writing.
Source Citation	Demonstrates expertise of appropriate style guide (e.g. APA, MLA, AP) with proper in-text source citation and reference page.	Demonstrates some expertise in appropriate style guide with proper citations and references.	Demonstrates an attempt to use an appropriate style guide with some citations in the correct form.	Missing or ineffective use of any style guide and incorrect citation form.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some minor errors	Uses language that sometimes impedes meaning because of errors in usage or form.

Digital Communication Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context and Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates reasonable consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with the audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Creates appropriate, relevant, and compelling content (digital and/or written) to illustrate mastery of the subject, conveying the creator's understanding of content (digital and/or written) and context through the project.	Uses appropriate, relevant, and compelling content (digital and/or written) to substantially explore the subject, conveying an understanding of the appropriate use of content (digital and/or written) and context through the project.	Uses appropriate and relevant content (digital and/or written) to develop, represent, explore ideas through most of the project.	Uses appropriate and relevant content (digital and/or written) to develop simple ideas in some parts of the project.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions related to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions related to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates responsible and skillful use of high quality, credible, appropriate and relevant sources (interviews, research, observation, fair-use materials, etc.) to develop ideas that are appropriate for the discipline and genre of the message.	Demonstrates responsible and consistent use of credible, appropriate and relevant sources (interviews, research, observation, fair-use materials, etc.) to support ideas that are applicable to the discipline and genre of the writing.	Demonstrates an attempt to use credible, appropriate and/or relevant sources (interviews, research, observation, fair-use materials, etc.) to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources (interviews, research, observation, fair-use materials, etc.) to support ideas in the writing.
Control of Syntax (narrative) and Mechanics (technology)	Uses clear language and appropriate aesthetics that skillfully communicates meaning to listeners/viewers with clarity and fluency, and is virtually technically error-free.	Uses straightforward language and aesthetics that generally conveys meaning to listener/viewer. The composition (language and aesthetics) in the product has few technical errors.	Uses language and aesthetics that generally conveys meaning to readers with clarity, although product may include some minor technical errors.	Uses language and aesthetics that sometimes impedes meaning because of errors in usage or form.

Communication Research Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that, while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents 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.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	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 focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.
Ethical Considerations	Provides a comprehensive explanation of the basis for ethical behavior/decision by showing evidence of gathering pertinent facts and information that support the behavior/decision, including matters related to human subjects.	Can provide a logical explanation of the basis for the ethical behavior/decision by showing some evidence of gathering pertinent facts and information that support the behavior/decision, including matters related to human subjects.	Can provide a general explanation of the basis for the ethical behavior/decision, but is unsure of what evidence must be gathered to help resolve the ethical issues.	Provides a superficial explanation of the basis for ethical behavior/decision.

Evaluating Communication Messages Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Topic Selection	Identifies a creative, focused, and manageable topic that addresses potentially significant aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Information Allocation	Allocates supporting material with high level of scholarly significance, contribution, and relevance.	Allocates supporting material with scholarly significance, contribution, and relevance.	Allocates supporting material with limited scholarly significance, contribution, and relevance.	Allocates supporting material with no scholarly significance, contribution, and relevance.
Information Comprehension	Demonstrates in-depth understanding of information from relevant and reputable sources representing various points of view and approaches.	Demonstrates understanding of information from relevant and reputable sources representing various points of view and approaches.	Identifies information from relevant sources representing limited points of view and approaches.	Identifies information from irrelevant sources representing limited points of view and approaches.
Information Synthesis	Demonstrates the ability to create new ideas and generalizations by relating knowledge from relevant and reputable literature and drawing conclusions.	Demonstrated the ability to create generalizations by relating knowledge from relevant and reputable literature, but does not create new ideas.	Demonstrates an attempt to synthesize information by combining relevant and reputable literature from the field, but does not draw conclusions or create new information.	Offers separate summaries of ideas from the text or course material, but does not offer generalizations, explanations or conclusions.
Analysis	Evaluates texts, supporting material, or messages for scholarly significance, contribution, and relevance within and across various disciplines. Critiques them according to their contributions and consequences.	Evaluates texts, supporting material, or messages for scholarly relevance. Attempts to evaluate them for significance, and contribution within and across the disciplines. Critiques them according to their contributions and consequences.	Evaluates texts, supporting material, or messages for scholarly relevance and critiques them according to their consequences. Does not attempt to evaluate texts for significance or contribution within and across the disciplines.	Recognizes relevance of scholarly texts, supporting material, or messages. Attempts to critique consequences.
Analysis of Media Texts	Demonstrates an academically sophisticated ability to discern dense layers and configurations of media texts. Evaluates the ideological nature of media texts with the appropriate body of critical theory in a rigorous manner.	Demonstrates an ability to discern dense layers and configurations of media texts. Evaluates the ideological nature of media texts with the appropriate body of critical theory.	Demonstrates a limited ability to discern the layers and configurations of media texts. Evaluates media texts showing a basic understanding of critical theory and ideology.	Cannot discern the layers and configurations of media texts. Cannot evaluate media texts in terms of critical theory or ideology.

Cultural Competence Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural Self-awareness</i>	Articulates insights into own cultural rules and biases within systems of power (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about one's own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with one's own cultural group and seeks the same in others.), but not within systems of power	Shows minimal awareness of one's own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Cultural Diversity</i>	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures, to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Skills <i>Empathy & Perspective Taking</i>	Evaluates and applies diverse perspective to complex subjects. Demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group in the face of multiple and even conflicting positions.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within varying systems of power.	Identifies and explains multiple cultural perspectives but responds in all situations with one's own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and Nonverbal Communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Skills <i>Applies Knowledge to Contemporary Global Contexts</i>	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts, using multiple disciplinary perspectives.	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives.	Defines global challenges in basic ways, including a limited number of perspectives and solutions.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.
Attitudes <i>Personal and Social Responsibility</i>	Takes informed and responsible action to address ethical, social, and environmental challenges in global and local systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibilities.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.

Civic and Social Justice Engagement Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge of Social Justice Theories and Practices	Demonstrates sophisticated understanding of complex social justice frameworks and their connections to past and present social movement. Articulates knowledge of exigency and practical application.	Demonstrates understanding of complex social justice frameworks and their connections to past and present social movement. Demonstrates knowledge of exigency and practical application.	Demonstrates understanding of simple social justice frameworks and their connections to past and present social movement, but isn't able to fully demonstrate exigency or practical applications.	Beginning to identify simple social justice frameworks and their connections to past and present social movement, but does not acknowledge exigency or practical applications.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, social justice, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, social justice, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, social justice, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/discipline relevant to civic engagement and to one's own participation in civic life, social justice, politics, and government.
Civic Identity and Commitment to Social Justice	Provides evidence of experience in civic-engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement and social justice activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement and social justice activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action, Social Justice, and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement and social justice activities, accompanied by reflective insights or analysis about aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of civic action and social justice, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .
Social Structure Awareness	Fluently identifies multiple societal structures (e.g. cultural, organizational, relational, technological) and explains	Identifies some social structures (e.g. cultural, organizational, relational, technological) and explains their effect on social life rigorously.	Identifies some societal structures (e.g. cultural, organizational, relational, technological) with difficulty and explains their effect on social life in a basic or general way.	Cannot identify social structures (e.g. cultural, organizational, relational, technological) nor explain their effect on social life.

	their effect on social life in a rigorous and insightful manner.			
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Ethics Rubric

	Capstone 4	Milestones		Benchmark 1	N/A*
		3	2		
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. Discussion has great depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs, but not both.	Student cannot state core beliefs or the origins of the core beliefs.	
Disciplinary Ethical Awareness	Demonstrates substantial knowledge & understanding of ethical behavior and social responsibility, as demanded in journalism, public relations, advertising or other communication-related area.	Demonstrates knowledge of ethical behavior & social responsibility, as demanded in journalism, public relations, advertising or other communication-related area.	Demonstrates partial understanding & comprehension of ethical rules & their dimensions, as demanded in journalism, public relations, advertising or other communication-related area.	Does not demonstrate any understanding of the rules of ethical behavior, as demanded in journalism, public relations, advertising or other communication-related area.	
Recognition of Ethical Perspectives, Concepts, or Theories	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories they use, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student names only the major theory she/he uses.	Student can name the major theory she/he uses and is only able to present the gist of the named theory.	
Application of Ethical Perspectives/Concepts	Student can recognize ethical issues when presented in a complex, multilayered (gray) context, recognize cross-relationships among the issues, AND apply ethical perspectives/concepts fully.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues, AND apply ethical perspective/concepts.	Student can recognize basic and obvious ethical issues, grasp (incompletely) the complexities or interrelationships among the issues, and apply basic ethical perspective/concepts.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships and is unable to apply ethical perspectives/concepts independently (to a new example.).	

* Acknowledges that not every course assessed teaches all areas of the ethics rubric. Assessors can determine appropriate line items per assignment.