



## LECS LEARNING OUTCOMES VALUES RUBRIC

The LECS Learning Outcomes Values Rubric was created based on the AAC&U VALUE Rubrics (<https://www.aacu.org/value-rubrics>).

Value	4 (High Intermediate)	3 (Low Intermediate)	2 (Emerging)	1 (Novice/Fail)
<b>Civic Knowledge and Engagement</b> “...working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make the difference” (Ehrlich, 2000)	Demonstrates evidence of adjustment in values because of working within a diversity of communities; reflective insights on experience in civic-engagement activities; has clear civic identity and commitment to public action	Reflects on how own values differ from the diversity of communities; reflective insights on experience in civic-engagement activities; has a growing sense of personal civic identity and commitment to public action	Awareness that own values are different from other communities but has little curiosity; civic-engagement involvement generated from course requirements rather than own civic identity; begins to describe how actions can benefit others	Expresses values as an individual, but is resistant or indifferent to what can be learned from a diversity of communities; does not connect civic-engagement experiences to own civic identity; shows little commitment to future public action
<b>Ethical Decision Making</b> “...reasoning about right and wrong human conduct; requires students to be able to assess their own ethical value and the social context of problems ...”	Analyzes in detail both core ethical beliefs and origins of beliefs with clarity; can apply ethical perspectives to an ethical question independently and accurately and is able to consider full implications	Analyzes in detail both ethical core beliefs and origins of beliefs; can independently apply ethical perspectives to an ethical question accurately but is unable to consider full implications	States both core ethical beliefs and origins of beliefs; can recognize and apply ethical perspective but application is inaccurate and limitations and implications are not addressed	Does not demonstrate ethical self-awareness of both core beliefs and origins of beliefs; is unable to independently apply ethical perspectives and cannot state limitations of different perspectives
<b>Intercultural Knowledge and Competence</b> “... a set of cognitive,	Articulates insights into own cultural rules and biases and a complex	Recognizes new perspectives about own cultural rule and biases and begins	Identifies own cultural rules and biases and partial understanding of cultural	Shows minimal awareness of own cultural rules and biases; States minimal



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affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” (Bennett, 2008)	understanding of cultural differences in communication; able to suspend judgment in valuing interactions with culturally different others and recognize feelings of another cultural group	o recognize cultural differences in communication; begins to suspend judgment and show openness to interact with others from another cultural group	differences; expresses openness to most interactions with culturally different others; has difficulty suspending judgment but is aware and willing to change	interest in learning about other cultures; has minimal understanding of cultural differences in communication; has difficulty suspending judgment and is unaware
<b>Oral Communication</b> “...prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change...”	Is organized, clear and cohesive; language choices are compelling and appropriate; speaker appears polished and confident; delivery strongly supports presentation	Clear and consistent organization, language choices are thoughtful and appropriate, speaker appears comfortable; delivery techniques make presentation interesting	Organization is intermittently observable; language choices partially support effectiveness and are appropriate; delivery is understandable, but speaker appears tentative	Organization is not observable; language choices are unclear and not appropriate; delivery techniques detract from understandability; speaker appears uncomfortable
<b>Problem Solving</b> “...the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal”	Proposes and implements solutions that indicate deep comprehension of problem; evaluation of problem deeply and thoroughly addresses multiple contextual factors	Proposes and implements solutions that indicate adequate comprehension of problem and evaluation of problem addresses contextual factors in a surface manner	Proposes and implements solutions that briefly address the problem; evaluation of problem ignores relevant contextual factors such as ethical and cultural dimensions and lacks depth	Demonstrates a limited ability to directly address the problem; evaluation of solutions is superficial;



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<b>Written Communication</b> "...development and expressing of ideas in writing"	Demonstrates thorough understanding of context and purpose for writing; uses compelling content; demonstrates skillful use of sources; language skillfully communicates to readers and is virtually error-free	Demonstrates adequate understanding of context and purpose for writing; uses appropriate and relevant content; demonstrates consistent use of sources; uses straightforward language; has few errors	Begins to demonstrate awareness of context and purpose for writing; uses appropriate content; attempts to use sources to support ideas; uses language that generally conveys meaning but writing may include errors	Demonstrates minimal awareness of context and purpose for writing; uses appropriate content in parts of work; demonstrates attempt to use sources; uses language that sometimes impedes meaning due to errors

For more information about the LECS program, visit [www.csus.edu/hhs/lecs](http://www.csus.edu/hhs/lecs).