

## University Level of Attainment for Student Learning Outcomes 2018-2020

### Overview

The Texas Higher Education Coordinating Board (THECB) requires institutions to assess the six core objectives “which are designed to be introduced and reinforced throughout the Core Curriculum” ([LEAP Texas](#)). The [Texas Administrative Code](#) 4.29 states that through “the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

Core Objectives:

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Each core objective is broken into skills, aptitudes, or dispositions identified by UHCL faculty and labeled as Student Learning Outcomes (see attached rubrics).

### Assessment

Student learning outcomes (SLO) for the six core objectives were assessed by the core faculty from 2018-2020.

The University of Houston-Clear Lake had the stated goal that 70% of students will achieve *Excellent* or *Very Good* in each of the learning outcomes.

There was only one core objective, Communication, in which all skills met the criterion of 70% *Excellent* or *Very Good*. Personal Responsibility also met the criterion for all skills, with the exception of “ethical context” which was not assessed by any of the courses during this assessment cycle. Critical Thinking had 4 of 5 skills that met the criterion with the exception of “concepts and formulas.” The core objective Social Responsibility met the criterion in 3 of 5 skills, excluding “perspectives” and “new awareness.” The core objective of Teamwork only met the criterion in one skill, “articulate expectations” but not in “apply content with peers,” or “peer feedback” and although 12 students were assessed in each, both “benefits” and “team organizational skills” were 0% who scored *Excellent* or *Very Good*. Finally, there was only one Core Objective, Empirical and Quantitative Skills, where none of the skills met expectations. Each skill, “explanation of information,” “conversion,” “calculation,” “judgment/conclusion,” and “evidence” was below the criterion of 70%.

Learning Outcome	Skill	N	% meeting Criterion	Met / Not Met
<b>Communication</b>	Style and Mechanics	189	92.26	Met
	Organization	167	87.10	Met
	Context, genre, purpose, needs	55	85.45	Met
	Central message	248	83.50	Met
	Support	139	79.65	Met
<b>Personal Responsibility</b>	Ethical behavior	112	89.29	Met
	Ethical issues	34	81.43	Met
	Consequences and implications	34	72.14	Met
	Ethical awareness	106	71.7	Met
	Ethical perspectives	90	70.63	Met
	Ethical context	0	0	Not Assessed
	<b>Critical Thinking</b>	Point of view	188	83.92
	Creativity	139	82.99	Met
	Information and evidence	521	76.07	Met
	Assumptions and context	448	71.98	Met
	Concepts and formulas	555	58.45	Not Met
<b>Social Responsibility</b>	Application of knowledge	6	100	Met
	Civic responsibilities	55	87.27	Met
	New perspectives	120	74.85	Met
	Articulation of beliefs and perceptions	114	62.28	Not Met
	New awareness	59	37.29	Not Met

<b>Teamwork</b>	Articulate expectations	161	73.45	Met
	Apply content with peers	12	50	Not Met
	Peer feedback	12	50	Not Met
	Team organizational skills	12	0	Not Met
	Benefits	12	0	Not Met
<b>Empirical and Quantitative Skills</b>	Evidence	28	64.29	Not Met
	Conversion	307	61.94	Not Met
	Calculation	307	60.43	Not Met
	Explanation of information	180	55.41	Not Met
	Judgment/Conclusion	99	49.24	Not Met

University of Houston-Clear Lake  
Office of Planning and Assessment  
Core Curriculum Assessment Summary Report - Spring 2018 to Fall 2020

Foundational Component Areas, Required SCH, Core Objectives to Assess

010 - Communication - 6 SCH - CT, COM, TW, PR

020 - Mathematics - 3 SCH - CT, COM, EQS

030 - Life & Physical Sciences - 6 SCH - CT, COM, EQS, TW

040 - Lang, Philosophy & Culture-3 SCH-CT, COM, SR, PR

050 - Creative Arts - 3 SCH - CT, COM, TW, SR

060 - American History - 6 SCH - CT, COM, SR, PR

070 - Government/Political Science - 6 SCH - CT, COM, SR, PR

080 - Social & Behavioral Sciences - 3 SCH - - CT, COM, EQS, SR

090 - Component Area Option - for assessment purposes, 090 coursed moved to discipline

Overall University by Core Objective, by Foundational Component Area (FCA), by Learning Outcome

Objective	FCA CODE	Learning Outcome	Skills	Number Assessed	Avg Of % Sampled	Excellent	Very Good	Satisfactory	Unsatisfactory	University Criteria 70% Excellent + Very Good	Met / NotMet
Critical Thinking	10	CT1	Point of view	35	20.73	37.14	45.71	14.29	2.86	82.86	Met
Critical Thinking	10	CT2	Assumptions and context	34	20.16	28.57	51.43	17.14	2.86	80.00	Met
Critical Thinking	10	CT3	Information and evidence	119	43.74	43.41	37.45	18.20	0.93	80.86	Met
Critical Thinking	10	CT4	Concepts and formulas	119	43.74	35.80	18.18	46.02	0.00	53.98	Not Met
Critical Thinking	10	CT5	Creativity	84	84.00	54.37	28.00	15.06	2.57	82.37	Met
Critical Thinking	20	CT1	Point of view	55	36.91	81.82	12.73	3.64	1.82	94.55	Met
Critical Thinking	20	CT2	Assumptions and context	151	44.12	23.99	13.62	32.71	29.68	37.61	Not Met
Critical Thinking	20	CT3	Information and evidence	176	34.92	38.76	18.75	23.19	19.29	57.51	Not Met
Critical Thinking	20	CT4	Concepts and formulas	226	37.11	24.22	23.73	25.67	26.38	47.95	Not Met
Critical Thinking	50	CT1	Point of view	72	100.00	44.44	29.17	4.17	22.22	73.61	Met
Critical Thinking	50	CT2	Assumptions and context	125	98.61	43.96	38.05	5.39	12.60	82.01	Met
Critical Thinking	50	CT3	Information and evidence	71	98.61	59.15	22.54	5.63	12.68	81.69	Met
Critical Thinking	50	CT4	Concepts and formulas	55	100.00	23.64	61.82	3.64	10.91	85.45	Met
Critical Thinking	50	CT5	Creativity	55	100.00	23.64	61.82	3.64	10.91	85.45	Met
Critical Thinking	60	CT2	Assumptions and context	118	95.95	59.48	24.45	12.67	3.39	83.94	Met
Critical Thinking	60	CT3	Information and evidence	118	95.95	57.82	29.45	9.34	3.39	87.27	Met
Critical Thinking	60	CT4	Concepts and formulas	118	95.95	57.82	29.45	9.34	3.39	87.27	Met
Critical Thinking	80	CT1	Point of view	26	36.20	66.67	20.83	7.50	5.00	87.50	Met
Critical Thinking	80	CT2	Assumptions and context	20	40.82	50.00	25.00	15.00	10.00	75.00	Met
Critical Thinking	80	CT3	Information and evidence	37	34.81	31.76	41.03	13.38	13.82	72.79	Met
Critical Thinking	80	CT4	Concepts and formulas	37	34.81	31.76	35.15	10.44	22.65	66.91	Not Met
Communication	10	COM2	Central message	84	84.00	85.98	0.00	14.02	0.00	85.98	Met
Communication	10	COM3	Organization	35	20.73	54.29	31.43	14.29	0.00	85.71	Met
Communication	10	COM4	Support	119	43.74	54.83	25.24	10.69	9.24	80.07	Met
Communication	10	COM5	Style and Mechanics	119	43.74	69.09	23.64	7.27	0.00	92.73	Met
Communication	50	COM1	Context, genre, purpose, needs	55	100.00	27.27	58.18	3.64	10.91	85.45	Met
Communication	50	COM2	Central message	127	100.00	56.26	32.99	2.51	8.23	89.26	Met
Communication	50	COM3	Organization	126	99.31	61.46	24.02	3.23	11.29	85.48	Met
Communication	50	COM5	Style and Mechanics	70	97.22	62.86	24.29	5.71	7.14	87.14	Met
Communication	80	COM2	Central message	37	34.81	54.41	18.38	10.44	16.76	72.79	Met
Communication	80	COM3	Organization	6	31.58	66.67	33.33	0.00	0.00	100.00	Met
Communication	80	COM4	Support	20	40.82	40.00	35.00	15.00	10.00	75.00	Met
Empirical and Quantitative Skills	20	EQS1	Explanation of information	180	80.00	25.05	30.36	29.74	14.85	55.41	Not Met
Empirical and Quantitative Skills	20	EQS2	Conversion	307	67.65	37.40	24.53	19.39	18.67	61.94	Not Met
Empirical and Quantitative Skills	20	EQS3	Calculation	307	67.65	32.82	27.61	18.45	21.12	60.43	Not Met
Empirical and Quantitative Skills	20	EQS4	Judgment/Conclusion	99	53.23	19.51	29.73	5.17	45.59	49.24	Not Met
Empirical and Quantitative Skills	20	EQS5	Evidence	28	71.79	42.86	21.43	7.14	28.57	64.29	Not Met

Teamwork	10	TW1	Articulate expectations	12	32.43	50.00	0.00	50.00	0.00	50.00	Not Met
Teamwork	10	TW2	Apply content with peers	12	32.43	0.00	50.00	50.00	0.00	50.00	Not Met
Teamwork	10	TW3	Team organizational skills	12	32.43	0.00	0.00	100.00	0.00	0.00	Not Met
Teamwork	10	TW4	Peer feedback	12	32.43	0.00	50.00	50.00	0.00	50.00	Not Met
Teamwork	10	TW5	Benefits	12	32.43	0.00	0.00	0.00	100.00	0.00	Not Met
Teamwork	50	TW1	Articulate expectations	149	100.00	70.98	14.19	4.05	10.77	85.17	Met
Social Responsibility	50	SR1	New persepectives	55	100.00	47.27	40.00	0.00	12.73	87.27	Met
Social Responsibility	50	SR2	Articulation of beliefs and perceptions	55	100.00	47.27	40.00	0.00	12.73	87.27	Met
Social Responsibility	50	SR4	Civic reponsibilities	55	100.00	47.27	40.00	0.00	12.73	87.27	Met
Social Responsibility	60	SR1	New persepectives	59	95.16	8.47	28.81	44.07	18.64	37.29	Not Met
Social Responsibility	60	SR2	Articulation of beliefs and perceptions	59	95.16	8.47	28.81	44.07	18.64	37.29	Not Met
Social Responsibility	60	SR3	New awareness	59	95.16	8.47	28.81	44.07	18.64	37.29	Not Met
Social Responsibility	80	SR1	New persepectives	6	31.58	66.67	33.33	0.00	0.00	100.00	Met
Social Responsibility	80	SR5	Application of knowledge	6	31.58	83.33	16.67	0.00	0.00	100.00	Met
Personal Responsibility	10	PR1	Ethical issues	34	19.75	52.14	29.29	18.57	0.00	81.43	Met
Personal Responsibility	10	PR2	Ethical perspectives	90	23.26	32.05	38.57	29.38	0.00	70.63	Met
Personal Responsibility	10	PR3	Consequences and implications	34	19.75	46.43	25.71	27.86	0.00	72.14	Met
Personal Responsibility	10	PR4	Ethical behavior	112	47.86	69.64	19.64	10.71	0.00	89.29	Met
Personal Responsibility	10	PR5	Ethical awareness	106	45.30	18.87	52.83	28.30	0.00	71.70	Met
Personal Responsibility	10	PR6	Ethical context	0	0.00	0.00	0.00	0.00	0.00	0.00	Not Assessed
Personal Responsibility	60	PR6	Ethical context	0	0.00	0.00	0.00	0.00	0.00	0.00	Not Assessed

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Critical Thinking	CT3	Information and evidence	521	49.05	43.54	32.53	17.21	6.73	76.07	Met
Critical Thinking	CT4	Concepts and formulas	555	48.96	34.18	24.27	32.27	9.28	58.45	Not Met
Critical Thinking	CT5	Creativity	139	87.20	48.22	34.76	12.78	4.23	82.99	Met
Communication	COM1	Context, genre, purpose, needs	55	100.00	27.27	58.18	3.64	10.91	85.45	Met
Communication	COM2	Central message	248	75.70	70.66	12.84	10.25	6.25	83.50	Met
Communication	COM3	Organization	167	37.53	56.96	30.14	10.65	2.26	87.10	Met
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Teamwork	TW1	Articulate expectations	161	77.48	63.99	9.46	19.37	7.18	73.45	Met
Teamwork	TW2	Apply content with peers	12	32.43	0.00	50.00	50.00	0.00	50.00	Not Met
Teamwork	TW3	Team organizational skills	12	32.43	0.00	0.00	100.00	0.00	0.00	Not Met
Teamwork	TW4	Peer feedback	12	32.43	0.00	50.00	50.00	0.00	50.00	Not Met
Teamwork	TW5	Benefits	12	32.43	0.00	0.00	0.00	100.00	0.00	Not Met
Social Responsibility	SR1	New perspectives	120	75.58	40.80	34.05	14.69	10.46	74.85	Met
Social Responsibility	SR2	perceptions	114	97.58	27.87	34.41	22.03	15.69	62.28	Not Met
Social Responsibility	SR3	New awareness	59	95.16	8.47	28.81	44.07	18.64	37.29	Not Met
Social Responsibility	SR4	Civic responsibilities	55	100.00	47.27	40.00	0.00	12.73	87.27	Met
Social Responsibility	SR5	Application of knowledge	6	31.58	83.33	16.67	0.00	0.00	100.00	Met
Personal Responsibility	PR1	Ethical issues	34	19.75	52.14	29.29	18.57	0.00	81.43	Met
Personal Responsibility	PR2	Ethical perspectives	90	23.26	32.05	38.57	29.38	0.00	70.63	Met
Personal Responsibility	PR3	Consequences and implications	34	19.75	46.43	25.71	27.86	0.00	72.14	Met
Personal Responsibility	PR4	Ethical behavior	112	47.86	69.64	19.64	10.71	0.00	89.29	Met
Personal Responsibility	PR5	Ethical awareness	106	45.30	18.87	52.83	28.30	0.00	71.70	Met
Personal Responsibility	PR6	Ethical context	0	0.00	0.00	0.00	0.00	0.00	0.00	Not Assessed



## 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).