

2024-26 ECU General Education - Element Competencies, Criteria, and Rubrics

Summary of General Education Competencies and Criteria

Element	Competency	Assessment Levels	2024-26 Criterion (%)
<u>1 A/B</u>			
	<i>Information Literacy: Synthesis</i>	Accomplished + Competent + Developing	83.9
	<i>Rhetorical Analysis/Style</i>	Accomplished + Competent + Developing	98.1
<u>1C</u>			
	<i>Nonverbal Delivery</i>	Competent + Developing	81.0
	<i>Content</i>	Competent + Developing	64.4
<u>2</u>			
	<i>Methods and Analysis</i>	Competent + Developing	74.5
	<i>Interpretation</i>	Competent + Developing	54.1
<u>3A</u>			
	<i>Comprehension</i>	Competent + Developing	82.7
	<i>Analysis</i>	Competent + Developing	78.8
<u>3B</u>			
	<i>Comprehension</i>	Competent + Developing	81.6
	<i>Analysis</i>	Competent + Developing	88.8
<u>4</u>			
	<i>Comprehension</i>	Competent + Developing	79.8
	<i>Analysis</i>	Competent + Developing	79.9
<u>5A</u>			
	<i>Application/Analysis</i>	Accomplished + Competent	45.7
	<i>Synthesis</i>	Accomplished + Competent	43.3
<u>5B</u>			
	<i>Comprehension</i>	Accomplished + Competent	77.5
	<i>Application/Analysis</i>	Accomplished + Competent	70.2
<u>6</u>			
	<i>Perspectives</i>	Accomplished + Competent	86.5
	<i>Significance</i>	Accomplished + Competent	84.0

2024-26 ECU General Education Competencies, Criteria, and Rubrics by Element

Element 1A/B: Written Communication

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
<i>Information Literacy: Analysis</i>	Provides accurate, relevant, and precise analysis by recognizing the parts or aspects of the text that contribute to understanding the purpose of the text(s).	Provides accurate and relevant analysis by recognizing the parts or aspects of the text that contribute to understanding the purpose of the text(s).	Provides limited relevant analysis by recognizing the parts or aspects of the text that contribute to understanding the purpose of the text(s). (Not always accurate).	Fails to provide relevant analysis by recognizing the parts or aspects of the text that contribute to understanding the purpose of the text.	Accomplished + Competent + Developing	83.9
<i>Rhetorical Awareness/Style</i>	Presents writing that is sophisticated and engages reader with a distinctive voice. Demonstrates sophisticated recognition of rhetorical situation and audience.	Presents writing that is clear, accurate, and precise most of the time. Develops voice through paragraphing, sentence structure, variation, rhythm, phrasing, and word choice. Demonstrates recognition of rhetorical situation and audience.	Presents writing that is clear and accurate some of the time. May have some awkward sentences. Attempts to develop voice. Treats rhetorical situation and/or audience inconsistently.	Fails to reach developing level.	Accomplished + Competent + Developing	98.1

2024-26 ECU General Education Competencies, Criteria, and Rubrics by Element

Element 1C: Written Communication

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
Nonverbal Delivery tone, volume, pitch, gestures, rate, posture, eye contact, facial expression, vocal variety, fluency, vocalized pauses (ums, ahs, like, you know, etc.)	Exceptional use of nonverbal cues to emphasize, highlight and enhance language. Absence of vocalized pauses. Nonverbal cues do not distract listeners from the presentation. Speaker appears natural, sincere, confident, and energetic. Speaker does not read speech.	Nonverbal cues are appropriately used to support the language. Few vocalized pauses. Nonverbal cues do not distract listeners from the presentation. Speaker appears natural, sincere, confident, and energetic. Speaker does not read speech.	Nonverbal cues are used to support the language, but are sometimes incongruent or distracting.	Nonverbal cues do not support the language and are distracting.	Competent + Developing	81.0
Content	Demonstrates accurate, clear, and precise comprehension of significant concepts in the text(s) through the integration of relevant, accurate, and recent information/research with significant breadth, depth, and creativity. Displays sensitivity when discussing ethical issues with perceptivity and insight. Clearly and accurately cites sources throughout the presentation.	Demonstrates accurate of significant concepts in the text(s) through the integration of relevant, mostly accurate, and recent information/research with sufficient breadth and depth. Displays sensitivity when discussing ethical issues. Clearly and accurately cites sources in some portions of the presentation.	Demonstrates limited or inexact comprehension of significant concepts in the text(s). Integrates some information/research but may at times be irrelevant, inaccurate, or outdated. Displays some sensitivity when discussing ethical issues. Cites sources in some portions of the presentation.	Fails to demonstrate comprehension of significant concepts in the text(s). Does not integrate information/research. Displays little or no sensitivity when discussing ethical issues. No sources cited.	Competent + Developing	64.4

2024-26 ECU General Education Competencies, Criteria, and Rubrics by Element

Element 2: Quantitative Reasoning

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
<i>Methods and Analysis</i>	Executes a creative or sophisticated method for solving and analyzing a word problem.	Executes an appropriate method for solving and analyzing each word problem.	Sometimes selects an inappropriate or inefficient method for solving and analyzing a word problem.	Often selects an inappropriate or inefficient method for solving and analyzing a word problem.	Competent + Developing	74.5
<i>Interpretation</i>	Clearly and precisely articulates an accurate and sophisticated interpretation of the results, and/or makes sophisticated inferences in the context of the word problem(s).	Interprets results and makes accurate and appropriate inferences in the context of the word problem(s).	Incompletely interprets results and/or makes some incomplete or inaccurate inferences in the context of the word problem(s).	Fails to interpret results and/or makes inaccurate inferences in the context of the word problem(s).	Competent + Developing	54.1

2024-26 ECU General Education Competencies, Criteria, and Rubrics by Element

Element 3A: Arts

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
<i>Comprehension</i>	Demonstrates accurate, clear, and precise comprehension of significant artistic concepts in relevant works.	Demonstrates accurate comprehension of significant artistic concepts in relevant works.	Demonstrates limited or inexact comprehension of significant artistic concepts in relevant works. (Not always accurate)	Fails to demonstrate comprehension of significant artistic concepts in relevant works. (Not accurate)	Competent + Developing	82.7
<i>Analysis</i>	Provides accurate, relevant, and precise analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).	Provides accurate and relevant analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).	Provides limited relevant analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).	Fails to provide relevant analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).	Competent + Developing	78.8

2024-26 ECU General Education Competencies, Criteria, and Rubrics by Element

Element 3B: Humanities

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
<i>Comprehension</i>	Demonstrates accurate, clear, and precise comprehension of significant concepts, methods, theories, models, and/or perspectives in the text(s).	Demonstrates accurate comprehension of significant concepts, methods, theories, models, and/or perspectives in the text(s).	Demonstrates limited or inexact comprehension of significant concepts, methods, theories, models, and/or perspectives in the text(s). (Not always accurate)	Fails to demonstrate comprehension of significant concepts, methods, theories, models, and/or perspectives in the text(s). (Not accurate)	Competent + Developing	81.6
<i>Analysis</i>	Accurately and precisely locates particular works and/or cultural or intellectual movements in relation to multiple relevant contexts. Recognizes the parts or aspects of the text that contribute to understanding the works or movements. Identifies and elaborates on the manner in which these contexts influence the work(s) or movement(s).	Accurately locates particular works and/or cultural or intellectual movements in relation to some relevant contexts. Recognizes the parts or aspects of the text that contribute to understanding the works or movements. Identifies the manner in which these contexts influence the work(s) or movement(s).	Approximately locates works and/or cultural or intellectual movements in relation to some relevant contexts. May have some inaccuracies. Provides limited relevant analysis recognizing the parts or aspects of the text that contribute to understanding the works or movements. Shows a general awareness of how the contexts influence the work(s) or movement(s).	Fails to locate or inaccurately locates works and/or cultural or intellectual movements in relation to relevant contexts. Fails to provide relevant analysis by recognizing the parts or aspects of the text that contribute to understanding the works or movements. Shows no awareness of how these contexts influence the work(s) or movement(s).	Competent + Developing	88.8

2024-26 ECU General Education Competencies, Criteria, and Rubrics by Element

Element 4: Natural Science

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
<i>Comprehension</i>	Demonstrates accurate, clear, and precise comprehension of significant methods and concepts in scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information. Objective assessment criterion: Not applicable.	Demonstrates accurate comprehension of significant methods and concepts in scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information. Objective assessment criterion: Correctly answers 75% or more of the factual question about the text or materials	Demonstrates limited or inexact comprehension of significant methods and concepts in scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information. (Not always accurate) Objective assessment criterion: Correctly answers 50-74% or more of the factual question about the text or materials.	Fails to demonstrate comprehension of significant methods and concepts in scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information. (Not accurate) Objective assessment criterion: Correctly answers 49% or less of the factual question about the text or materials.	Competent + Developing	79.8
<i>Analysis</i>	Provides accurate, relevant, and precise analysis by recognizing the parts or aspects of the scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information that contribute to understanding the application of the scientific knowledge.	Provides accurate and relevant analysis by recognizing the parts or aspects of the scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information that contribute to understanding the application of the scientific knowledge.	Provides limited relevant analysis by recognizing the parts or aspects of the scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information that contribute to understanding the application of the scientific knowledge. (Not always accurate)	Fails to provide relevant analysis by recognizing the parts or aspects of the scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information that contribute to understanding the application of the scientific knowledge. (Not accurate)	Competent + Developing	79.9

2024-26 ECU General Education Competencies, Criteria, and Rubrics by Element

Element 5A: Historical Perspectives

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
<i>Application/Analysis</i>	Accurately and precisely locates specific societies within the discipline's socio-political typology and/or accurately and precisely analyzes societal continuities and changes from a non-contemporary perspective, and; recognizes the parts or aspects of the texts that contribute to understanding the purpose of the text.	Accurately locates specific societies within the discipline's socio-political typology and/or accurately analyzes societal continuities and changes from a non-contemporary perspective, and recognizes the parts or aspects of the texts that contribute to understanding the purpose of the text.	Locates specific societies within the discipline's socio-political typology and/or analyzes societal continuities and changes; recognizes the parts or aspects of the texts that contribute to understanding the purpose of the text. (Not always accurate)	Does not locate specific societies within the discipline's socio-political typology and/or does not analyze societal continuities and changes; fails to recognize the parts or aspects of the texts that contribute to understanding the purpose of the text. (Not accurate)	Accomplished + Competent	45.7
<i>Synthesis</i>	Accurately, deeply, and broadly connects and integrates relevant and significant concepts from text(s) to construct and support explanations, conclusions, or arguments.	Accurately connects and integrates relevant and significant concepts from text(s) to construct and support explanations, conclusions, or arguments.	Accurately connects and integrates some relevant and significant concepts from text(s) to construct and support explanations, conclusions, or arguments.	Fails to or inaccurately connects and integrates relevant and significant concepts from text(s) to construct and support explanations, conclusions, or arguments.	Accomplished + Competent	43.3

2024-26 ECU General Education Competencies, Criteria, and Rubrics by Element

Element 5B: Social and Behavioral Sciences

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
<i>Comprehension</i>	Demonstrates accurate, clear, and precise comprehension of important concepts in the text(s). Objective assessment criterion: Not applicable.	Demonstrates accurate comprehension of important concepts in the text(s). Objective assessment criterion: Correctly answers 75% or more of the factual questions about the text or materials.	Demonstrates limited or inexact comprehension of important concepts in the text(s). (Not always accurate) Objective assessment criterion: Correctly answers 50-74% or more of the factual questions about the text or materials.	Fails to demonstrate comprehension of important concepts in the text(s). (Not accurate) Objective assessment criterion: Correctly answers 49% or less of the factual questions about the text or materials.	Accomplished + Competent	77.5
<i>Application/ Analysis</i>	• Accurately and precisely uses relevant concepts/theories from the text(s) insightfully in different contexts and/or in novel/creative manner • Logically, accurately, and precisely separates material into significant parts.	• Accurately uses relevant concepts/theories from the text(s) in different contexts. • Logically and accurately separates material into significant parts	• Accurately uses some relevant concepts/theories from the text(s) in different contexts, but in an incomplete or superficial manner • Separates some material into parts	• Does not use relevant concepts/theories from the text(s) in different contexts • Inadequately and/or inaccurately separates material into parts	Accomplished + Competent	70.2

2024-26 EKU General Education Competencies, Criteria, and Rubrics by Element

Element 6: Diversity of Perspectives and Experiences

Competency	Course Assessment Rubric				Assessment Levels	Criterion (%)
	<u>4-Accomplished</u> <i>Exceeds Course Expectations</i>	<u>3-Competent</u> <i>Meets Course Expectations</i>	<u>2-Developing</u> <i>Incomplete in Meeting Course Expectations</i>	<u>1-Beginning</u> <i>Does Not Meet Expectations</i>		
<i>Perspectives</i>	Demonstrates substantial depth and breadth of awareness of perspectives of other cultures and/or historically marginalized groups through accurate, relevant, a	Demonstrates some depth and breadth of awareness of perspectives of other cultures and/or historically marginalized groups through accurate and relevant analysis of text(s).	Demonstrates minimal depth and breadth of awareness of perspectives of other cultures and/or historically marginalized groups through limited or partially accurate analysis of relevant text(s).	Demonstrates little or no awareness of perspectives of other cultures and/or historically marginalized groups through inadequate analysis of assigned text(s).	Accomplished + Competent	86.5
<i>Significance</i>	Clearly demonstrates awareness of the complexities of living in a multilingual and/or pluralistic society with substantial depth and breadth through the use of accurate and relevant methods, models, or perspectives.	Demonstrates awareness of the complexities of living in a multilingual and/or pluralistic society with some depth and breadth through the use of accurate and relevant methods, models, or perspectives.	Demonstrates basic awareness of the complexities of living in a multilingual and/or pluralistic society with limited depth and breadth through the use of relevant methods, models, or perspectives (not always accurate).	Demonstrates little or no awareness of the complexities of living in a multilingual and/or pluralistic society and fails to use relevant methods, models, or perspectives (not accurate).	Accomplished + Competent	84.0