

Associate Degree Grading Rubric

	Exemplary	Adequate	Inconsistent	Below Expectation
	63-70 points	56-62 points	49-55 points	48 or fewer points
<p>My Educational Journey Examples</p> <p>-What happened?</p> <p>-What did you learn?</p> <p>-Why does it matter?</p> <p>70 points</p>	<p>Makes explicit reference to specific learning experiences. Explores examples in depth, yielding rich awareness of or interest in the subject. Offers at least one experience from a non-academic setting. Thoroughly addresses salient questions that arise from statements being made; avoids over-simplifying when making connections; considers the full complexity of the issue. Looks beyond the surface interpretation. Looks both back and forward for ways to apply new learning (explores why it matters). Makes interesting connections between experiences and at least one Educated Citizen goal in terms of how experiences demonstrate ability to be a reflective individual, an effective communicator or a change agent.</p>	<p>Makes explicit reference to learning experiences. Explores examples with hints of depth, showing awareness of or interest in the examples. Offers at least one experience from a non-academic setting. Addresses some but not all of the salient questions that arise from statements being made; rarely over-simplifies when making connections; considers some but not all of the full complexity of the issue. Looks either back or forward to apply new learning. Highlights at least one Educated Citizen goal in terms of how experiences demonstrate ability to be a reflective individual, an effective communicator or a change agent.</p>	<p>Explores surface considerations of learning experiences. Explores the superficial aspects of a topic. Offers at least one experience from a non-academic setting. Addresses few of the salient questions that arise from statements being made; often over-simplifies when making connections; considers little of the complexity of the issue. Focuses on current experience without putting this experience in a wider context or gives superficial attention to past/future implications. Makes general reference to Educated Citizen goals but does not specify how experiences demonstrate abilities.</p>	<p>Mentions learning experiences without distinguishing specific ones. Fails to address salient questions that arise from statements being made; consistently over-simplifies when making connections; fails to consider any of the complexities of the issue. Does not connect experiences to other experiences or learning, nor to an Educated Citizen goal. Treats as an isolated experience. All examples from academic settings.</p>
	9-10 points	8 points	7 points	6 or fewer points
<p>Summary</p> <p>10 points</p>	<p>Gives thoughtful consideration to how these experiences have helped and will help the student grow as an Educated Citizen, describes how they impact his/her understanding of profession/vocation.</p>	<p>Describes how these experiences have helped or will help the student grow as an Educated Citizen, describes how they impact his/her understanding of profession/vocation.</p>	<p>Superficially describes how these experiences will help the student grow as a person or a professional, describes how they impact his/her understanding of profession/vocation.</p>	<p>Does not mention past or future development related to the Educated Citizen or profession/vocation.</p>
	18-20 points	15-17 points	13-14 points	12 or fewer points
<p>Public Speaking</p> <p>20 points</p>	<p>Attention-grabbing introduction with clear plan for presentation; smooth transitions from one topic to the next; conclusion includes summary of presentation and leaves audience with lasting impression. Professional attire; eye contact with audience that is sustained and natural; comfortable body language that exudes confidence; appropriate tone, use of humor, and clear, audible, and conventional enunciation. Varied vocal patterns to maintain interest. Visual aids enhance presentation without distracting audience.</p>	<p>Clear introduction; transitions from one topic to the next; conclusion. Appropriate attire. Frequent eye contact; obvious familiarity with speech. Mostly comfortable body language with minimal visual detractors (fidgeting or distracting gestures). Audible in projection and generally good pace. Visual aids assist presentation without distraction.</p>	<p>Introduction, body and conclusion to speech. Appropriate attire; periodic eye contact; body language sometimes distracts from presentation (occasional fidgeting or habitual gestures); generally clear vocal patterns with some rushing of content or vocal fillers (um, uh). Visual aids meet minimum requirements of assisting presentation without detracting from message. A few errors in visual aid.</p>	<p>No eye contact (spends majority of time reading script or screen). Casual attire that detracts from significance of presentation. Inaudible voice; significant time spent re-starting or repeating information. No visual aid or the use of distracting, error-filled aids.</p>

Educated Citizen Capstone Presentation
SSC 465: Capstone: The Educated Citizen

Nebraska Methodist College aims to educate students to have a positive effect on the health and wellbeing of the community. Key to this mission is student development as educated citizens who are reflective individuals, effective communicators and change agents.

- 1) Identify a public problem you would like to address.
- 2) Conduct a causal analysis (social autopsy) of the public problem.
- 3) Discuss your ability to address this social problem in the future by drawing from examples in your past. Provide examples from your time at NMC when you have developed the skills of a reflective individual, an effective communicator, and a change agent that equip you to respond to the public problem.

Aspect	An "A" Presentation	
Identification and Causal Analysis of Public Problem 20%	Clearly identify a public problem. Address the scope and history of the problem: What is it about our history that has caused the problem to be the way it is? Link past interventions to the current situation: Why does it matter <i>how</i> this issue came to be? Conduct a causal analysis of the public problem that takes into account demographics as well as current and prior attempts to address the problem. Demonstrate a mature understanding of the complexity of selected issue.	
Addresses skills developed while at NMC that prepare you to respond to the issue.		
Reflective Individual 20%	Offer two strong examples of the ways you have developed as a reflective individual. Analyze each experience thoroughly to demonstrate your development in the goals and objectives of a reflective individual. Apply the skills of a reflective individual to the public problem. How are you using the breadth of your knowledge and personal responsibility to analyze and act upon this public problem?	
Effective Communicator 20%	Offer two strong examples of the ways you have developed as an effective communicator. Analyze each experience thoroughly to demonstrate your development in the goals and objectives of an effective communicator. Apply the skills of an effective communicator to the public problem. How are you using your skills as an effective communicator to analyze and act upon this public problem?	
Change Agent 20%	Offer two strong examples of the ways you have developed as a change agent. Analyze each experience thoroughly to demonstrate your development in the goals and objectives of a change agent. Apply the skills of a change agent to the public problem. How will you draw from your understanding of historical and contemporary situations, your cultural competence, and/or personal initiative to effect change with this public problem?	
Public Speaking Skills 20%	Organization Clear introduction, body, conclusion to speech; ideas flow through previews and transitions; summary devices are used to orient the audience; ideas are fully explored before moving to next topic.	Delivery Speaker engages audience through eye contact, vocal variety, proper non-verbal cues, appropriate use of visual aid, familiarity with speech, and appropriate attire.

Completion of a capstone presentation is a graduation requirement.