

**Department of Family and Consumer Sciences**  
**Computer and Information Literacy Competency Rubric**  
**4/10/2008**

**Definition**

No matter where one finds employment, there is a good chance a computer will be a basic tool. Computer literacy does not mean that a person needs to know how to use every single piece of software encountered, but it does mean having some sort of level of comfort around computers.

With even a somewhat basic level of computer knowledge, employers view a person as trainable and adaptable in a computerized work environment. Further specialization of skills increases one's value to the employer and overall earning potential.

Computers provide greater access to resources and information, as well as greater control of assets. Easier management of personal finances via on-line banking or financial management programs provides more control over earnings. Access to vast knowledge bases on virtually any topic provide unlimited opportunities for learning.

Because of the growth of computer technologies, we now live in an information society—where information is considered to be an extremely valuable commodity. More importantly, those who can skillfully make use of that information (information literacy) make the commodity even more valuable. Those who control important information, or who simply know how to access and use it, are key players in the information-based economy.

**Competency Levels**

**Basic**

An individual at the basic level is likely to be characterized by a number of the following:

- Able to do simple word processing including letters, reports, essays, and bibliographies with a minimum of errors.
- Able to save documents electronically, and can access them to make changes or corrections.
- Familiar with attachments, but has difficulty using attachments with email or for online course submissions.
- Able to send and respond to email correspondence. Has a personal email account and uses it, but not regularly.
- Able to do basic desktop publishing, using color and simple graphics to create flyers, signs or banners.
- Aware that websites should be evaluated, but not able to distinguish between relevant and non-relevant website authorship or information. Uses some non-professional sources in created documents.
- Unaware of how to locate and effectively use information.
- Unaware of legal, economic, social and ethical issues regarding information use.

### Proficient:

An individual at the proficient level is likely to be characterized by a number of the following:

- Able to do more complicated word processing with no errors.
- Able to use “track changes” to work on a document with a group.
- Able to use attachments well for emails and online course submissions.
- Regularly uses email for personal, course, and other professional correspondence. Demonstrates awareness of SPAM and virus protection.
- Able to use spreadsheets and database management software.
- Able to create tables and simple graphs.
- Able to create a presentation or poster using appropriate background and print color, graphics, and bullets.
- Able to use search engines effectively to find information. Aware of how to locate and effectively use information from a variety of sources.
- Able to evaluate a website using the criteria of authority, accuracy, objectivity, currency and coverage. Demonstrates use of appropriate website sources.
- Shows a working knowledge of ethics and the legal use of information. May not critically demonstrate critical implications of economic, legal and social issues related to the use of information.
- Able to create a basic webpage with working links.

### Advanced

An individual at the advanced level is likely to be characterized by a number of the following:

- Able to create and use an email listserve.
- Able to save and manipulate digital photos.
- Able to critically locate, evaluate and effectively use information needed for projects.
- Able to create a website that includes sophisticated graphics, and links to websites, documents, digital photos, video clips, and other media; is easy to navigate; and presents a professional image.
- Able to use graphics programs that include data manipulation.
- Able to create professional newsletters, brochures and other published documents for use by the public.
- Able to use discipline specific software.
- Able to show understanding of the economic, legal and social issues related to the use of information; conforms to high ethical and legal standards.

**Department of Family and Consumer Sciences**  
**Critical Thinking and Problem Solving Competency Rubric**  
**4/10/2008**

**Definition**

Critical thinking guides one's beliefs and actions, in turn, impacting overall quality of life. Critical thinking is demonstrated in the ability to use evidence, identify arguments, analyze and evaluate points of view, draw conclusions, justify and explain assumptions and reasons, and follow where the evidence leads (Facione & Facione, 1994).

Critical thinking involves interpretation, analysis, evaluation and inference supported by explanations of the evidence, concepts, methods, criteria and contextual considerations used to support conclusions (Facione, 2007).

A critical thinker is "habitually inquisitive, well-informed, trustful of reason, openminded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit" (Facione, 2007, p. 22).

**Competency Levels**

**Basic**

A basic critical thinker will exhibit some of the following at times:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others
- Fails to identify or hastily dismisses strong, relevant counter-arguments
- Ignores or superficially evaluates obvious alternative points of view
- Argues using fallacious or irrelevant reasons and unwarranted claims
- Does not justify results or procedures, nor explain reasons
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions
- Exhibits close-mindedness or hostility to reason

**Proficient**

A proficient critical thinker will typically demonstrate the following:

- Accurately interprets evidence, statements, graphics, questions, etc most of the time
- Identifies some relevant arguments (reason and claims) pro and con
- Offers analyses and evaluations of obvious alternative points of view
- Justifies some results or procedures but doesn't fully explain reasons
- Fair-mindedly follows where evidence and reason lead
- Draws warranted, non-fallacious conclusions
- May maintain or defend some views based on self-interest, personal experiences, or preconceptions

**Advanced**

An advanced critical thinker will typically demonstrate the following:

- Accurately interprets evidence, statements, graphics, questions, etc. essentially all of the time
- Identifies the salient arguments (reasons and claims) pro and con
- Thoughtfully analyzes and evaluates major alternative points of view
- Draws warranted, judicious, non-fallacious conclusions
- Justifies key results and procedures, explains assumptions and reasons
- Fair-mindedly follows where evidence and reasons lead

Reference:

Modified from ©1994, Peter A. Facione, Noreen C. Facione, and The California Academic Press.

**Department of Family and Consumer Sciences**  
**Global and Multi-Cultural Diversity Competency Rubric**  
**4/10/2008**

**Definition**

The goal of any academic institution is to train professionals for the workplace, as well as to create good citizens, not only for this state or country but for the world. This cannot be fully accomplished without addressing issues of cultural and global diversity in classes and giving students the opportunity to empathize with and fully appreciate differences in background and belief. This is not to say that a student must embrace those differing beliefs, but rather, develop an awareness that one's background and lifetime experiences naturally introduce biases into the interpretation of situations and events.

How can individuals objectively assess their own attitudes about diversity without seeing through the hazy glass of their own cultural assumptions and heritage? Furthermore, there is the different task of understanding and assessing cultural vs. global diversity. A student might have a genuine sensitivity to the diverse beliefs and values of others in her community or nation, without the slightest appreciation of the global economy and interdependence that exists in the world today. Alternately, how does a student who fully understands the workings of the global marketplace and political operations of nations assess himself when he refuses to consider that the international student down the street has a right to engage a different set of values in his approach to everyday life?

In addressing the measurement of this competency, we are dealing with the core values and essence of who people are and their own collective lifetime experiences. It is difficult enough to design or complete assignments or experiences that give students the opportunity to view the world through a different set of spectacles, let alone motivating them to truly empathize with another's viewpoint altogether, and then on top of that have the objectivity to assess their competency level.

With that said, and with the understanding that this is probably the most difficult competency to assess, here are some possible ideas that might work to help students categorize their global diversity skills. These "categories" are adapted from the book, *Multicultural Education: Issues and Perspectives*, 4th ed., by James A. Banks and Cherry A. McGee Banks. Again, these categories are just tools to help define the levels, and are not meant to be a comprehensive picture of one's cultural or global diversity skills.

**Competency Levels**

**Basic**

Students at this level demonstrate factual awareness of issues related to global awareness and multicultural diversity. Students at many various levels might be part of this group. They might range from exhibiting ethnocentrism about the superiority of the "American way", "the cowboy way", "the Wyoming way", etc., to having a minimal awareness of other countries/beliefs/customs/ with no real understanding of or interest in what makes people diverse. They might be aware of the reasons for diversity but still pigeonhole other's experiences in light of their own standards. At this stage, a student might also not recognize cultural diversity within one's own race or the importance of global interdependence.

An individual at the basic level is likely to produce:

- Simple reports, papers and/or projects on other countries/cultures that do not synthesize understanding of underlying issues that dictate behavior or belief.
- Assignments that give a brief overview of another culture without an attempt at greater understanding at the core issues and values seen within that culture.

### Proficient

Students at this level demonstrate awareness and acceptance of issues related to global awareness and multicultural diversity. At this level, the student has some understanding and knowledge of other perspectives beyond geography or demographics, but still has not progressed to a stage of true sensitivity or empathy. Awareness of other cultural values is still at a somewhat surface level in which one respects differences while knowing that their personal view is not right for everyone, but hasn't developed the empathy to genuinely see a viewpoint from another's cultural or even gender based perspective. At this stage the student might also recognize and accept the great level of diversity within the American society and its "melting pot" heritage, or the importance of the global economy and America's place in using resources in the global marketplace.

An individual at the proficient level is likely to:

- Produce papers/projects that demonstrate an understanding of the societal norms that create different values/beliefs in families from other countries or regions.
- Have acquaintance/friendship with international students or those from other cultural backgrounds.
- Study or speak a foreign language.
- Produce projects that demonstrate an understanding of the politics and pressures that drive a global economy.
- Demonstrate awareness that our consumer choices have global implications.
- Attend cultural events, foreign films, etc.
- Follow a story/event from another country over a significant period of time.

### Advanced

Students at this level demonstrate adaptation and integration of thought regarding global awareness and multicultural diversity. A student at this level has developed active listening and/or critical thinking skills that allow him/her to genuinely empathize with the plight of someone who is culturally different. There is a change in perspective that allows one to be genuinely sensitive or to have a true understanding of each side of a global event or situation. It does not necessarily mean that a person embraces those values to change his or her core beliefs, but it does mean that a deeper, empathetic understanding has developed. In many instances, a student might be motivated to act on behalf of that person, group, country, etc. to be an impetus for change. At the most minimum level, there is at least a change in perspective brought about by critical thought or a new life experience.

An individual at the advanced level is likely to exhibit the following:

- Willing to play an activist role
- Write papers or complete projects that synthesize different viewpoints.
- Travel or study abroad
- Willing to participate in volunteer/humanitarian activities.

**Department of Family and Consumer Sciences**  
**Oral Communications Competency Rubric**  
**4/10/2008**

**Definition**

Oral communication encompasses all the abilities necessary for effective expression and sharing of information, ideas and feelings in oral format including all verbal and nonverbal symbols. Oral communication involves informing, persuading, creating understanding and building consensus. Examples of oral communication include group and individual presentation, project defenses, small group discussions, role plays, debates, client/patient counseling and interviews.

Competence is a combination of several interacting dimensions. All assessments of oral communication should include an assessment of knowledge (understanding communication process, comprehension of the elements, rules, and dynamics of a communication event, awareness of what is appropriate in a communication situation), an assessment of skills (the possession of a repertoire of skills and the actual performance of skills), and an evaluation of the individual's attitude toward communication (e.g., value placed on oral communication, apprehension, reticence, willingness to communicate, readiness to communicate). (information retrieved from the website of the National Communication Association on 11/23/07: <http://www.natcom.org/Instruction/assessment/Assessment/CriteriaAssessment.htm>).

Oral communication is considered to be a core aspect of employability.

**Competency Levels**

**Basic**

**Organizes Messages**

- Inconsistently organizes ideas in a logical way given the purpose and context of the communication.
- Inconsistently uses effective verbal skills including clear enunciation and accurate pronunciation
- Inconsistently uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Inconsistently explains ideas in a variety of oral communication interactions

**Composes and Delivers Messages**

- Inconsistently composes oral messages appropriate to the intended audience
- Inconsistently delivers oral messages appropriate to the intended audience

**Acknowledges Opinions and Differences**

- Inconsistently acknowledges diverse opinions in communication interactions
- Inconsistently acknowledges cultural differences in communication interactions
- Inconsistently acknowledges individual differences in communication interactions

**Paraphrases Information and Opposing Points**

- Inconsistently paraphrases information in conversation

- Inconsistently paraphrases opposing points of view in conversation

#### Demonstrates Understanding and Use of Listening Behaviors

- Inconsistently demonstrates understanding of listening behaviors in oral communication situations
- Inconsistently uses attentive and effective listening behaviors in oral communication situations
- Inconsistently uses respectful listening behaviors in oral communication situations

#### Phrases Questions to Obtain Information

- Inconsistently phrases questions in order to obtain information in a variety of interactions

#### Uses Communication Skills

- Inconsistently uses communication skills to manage conflict
- Inconsistently uses sound argumentation and other communication skills to appropriately persuade
- Inconsistently uses communication skills to facilitate rationally- and ethically-based consensus.

### Proficient

#### Organizes Messages

- Usually organizes ideas in a logical way given the purpose and context of the communication.
- Usually uses effective verbal skills including clear enunciation and accurate pronunciation
- Usually uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Usually explains ideas in a variety of oral communication interactions

#### Composes and Delivers Messages

- Usually composes oral messages appropriate to the intended audience
- Usually delivers oral messages appropriate to the intended audience

#### Acknowledges Opinions and Differences

- Usually acknowledges diverse opinions in communication interactions
- Usually acknowledges cultural differences in communication interactions
- Usually acknowledges individual differences in communication interactions

#### Paraphrases Information and Opposing Points

- Usually paraphrases information in conversation
- Usually paraphrases opposing points of view in conversation

#### Demonstrates Understanding and Use of Listening Behaviors

- Usually demonstrates understanding of listening behaviors in oral communication situations
- Usually uses attentive and effective listening behaviors in oral communication situations
- Usually uses respectful listening behaviors in oral communication situations

#### Phrases Questions to Obtain Information

- Usually phrases questions in order to obtain information in a variety of interactions

### Uses Communication Skills

- Usually uses communication skills to manage conflict
- Usually uses sound argumentation and other communication skills to appropriately persuade
- Usually uses communication skills to facilitate rationally- and ethically-based consensus.

### Advanced

#### Organizes Message

- Consistently organizes ideas in a logical way given the purpose and context of the communication.
- Consistently uses effective verbal skills including clear enunciation and accurate pronunciation
- Consistently uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Consistently explains ideas in a variety of oral communication interactions

#### Composes and Delivers Messages

- Consistently composes oral messages appropriate to the intended audience
- Consistently delivers oral messages appropriate to the intended audience

#### Acknowledges Opinions and Differences

- Consistently acknowledges diverse opinions in communication interactions
- Consistently acknowledges cultural differences in communication interactions
- Consistently acknowledges individual differences in communication interactions

#### Paraphrases Information and Opposing Points

- Consistently paraphrases information in conversation
- Consistently paraphrases opposing points of view in conversation

#### Demonstrates Understanding and Use of Listening Behaviors

- Consistently demonstrates understanding of listening behaviors in oral communication situations
- Consistently uses attentive and effective listening behaviors in oral communication situations
- Consistently uses respectful listening behaviors in oral communication situations

#### Phrases Questions to Obtain Information

- Consistently phrases questions in order to obtain information in a variety of interactions

### Uses Communication Skills

- Consistently uses communication skills to manage conflict
- Consistently uses sound argumentation and other communication skills to appropriately persuade
- Consistently uses communication skills to facilitate rationally- and ethically-based consensus.

Adapted from Sinclair Community College. Retrieved on 11/23/07 from <http://www.sinclair.edu/about/assessment/pub/OralCom.doc>

**Department of Family and Consumer Sciences**  
**Professional Behavior Competency Rubric**  
**4/10/2008**

**Definition**

Professionalism involves attaining high standards of behavior and appropriate attitudes, not only requiring a mastery of a large body of knowledge and acquired experiences, but a lifelong commitment to learning and achievement. Additionally, professional behavior can be demonstrated by following a code of ethics or standards of good practice when serving the needs of clients, as well as being accountable for choices made and subsequent consequences. Respect for peers and faculty or supervisors in a professional setting, including the classroom, is expected from a professional.

Reference: Sproles, E.K. & Sproles G.B. (1992). Professional development in home economics (page 17), 2<sup>nd</sup> ed. New York: Macmillan Publishing Co.

**Competency Levels**

**Basic**

An individual at the basic level is likely to be characterized by a number of the following behaviors:

- Completes some tasks/responsibilities as assigned; consistently asks for assistance or accommodations.
- Completes some projects by assigned deadlines.
- Unable to prioritize workload appropriately; spends too much time on low priority tasks and not enough time on more important and critical tasks; leaves assignments until due date to attempt to complete; may not do homework.
- Consistently arrives at scheduled responsibilities late.
- Informal or no salutations are used when communicating with professors or supervisors in professional settings (ie. beginning an email with the salutation of 'hey', or no greeting at all).
- Participates in self-assessment of learning needs
- Participates in professional activities only as assigned; joins student organizations but is an inactive member.
- Inconsistently assumes responsibility for own learning.
- Does not recognize personal strengths and weaknesses.
- Fails to consider relevant ethical issues.

**Proficient**

An individual at the proficient level is likely to be characterized by a number of the following behaviors:

- Completes most tasks/responsibilities as assigned; occasionally requests assistance or accommodations.
- Usually plans ahead to allow adequate time to complete assigned tasks/responsibilities.
- Usually prioritizes workload focusing on most important and critical tasks first.
- Arrives for scheduled responsibilities on time.
- Salutations in communications are somewhat respectful in professional settings when addressing professors or supervisors.

- Participates in self-assessment of learning needs
- Participates in professional development activities; joins student organizations, regularly attends meetings and participates in activities.
- Usually assumes responsibility for own learning (usually does reading before attends class, sometimes refers to course syllabi).
- Usually acknowledges personal strengths and weaknesses.
- Ethical issues considered by not necessarily acted on.

### Advanced

An individual at the advanced level is likely to be characterized by a number of the following behaviors:

- Values and takes advantage of additional learning opportunities.
- Completes all tasks/responsibilities at acceptable or advanced level without assistance or accommodations.
- Plans ahead to allow adequate time to complete assigned tasks and responsibilities.
- Prioritizes workload focusing on most important and critical tasks first.
- Arrives for scheduled responsibilities early and has done relevant preparation.
- Initiates own self-assessment of learning needs.
- Respectful salutations are used when communicating with professors or supervisors in professional settings.
- Participates in professional development activities; assumes an active role in student organizations.
- Assumes responsibility for own learning and professional growth.
- Consistently acknowledges personal strengths and weaknesses.
- Considers relevant ethical issues and acts appropriately.

**Department of Family and Consumer Sciences**  
**Written Communication Competency Rubric**  
**4/10/2008**

**Definition**

All university graduates should be able to produce written documents that are organized, coherent, technically free of grammatical and spelling errors, varied in sentence structure and vocabulary, and with appropriate citation and use of sources. It is highly desirable for graduates to be able to write for different audiences, from expressive writing to technical writing, using a range of sophistication in language.

**Competency Levels**

**Basic**

An individual at the basic level is likely to be characterized by a number of the following behaviors:

- Errors in spelling, grammar and syntax that affect reading
- Inadequate sources (lack a variety of sources, sources aren't current, or not research based)
- Organization and flow can be identified but needs improvement
- Writing style and content not appropriate for intended audience
- Superficial use of vocabulary; limited variety in sentence structure
- Minimal depth or development of ideas; inappropriate treatment for the topic/genre
- Incorrect citation of material (possibly plagiarizing)

**Proficient**

An individual at the proficient level is likely to be characterized by a number of the following behaviors:

- Minimal errors in spelling, grammar and syntax
- Most sources are appropriate
- Information presented in a meaningful way (i.e. ideas presented thoughtfully; logically organized)
- Writing is mostly relevant to audience
- Adequate variety of sentence structure and vocabulary
- Sufficient depth for adequate treatment of topic/genre
- Minimal citation errors

**Advanced**

An individual at the advanced level is likely to be characterized by a number of the following behaviors:

- No errors in spelling, grammar and syntax
- Arguments and ideas are well supported by the use of appropriate sources
- Show ability to move from general to specific (i.e. start with a broad thesis, break it down into the component elements and provide specific details and examples for each point)
- Appropriately written for the audience and topic/genre
- Sophisticated use of vocabulary and sentence structure
- Depth of arguments and analysis that demonstrates superior understanding of topic concepts
- No citation errors and citations match targeted outlet