

## Learning Outcomes and Rubrics for Core Curriculum Objectives

### Critical Thinking Skills Rubric

*To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information*

Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
<b>POV:</b> Students will accurately identify their own point of view or approach while fairly examining points of view that differ from their own.	Consistent ability to identify their own point of view. Student thoughtfully and fairly considers points of view that differ from their own.	Demonstrates adequate ability to identify their own point of view. Student generally considers points of view that differ from their own.	Minimal ability identifying their own point of view. Student sometimes considers points of view that differ from their own, though often in a superficial way.	No evidence of ability to identify their own point of view. Student does not fairly examine points of view that differ from their own.
<b>Assumptions and Context:</b> Students will analyze the assumptions and influence of context (e.g. social, political, ethical) relevant to the assignment.	Systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of context when addressing an issue.	Identifies and partially analyzes own and others' assumptions and generally evaluates the relevance of context when addressing an issue.	Identifies and partially analyzes some assumptions and partially evaluates some context when addressing an issue. May demonstrate awareness of assumptions of self or others, but not both.	No evidence of ability to identify assumptions of self or others. No evidence of ability to evaluate relevance of context when addressing an issue.
<b>Information and Evidence:</b> Students will demonstrate an ability to identify, interpret, and document accurate and relevant information and evidence using appropriate methods.	Consistent ability to identify and interpret information and evidence according to its accuracy and relevancy. Viewpoints of experts are thoroughly discussed and analyzed. Expertly uses appropriate methods to document information.	General ability to identify and interpret information and evidence according to its accuracy and relevancy. Viewpoints of experts are somewhat discussed and analyzed. Uses appropriate methods to document information.	Minimal ability to identify and interpret information and evidence according to its accuracy and relevancy. Viewpoints of experts are taken mostly as fact, with little discussion or analysis. Sometimes uses appropriate methods to document information.	No evidence of ability to identify and interpret information or evidence according to its accuracy and relevancy. Viewpoints of experts are taken as fact, with no discussion or analysis. Fails to use appropriate methods to document information.
<b>Concepts and Formulas:</b> Students will analyze or clearly apply concepts, theories, events, formulas, or models relevant to the assignment and understand significant implications.	Expertly analyzes or applies concepts, theories, events, formulas, or models relevant to the assignment. Demonstrates a deep understanding of significant implications or connections of concepts theories, events, formulas, or models relevant to the assignment.	Analyzes or applies concepts, theories, events, formulas, or models relevant to the assignment. Demonstrates an acceptable understanding of significant implications or connections of concepts of theories, events, formulas, or models relevant to the assignment.	Minimal ability to analyze or apply concepts, theories, events, formulas, or models relevant to the assignment. Sometimes demonstrates an understanding of significant implications or connections of concepts of theories, events, formulas, or models relevant to the assignment.	No evidence of ability to analyze or apply concepts, theories, events, formulas, or models relevant to the assignment. Fails to demonstrate an understanding of significant implications or connections of concepts of theories, events, formulas, or models relevant to the assignment.
<b>Creativity:</b> Students will creatively consider questions, problems, or issues relevant to the assignment and demonstrate the ability to conceive of innovative or novel solutions.	Demonstrates a consistent creative ability to consider questions, problems, or issues relevant to the assignment. Demonstrate the expert ability to conceive of innovative or novel solutions to questions, problems, or issues relevant to the assignment.	Creatively considers questions, problems, or issues relevant to the assignment. Conceives of innovative or novel solutions to questions, problems, or issues relevant to the assignment.	Minimally considers questions, problems, or issues relevant to the assignment. Sometimes considers innovative or novel solutions to questions, problems, or issues relevant to the assignment.	Fails to consider questions, problems, or issues relevant to the assignment. Fails to consider innovative or novel solutions to questions, problems, or issues relevant to the assignment.

## Learning Outcomes and Rubrics for Core Curriculum Objectives

### Communication Skills Rubric

*To include effective development, interpretation and expression of ideas through written, oral and visual communication*

Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Students will demonstrate understanding of appropriate context, genre, purpose, or audience needs.	Demonstrates a thorough understanding of context, genre, or audience needs that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, genre, or audience needs, and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose and context).	Demonstrates awareness of context, genre, or audience needs, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, genre, or audience needs, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Students will provide a clear central message, thesis statement, or argument.	Central message, thesis statement, or argument is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message, thesis statement, or argument is clear and consistent with the supporting material.	Central message, thesis statement, or argument is basically understandable but is not often repeated and is not memorable.	Central message, thesis statement, or argument can be deduced, but is not explicitly stated.
Students will organize the body of the work using organization or a pattern appropriate to the discipline.	Organization or pattern (composition or specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and skillful, and makes the content cohesive.	Organization or pattern (composition or specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the content.	Organization or pattern (composition or specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the content.	Organization or pattern (composition or specific introduction and conclusion, sequenced material within the body and transitions) is not observable within the content.
Students will appropriately incorporate supporting materials (i.e., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities).	Supporting materials completely make appropriate reference to information or analysis that significantly supports the content or establishes the student's credibility/authority on the topic.	Supporting materials make appropriate reference to information or analysis that mostly supports the content or establishes the student's credibility/authority on the topic.	Supporting materials make appropriate reference to information or analysis that somewhat supports the content or establishes the student's credibility/authority on the topic.	Supporting materials make reference to information or analysis that minimally or do not support the content or establishes the student's credibility/authority on the topic.
Students will use contextually appropriate verbal, nonverbal, or visual elements and techniques.	Written (writing style and mechanics), verbal (volume, rate, pitch, pauses, articulation), nonverbal (posture, gesture, eye contact, and vocal expressiveness), or visual elements and techniques (composition, visual cues, aesthetics), make the paper/presentation/art compelling.	Written (writing style and mechanics), verbal (volume, rate, pitch, pauses, articulation), nonverbal (posture, gesture, eye contact, and vocal expressiveness), or visual elements and techniques (composition, visual cues, aesthetics), make paper/presentation/art interesting.	Written (writing style and mechanics), verbal (volume, rate, pitch, pauses, articulation), nonverbal (posture, gesture, eye contact, and vocal expressiveness), or visual elements and techniques (composition, visual cues, aesthetics), make the paper/presentation/art understandable.	Written (writing style and mechanics), verbal (volume, rate, pitch, pauses, articulation), nonverbal (posture, gesture, eye contact, and vocal expressiveness), or visual elements and techniques (composition, visual cues, aesthetics), detract from the understandability of the paper/presentation/art.

## Learning Outcomes and Rubrics for Core Curriculum Objectives

### Empirical and Quantitative Skills Rubric

*To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions*

Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Students will explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words).	Provides accurate explanations of information presented in mathematical/numerical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical/numerical forms.	Provides somewhat accurate explanations of information presented in mathematical/numerical forms, but makes minor errors.	Draws incorrect conclusions from information presented in mathematical/numerical forms.
Students will convert relevant information into an appropriate mathematical/numerical form (e.g. equations, graphs, diagrams, tables, words).	Accurately converts relevant information into an appropriate mathematical/numerical form in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate mathematical form.	Completes conversion of information but resulting mathematical/numerical form is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical/numerical form is inappropriate or inaccurate.
Students will perform calculations using appropriate mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words) in the discipline	Calculations are all correct. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations are correct with minor mistakes.	Calculations are attempted but present only a portion of the calculations required to solve the problem.	Calculations are attempted and failed.
Students will make judgments and draw appropriate conclusions based on the quantitative analysis of data and results.	Uses the quantitative analysis of data as the basis for thoughtful judgments, drawing insightful, carefully qualified conclusions.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable, appropriately qualified conclusions.	Uses the quantitative analysis of data as the basis for judgments, drawing plausible conclusions.	Uses the quantitative analysis of data as the basis for judgments, drawing wrong conclusions.
Students will present quantitative evidence in support of the argument or purpose of the work.	Uses quantitative information in connection with argument or purpose of the work, presents it in an effective format, and explicates it with high quality.	Uses quantitative information in connection with argument or purpose of the work but may be presented in a less effective format or some parts of explication is low quality.	Uses quantitative information in connection with argument or purpose of the work but presents it in an ineffective format or explanation is low quality.	Uses quantitative information in connection with argument or purpose of the work but does not provide adequate explicit numerical support. .

## Learning Outcomes and Rubrics for Core Curriculum Objectives

### Teamwork Rubric

*To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal*

Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Students will work with peers to articulate team expectations and individual contributions.	Fully articulates/identifies team expectations and individual contributions.	Somewhat articulates/identifies team expectations and individual contributions.	Limited articulation/identification of team expectations and individual contributions.	Cannot articulate/identify team expectations and individual contributions.
Students will work with peers to apply content knowledge to team tasks.	Evidence of extensive peer-to-peer contact in applying content knowledge to team tasks.	Evidence of sufficient peer-to-peer contact in applying content knowledge to team tasks.	Evidence of some but deficient peer-to-peer contact in applying content knowledge to team tasks.	Little evidence of peer-to-peer contact in applying content knowledge to team tasks.
Students will demonstrate team organizational skills.	Strong evidence of task/event scheduling and equal participation among all team members.	Sufficient evidence of task/event scheduling and equal participation among all team members.	Evidence of some but deficient task/event scheduling and equal participation among all team members.	Little evidence of task/event scheduling and equal participation among all team members.
Students will effectively use peer feedback to progress towards a shared purpose or goal.	Completes all peer feedback devices on schedule. Fully articulates/identifies measures of progress.	Completes all or most peer feedback devices on schedule. Somewhat articulates/identifies measures of progress.	Completes some peer feedback devices on schedule. Limited articulation/identification of measures of progress.	Completes very few peer feedback devices on schedule. Cannot articulate/identify measures of progress.
Students will explain the benefits of working with a diverse group.	Fully articulates/identifies a number of benefits attributed to working in a diverse group.	Somewhat articulates/identifies a number of benefits attributed to working in a diverse group.	Limited articulation/identification of a number of benefits attributed to working in a diverse group.	Cannot articulate/identify a number of benefits attributed to working in a diverse group.

## Learning Outcomes and Rubrics for Core Curriculum Objectives

### Social Responsibility Skills Rubric

*To include intercultural competence, knowledge of civic responsibility,  
and the ability to engage effectively in regional, national, and global communities*

Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Students will demonstrate new perspectives about their own cultural rules and biases.	Consistent ability to recognize new perspectives about their own cultural rules and biases.	Demonstrates ability to recognize new perspectives about their own cultural rules and biases.	Increasing ability to recognize new perspectives about their own cultural rules and biases.	Shows minimal awareness of own cultural rules and biases.
Students will articulate how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.	Expertly articulates how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.	Articulates how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.	Increasing ability to articulate how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.	No evidence of ability to articulate how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.
Students will develop an awareness of how social, political, or economic structures empower, marginalize, or oppress others.	Demonstrates a deep understanding of how social, political, or economic structures empower, marginalize, or oppress others.	Demonstrates an acceptable understanding of how social, political, or economic structures empower, marginalize, or oppress others.	Sometimes demonstrates an understanding of how social, political, or economic structures empower, marginalize, or oppress others.	Fails to demonstrate an understanding of how social, political, or economic structures empower, marginalize, or oppress others.
Students will identify and critically evaluate the civic responsibilities shared by members of regional, national, and global communities.	Expertly identifies and critically evaluates the civic responsibilities shared by members of regional, national, and global communities.	Generally identifies and critically evaluates the civic responsibilities shared by members of regional, national, and global communities.	Sometimes identifies and critically evaluates the civic responsibilities shared by members of regional, national, and global communities.	Unable to identify and critically evaluate the civic responsibilities shared by members of regional, national, and global communities.
Students will apply knowledge from the course or discipline to engage in civic life.	Expertly connects course or discipline knowledge to engagement in civic life.	Generally connects course or discipline knowledge to engagement in civic life.	Sometimes connects course or discipline knowledge to engagement in civic life.	Unable to connect course or discipline knowledge to engagement in civic life.

## Learning Outcomes and Rubrics for Core Curriculum Objectives

### Personal Responsibility Rubric

*To include the ability to connect choices, actions, and consequences to ethical decision-making*

Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Students will identify a situation in which ethical issues are present.	Clearly identifies situations in which ethical issues are present.	Identifies most aspects of situations in which ethical issues are present.	Identifies only some aspects of the situations in which ethical issues are present.	Does not identify a situation in which ethical issues are present.
Students will analyze the situation from more than one ethical perspective or framework.	Fully analyzes the situation from more than one ethical perspective or framework.	Somewhat analyzes the situation from more than one ethical perspective or framework.	Analyzes the situation from one ethical perspective or framework.	Does not analyze the situation from one ethical perspective or framework.
Students will explore the consequences and implications of decisions from life situations or theoretical scenarios.	Fully explores the consequences or implications of decisions from life situations or theoretical scenarios.	Somewhat explores the consequences or implications of decisions from life situations or theoretical scenarios.	Explores the consequences or implications of one ethical perspective from life situations or theoretical scenarios.	Does not explore consequences or implications.
Students will recommend one or more actions that promise the “most ethical” behavior.	Clearly recommends one or more actions that demonstrate the most ethical behavior.	Recommends one or more actions that demonstrate appropriate ethical behavior.	Recommends action that demonstrates an ethical behavior but the action may be weak.	Fails to recommend action or identify ethical behavior
Students will demonstrate ethical awareness by clearly linking ethical beliefs and behaviors.	Identifies and describes in detail core beliefs/morals. Explains thoroughly the relationship between core beliefs and ethical behavior.	Describes core beliefs/morals, but at a surface level with no depth.  Explains the relationship between core beliefs and ethical behavior.	Identifies some core beliefs/morals.  Explains minimally the relationship between core beliefs and ethical behavior.	Identifies few general core beliefs/morals. No evidence of ability to link ethical beliefs and behaviors.
Students will consider how the context/settings informs the ethical issue(s)	Fully considers the importance of the context/settings for the ethical issue(s)	Recognizes the importance of context/settings for the ethical issue(s)	Recognizes some of the importance of context/settings in relation to ethical issue(s).	Incompletely recognizes the importance of context/settings in relation to ethical issue(s).