ANALYZE	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Cultural Frameworks	Interprets and/or evaluates the complexity of cultural or creative artifact(s) in terms of values/beliefs/practices/history/politics/economics/communication styles.	Analyzes the complexity of cultural or creative artifact(s) in terms of values/beliefs/practices/history/politics/economics/communication styles.	Captures the complexity of cultural or creative artifact(s) in terms of values/beliefs/practices/history/politics/economics/communication styles.	Identifies the complexity of cultural or creative artifact(s) in terms of values/beliefs/practices/history/politics/economics/communication styles.
Structural Power & Interactions	Explains with sophistication an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	Substantially explains an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	Partially explains an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	Superficially explains an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.
Cross Cultural Awareness & Application	Applies sophisticated understanding and communication of a single culture or a comparative cross-cultural analysis to enhance awareness or achieve culturally inclusive problem solving.	Substantially demonstrates understanding and communication of a single culture or a comparative cross-cultural analysis to enhance awareness or achieve culturally inclusive problem solving.	Describes differences in understanding and communication of a single culture or a comparative cross-cultural analysis to enhance awareness or achieve culturally inclusive problem solving.	Superficially identifies understanding and communication of a single culture or a comparative cross-cultural analysis to enhance awareness or achieve culturally inclusive problem solving.
Critical & Creative Self Reflection	Evaluates and/or interprets the impact of assumptions, judgments, and/or biases related to one's own cultural position or creative product and that of others.	Explains the impact of assumptions, judgments, and/or biases related to one's own cultural position or creative product and that of others.	Describes the impact of assumptions, judgments, and/or biases related to one's own cultural position or creative product and that of others.	Identifies the impact of assumptions, judgments, and/or biases related to one's own cultural position or creative product and that of others.
Making Creative Connections	Formulates creative connection(s) between this learning experience and content from other courses/past learning/life experiences/future goals.	Employs creative connection(s) between this learning experience and content from other courses/past learning/life experiences/future goals.	Addresses creative connection(s) between this learning experience and content from other courses/past learning/life experiences/future goals.	Detects creative connection(s) between this learning experience and content from other courses/past learning/life experiences/future goals.

History	During the 2014-2015 AY, Florida SouthWestern State College initiated a revised assessment of the General Education Program. Throughout the process, the PCC & GEA Cultural Litceracy Rubrics were utilized to score voluntarily submitted artifacts. The scorers, mainly members of the Learning Assessment Committee (LAC) General Education Sub-Committee, were asked to provide qualitative feedback on the functionality of the rubrics. They were asked to comment on the rubric dimensions, achievement levels, and appropriateness of the rubrics in relation to the submitted artifacts. Continuing with this evolution of assessment, the FSW Analyze rubric was developed by an 8-member task force of faculty and staff representing three of five schools of the College and supported by the Office of Academic Assessment and the Office of the Provost during special sessions held on August 5 & 7, 2020. Task members, led by AVP of Institutional Research, Assessment, & Effectiveness (Team AASPIRE), Joseph van Gaalen included: Elijah Pritchett (Humanities & LAC Chair), Mike Molloy (Audio Technology), Cara Minardi-Power (English), Monica Krupinski (Humanities) Jennifer Patterson (Business), Jennifer Summary (Speech), D'ariel Barnard (Team AASPIRE) and Grace Scardo (Team AASPIRE).
Framework	The school representatives used the Portland Community College (PCC) & Global Education Achievement (GEA) Rubrics as a foundation for development ultimately adopting only the dimensions (in part) and achievement levels (4-3-2-1) with a 0 if no achievement is met. The rubric defines the fundamental criteria for each learning outcome and outline performance required to demonstrate levels of attainment through the use of Bloom's Taxonomic verbiage. Rubric achievement levels, in descending order: Capstone (4), Accomplished (3), Developing (2), and Deficient (1).
Purpose	The intent of the rubric developers was to frame language such that the rubric is as inclusive as possible to any and all 'Analyze' assignments. Careful consideration was paid to providing descriptors detailed enough to score an artifact, but yet to remain in general terms as much as possible to allow for application to a wide assortment of assignment types and styles. In order to increase clarity, action verbs were utilized in each achievement level description. The developers also attempted to place emphasis on dimensions being mutually exclusive, such that users of this rubric can elect to omit any dimension not required of a given assignment. To ensure that non-traditional assignments are scored properly, artifacts representing a variety of modes and media should be utilized during the 'Analyze' Rubric Calibration Sessions prior to the scoring process.
Dimensions	**Cultural Frameworks:** Artifact interprets and/or evaluates the complexity of cultural or creative artifact(s) in terms of values/beliefs/ practices/history/politics/economics/communication styles; **Structural Power and Interactions:** Artifact explains with sophistication an aspect of the foundations and processes that create identity, privilege, and oppression and their impact on inequality and interactions among multiple and marginalized groups; **Cross Cultural Awareness & Application**: Artifact applies sophisticated understanding and communication of a single culture or a comparative cross-cultural analysis to enhance awareness or achieve culturally inclusive problem solving; **Critical and Creative Self-Reflection:** Artifact evaluates and/or interprets the impact of assumptions, judgments, and/or biases related to one's own cultural position or creative product and that of others; **Making Creative Connections:** Artifcat formulates creative connection(s) between this learning experience and content from other courses/past learning/life experiences/ future goals.