



**LAMAR INSTITUTE
OF TECHNOLOGY**

Core Curriculum Assessment Plan

Fall 2025

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PART I

Texas Higher Education Coordinating Board, Texas Core Curriculum

The Texas Higher Education Coordinating Board (THECB) revised the Texas Core Curriculum rules in October 2011 with the implementation of these rules for the Fall 2014 semester. According to the THECB, “the Core Curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities and in life.”

The THECB approved a 42-semester credit hour core curriculum for Texas public institutions of higher education. Each institution must have a Statement of Purpose, six core objectives, and nine common component areas.

Statement of Purpose (THECB, Texas Core Curriculum)

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibilities for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Six Core Objectives (THECB, Texas Core Curriculum)

- **Communication Skills (COM)** – effective development, interpretation and expressions of ideas through written, oral and visual communication.
- **Critical Thinking Skills (CT)** – creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Empirical and Quantitative Skills (EQS)** – manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork (TW)** – ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility (PR)** – ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility (SR)** – intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Nine Component Areas (THECB, Texas Core Curriculum)

There are nine Foundational Component Areas (FCA) including one Component Area Option (CAO). Each area has a set number of semester credit hours (SCH), a component description, and specified core objective requirements (see page 14).

- Communication (6 SCH)
- Mathematics (3 SCH)
- Life and Physical Sciences (6 SCH)
- Language, Philosophy and Culture (3 SCH)

- Creative Arts (3 SCH)
- American History (6 SCH)
- Government/Political Science (6 SCH)
- Social and Behavioral Sciences (3 SCH)
- Component Area Option (6 SCH)

Assessment of the Texas Core Curriculum (THECB, TCC Assessment Guidelines)

The purpose of assessment of the Texas Common Core (TCC) is for institutions to discover, document, and seek to improve student attainment of the six core objectives. As such, the rationale for assessing the core objectives are:

1. The TCC forms the foundation of each institution's general education curriculum.
2. Institutions use the assessment of core objectives to improve student learning.
3. Faculty participation is integral throughout the assessment cycle.
4. Institutions use multiple measures for effective assessment, including at least one direct measure per core objective. Externally informed benchmarks are encouraged.
5. Assessment practices are evolving.

Institutions will electronically submit their assessment report of the core objectives to the Texas Higher Education Coordinating Board (Coordinating Board) every 10 years. Coordinating Board staff will review the report to confirm assessment of the six core objectives.

Institutions will continue the assessment practices required by SACSCOC. Institutions will assess the six core objectives using these practices and submit the report to the Coordinating Board every ten years on a schedule in accord with their accreditation reaffirmation schedule. Accountability for assessment of the core objectives is at the institutional level.

Report of Assessment to the Coordinating Board

The assessment report will contain the following two components:

I. Assessment of the Core Objectives

- A. **Description of Assessment:** for each of the six core objectives.
- B. **Assessment Methods:** explanations of measures, methodology, frequency and timeline of assessment activities.
- C. **Criteria/Targets:** explanation of targets used to benchmark the attainment of the six core objectives.
- D. **Results:** evidence of level of attainment targeted and achieved for each of the six core objectives.
- E. **Analysis:** analysis and interpretation of assessment information.
- F. **Actions and Follow-ups:** actions planned, based on assessment results, for the improvement of student learning and achievement.

II. Evaluation of the Assessment Process

Description of the strengths and weaknesses of the assessment process.
Possible actions planned to improve the assessment process.

PART II

LIT's Core Curriculum Assessment Plan

Prior to Fall Semester 2014, Lamar Institute of Technology (LIT) offered general education courses to support the technical Associate of Applied Science degree offered. The Board of Regents of the Texas University System approved LIT to offer an academic associate's degree starting Fall 2014. With this approval, LIT and the Core Curriculum Committee worked to develop and implement a Core Curriculum Assessment process.

I. Assessment of Core Objectives

A. Description of Assessment

LIT will use a combination of assessment methods to determine student learning in the core objective areas. Faculty are involved in the process of assessment throughout the cycle. Assessment will include both direct and indirect measures. This assessment is written with an awareness that the plan is fluid and assessment practices are ever evolving.

B. Assessment Methods

i. Communication

- a. Course level embedded assessment (e.g. Common Assignment) of written, oral, and aural communication, direct measure, biannually
- b. Community College Survey of Student Engagement (CCSSE), Active and Collaborative Learning, indirect measure, annually
- c. Community College Survey of Student Engagement (CCSSE), Student-Faculty Interaction, indirect measure, annually

ii. Critical Thinking

- a. Course level embedded assessment (e.g. Common Assignment) of critical thinking, direct measure, biannually
- b. Community College Survey of Student Engagement (CCSSE), Student Effort, indirect measure, annually
- c. Community College Survey of Student Engagement (CCSSE), Academic Challenge, indirect measure, annually

iii. Empirical and Quantitative Skill

- a. Course level embedded assessment (e.g. Common Assignment) of empirical and quantitative skills, direct measure, biannually
- b. Community College Survey of Student Engagement (CCSSE), Student Effort, indirect measure, annually

- c. Community College Survey of Student Engagement (CCSSE), Academic Challenge, indirect measure, annually

iv. Teamwork

- a. Course level embedded assessment (e.g. Common Assignment) of teamwork, direct measure, biannually
- b. Community College Survey of Student Engagement (CCSSE), Active and Collaborative Learning, indirect measure, annually

v. Personal Responsibility

- a. Course level embedded assessment (e.g. Common Assignment) of personal responsibility, direct measure, biannually
- b. Community College Survey of Student Engagement (CCSSE), Student Effort, indirect measure, annually
- c. Community College Survey of Student Engagement (CCSSE), Academic Challenge, indirect measure, annually
- d. Community College Survey of Student Engagement (CCSSE), Support for Learners, indirect measure, annually

vi. Social Responsibility

- a. Course level embedded assessment (e.g. Common Assignment) of social responsibility, direct measure, biannually
- b. Community College Survey of Student Engagement (CCSSE), Active and Collaborative Learning, indirect measure, annually
- c. Community College Survey of Student Engagement (CCSSE), Support for Learners, indirect measure, annually

vii. Course Level Assignments

Students submit course level embedded assignments (see page 12-13) that will be assessed by faculty members teaching courses in the core curriculum. Institutional Effectiveness and Assessment personnel will create a random sample of students to be surveyed. The LIT Common Core Rubrics (see pages 17-23) designed by faculty are used to assess the artifacts collected for the common assignment. Faculty will assess the artifacts of each assignment and determine the attainment level of each core objective. Quality assurance of the scoring is monitored by the Chair of the Department offering the course, the Deans of Instruction, the Executive Vice President of Instruction/Provost, and the Executive Director of Institutional Effectiveness and Assessment. Should rater reliability be an issue, additional faculty will be assigned to assess each of the common assignments submitted or additional training may be required. The moderators shall meet after each long semester to determine issues in scoring.

Artifacts and rubric scores will be housed in a central database (e.g. XitracS) for ease of result assessment and analysis.

viii. Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement (CCSSE) is a survey that assesses institutional practices and student behaviors and experiences that are highly correlated with student learning and student retention. CCSSE attempts to measure five benchmarks that have been shown to be important in quality educational practice:

- a. Active and collaborative learning
- b. Student effort
- c. Academic challenge
- d. Student-faculty interaction
- e. Support for learners

Survey questions within the CCSSE survey correspond to the core objectives. LIT will compare the benchmark scores with the student level of attainment for each core objective using these CCSSE survey questions. If the student level of attainment for each core objective exceeds the benchmark scores, the student will have achieved the core objective.

C. Criteria/Target Score

Each of the six rubrics includes specific criteria and performance indicators. The institutional target for the direct assessments of each core objective is 2.8 (70%) of the representative sample of students will meet or exceed expectations for the objective/criteria core rubrics.

The institutional target for CCSSE will be an average of scores equal to or surpassing the frequency distribution on the questions mapped to the core objectives.

D. Analysis Based on Results/Use of Results

Assessment will occur at the institutional level. An institutional assessment of core objectives will be completed in partnership with the Department Chairs offering core classes, Deans of Instruction, Vice President of Instruction/Provost, and Executive Director of Institutional Effectiveness and Assessment. Scoring data for all assessment measures will be collected and analyzed for trends in student attainment and a broad understanding of student achievement. Scoring data will then be disaggregated into Core Objectives and Foundational Component Areas to identify specific areas of strength and weakness.

Assessment will occur at the course level. Core objectives will be assessed each semester as the core courses rotate through a two-year cycle. By analyzing rubric scoring from the common assignments each semester, department chairs and faculty

monitor student learning in the core. This enables faculty to help students identify their strengths and weaknesses and target areas that need work. Faculty are encouraged to explore new teaching methods, implement strategies, and develop the course curriculum as needed.

Institutional and course level results will be presented to the Core Curriculum Committee.

E. Actions/Follow-Up

The Core Curriculum Committee will receive the institutional and course level assessment results and will identify areas of low attainment. The Core Curriculum Committee will work with Department Chairs of course offerings to address any specific areas where there are deficiencies. This work may include mentoring faculty, providing specific professional development opportunities, changes in the common assignment, or additional teaching strategies.

II. Evaluation of the Assessment Process

The cycle of assessment will be evaluated annually by the Core Curriculum Committee with input from faculty teaching core courses, Department Chairs, Deans of Instruction, the Vice President of Instruction/Provost, and the Executive Director of Institutional Effectiveness and Assessment.

Changes to the Core Assessment process will be approved by the Core Curriculum Committee and presented to the Instructional Council, Executive Team, THECB and SACSCOC.

LIT's CORE Curriculum

Component Area	Course		Course Title	SCH
Communication	ENGL	1301	Composition I	3
Communication	SPCH	1315	Public Speaking	3
Communication	SPCH	1318	Interpersonal Communication	3
Mathematics	MATH	1332	Contemporary Mathematics	3
Mathematics	MATH	1314	College Algebra	3
Mathematics	MATH	1342	Elementary Statistical Methods	3
Mathematics	MATH	2312	Pre-Calculus Math	3
Mathematics	MATH	2413	Calculus I	4
Life & Physical Sciences	BIOL	1306	Biology for Science Majors I	3
Life & Physical Sciences	BIOL	1307	Biology for Science Majors II	3
Life & Physical Sciences	BIOL	1322	Nutrition and Diet Therapy	3
Life & Physical Sciences	BIOL	2301	Anatomy and Physiology I	3
Life & Physical Sciences	BIOL	2302	Anatomy and Physiology II	3
Life & Physical Sciences	BIOL	2320	Microbiology for Non-Science Majors	3
Life & Physical Sciences	CHEM	1306	Introduction to Chemistry	3
Life & Physical Sciences	CHEM	1311	General Chemistry I	3
Life & Physical Sciences	CHEM	1312	General Chemistry II	3
Life & Physical Sciences	PHYS	1305	Elementary Physics I	3
Life & Physical Sciences	PHYS	2325	University Physics I	3
Language, Philosophy & Culture	ENGL	2321	British Literature	3
Language, Philosophy & Culture	ENGL	2326	American Literature	3
Language, Philosophy & Culture	PHIL	1301	Introduction to Philosophy	3
Creative Arts	ARTS	1301	Art Appreciation	3
Creative Arts	HUMA	1315	Fine Arts Appreciation	3
American History	HIST	1301	United States History I	3
American History	HIST	1302	United States History II	3
Government/Political Science	GOVT	2305	Federal Government	3
Government/Political Science	GOVT	2306	Texas Government	3
Social & Behavioral Sciences	ECON	2301	Principles of Macroeconomics	3
Social & Behavioral Sciences	ECON	2302	Principles of Microeconomics	3
Social & Behavioral Sciences	PSYC	2301	General Psychology	3
Social & Behavioral Sciences	PSYC	2314	Lifespan Growth & Development	3
Social & Behavioral Sciences	SOCI	1301	Introductory Sociology	3
Social & Behavioral Sciences	SOCI	1306	Social Problems	3
Component Area Option	BIOL	1106	Biology for Science Majors I (lab)	1
Component Area Option	BIOL	1107	Biology for Science Majors II (lab)	1
Component Area Option	BIOL	2101	Anatomy and Physiology I (lab)	1
Component Area Option	BIOL	2102	Anatomy and Physiology II (lab)	1
Component Area Option	BIOL	2120	Microbiology for Non-Science Majors (lab)	1
Component Area Option	CHEM	1106	Introduction to Chemistry (lab)	1
Component Area Option	CHEM	1111	General Chemistry I (lab)	1
Component Area Option	CHEM	1112	General Chemistry II (lab)	1
Component Area Option	ENGL	1302	Composition II	3
Component Area Option	EDUC/PSYC	1100	Learning Frameworks	1
Component Area Option	PHYS	1105	Elementary Physics I (lab)	1
Component Area Option	PHYS	2125	University Physics I (lab)	1

SAMPLE Common Assignment

Assessment of Core Objectives HIST 1301 United States History I

Note: All instructors teaching this course in the Core Curriculum for LIT will agree to teach, assign, assess and document this assignment.

- I. Title and Number of the Course:** HIST 1301 United States History I
- II. Title of Assignment:** Book Assignment
- III. Foundational Component Area:** Communication
- IV. Core Objectives assessed in this assignment:**
- a. Critical Thinking:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
 - b. Communication:** To include effective development, interpretation and expression of ideas through written, oral and visual communication.
 - c. Personal Responsibility:** To include the ability to connect choices, actions, and consequences to ethical decision-making.
 - d. Social Responsibility:** Demonstrates an ability to engage effectively and constructively with diverse populations across communities, age groups, landscapes, orientations, identities, abilities, and ideologies.
- V. Description of Assignment** (as it appears to the students):

Book Assignment:

This assignment counts towards 20% of your final grade.

The student will select one of the two book options for the course, read the book, and analyze the author's argument and use of evidence to support his or her argument. The student will write a paper over the book's contents, but will largely focus on what the author's argument is and how the author created his or her argument with historical evidence. The student should include his or her own thoughts about whether the author succeeded in convincing his or her readers of the argument, and the student should relate the book's contents to current-day events and the lessons to be learned in our modern-day world.

VI. Assessment of Core Objectives:

This assignment will be assessed using the Core Objective Rubrics

	Assignment Elements	Core Objectives Assessed
1	Organization of information, critical evaluation of author's work, and analyzing sources	CT
2	Interpretation and expression of ideas through written paper	COMM
3	Demonstrate how the book's contents may have consequences in modern-day world through written communication	PR
4	Demonstrate how the book's contents allow the student to broaden their ideas about diverse groups and ideologies through written communication	SR

VII. Artifacts to be Collected:

At least a 2-page minimum paper.

Texas Higher Education Coordinating Board Core Objectives Guide

		● Required Core Objectives			○ Optional Core Objectives		
Foundational Component Area	SCH	CT	COM	EQS	TW	SR	PR
Communication	6	●	●	○	●	○	●
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	●	●	●	○	○	○
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	●	●	●	●	○	○
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	●	●	○	○	●	●
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	●	●	○	●	●	○
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	●	●	○	○	●	●
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	●	●	○	○	●	●
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	●	●	●	○	●	○
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	●	●	○	○	○	○
<p>a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas</p> <p>b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:</p> <p>(i) Meet(s) the definition specified for one or more of the foundational component areas; and</p> <p>(ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.</p>							

**Schedule of Core Curriculum Assessment
General Education Assessment (Core Assessment)**

Component Area	Course	Title	Even Numbered Years	Odd Numbered Years	Odd Numbered Years	Even Numbered Years
			Fall	Spring	Fall	Spring
Communication	ENGL 1301	Composition I		X		
Communication	SPCH 1315	Public Speaking			X	
Communication*	SPCH 1318*	Interpersonal Communication	X			
Mathematics	MATH 1332	Contemporary Mathematics	X			
Mathematics	MATH 1314	College Algebra		X		
Mathematics	MATH 1342	Elementary Statistical Methods				X
Mathematics	MATH 2312/2412	Pre-Calculus		X		
Mathematics	MATH 2413	Calculus I			X	
Life & Physical Sciences	BIOL 1306	Biology for Science Majors I			X	
Life & Physical Sciences	BIOL 1307	Biology for Science Majors II				X
Life & Physical Sciences	BIOL 1322	Nutrition and Diet Therapy			X	
Life & Physical Sciences	BIOL 2301	Anatomy and Physiology I	X			
Life & Physical Sciences	BIOL 2302	Anatomy and Physiology II		X		
Life & Physical Sciences	BIOL 2320	Microbiology for Non-Science Majors			X	
Life & Physical Sciences	CHEM 1306	Introduction to Chemistry				X
Life & Physical Sciences	CHEM 1311	General Chemistry I			X	
Life & Physical Sciences	CHEM 1312	General Chemistry II				X
Life & Physical Sciences	PHYS 1305	Elementary Physics I		X		
Life & Physical Sciences	PHYS 2325	University Physics I				X
Language, Philosophy, Culture	ENGL 2321	British Literature	X			
Language, Philosophy, Culture	ENGL 2326	American Literature		X		
Language, Philosophy, Culture	PHIL 1301	Introduction to Philosophy			X	

**Schedule of Core Curriculum Assessment
General Education Assessment (Core Assessment)**

Component Area	Course	Title	Even Numbered Years	Odd Numbered Years	Odd Numbered Years	Even Numbered Years
			Fall	Spring	Fall	Spring
Creative Arts	ARTS 1301	Art Appreciation			X	
Creative Arts	HUMA 1315	Fine Arts Appreciation				X
American History	HIST 1301	United States History I	X			
American History	HIST 1302	United States History II		X		
Government/Political Science	GOVT 2305	Federal Government	X			
Government/Political Science	GOVT 2306	Texas Government				X
Social & Behavioral Sciences	ECON 2301	Principles of Macroeconomics	X			
Social & Behavioral Sciences	ECON 2302	Principles of Microeconomics		X		
Social & Behavioral Sciences	PSYC 2301	General Psychology			X	
Social & Behavioral Sciences	PSYC 2314	Lifespan Growth and Development				X
Social & Behavioral Sciences	SOCI 1301	Introductory Sociology		X		
Social & Behavioral Sciences	SOCI 1306	Social Problems			X	
Component Area Option	BIOL 1106	Biology for Science Majors I (lab)			X	
Component Area Option	BIOL 1107	Biology for Science Majors II (lab)				X
Component Area Option	BIOL 2101	Anatomy and Physiology I (lab)	X			
Component Area Option	BIOL 2102	Anatomy and Physiology II (lab)		X		
Component Area Option	BIOL 2120	Microbiology for Non-Science Majors (lab)			X	
Component Area Option	CHEM 1106	Introduction to Chemistry (lab)				X
Component Area Option	CHEM 1111	General Chemistry I (lab)			X	
Component Area Option	CHEM 1112	General Chemistry II (lab)				X
Component Area Option	ENGL 1302	Composition II			X	
Component Area Option	EDUC 1100/	Learning Frameworks				X
Component Area Option	PHYS 1105	Elementary Physics I (lab)		X		
Component Area Option	PHYS 2125	University Physics I (lab)				X

*pending THECB approval

Lamar Institute of Technology COMMUNICATION RUBRIC

Definition

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

Core Objective Aspects	Exceeds Expectations 4pts	Meets Expectations 3pts	Below Expectations 2pts	Unacceptable 1pt
Context and purpose	Exceptionally effective content for purpose, occasion, audience, and assignment; exceptional audience adaptation	Adequate content, appropriate and effective for purpose, occasion, audience, and assignment; some audience adaptation evident	Content was inappropriate for the purpose, occasion, audience, and assignment; minimal adaptation to the audience	Failed to meet assignment purpose; no adaptation for occasion/audience (language, knowledge, experience, culture)
Organization	Exceptionally clear organizational pattern; easily followed	Mostly organized and logical organization; logical progression of ideas; some unity of thought	Organization is lacking, information is rambling; does not follow assignment structure; lack of unity in thought	No evident structure; repetitive ideas; impossible to follow
Central message	Exceptional use of information/details/ research/examples that support the central idea and main points	Some clarifying information/details/ research/examples which support the central idea and main points	Lacks information/details/ research/examples to support central ideas and main points	No details provided; information/details/ research/examples fail to support the central idea and main points
Written, visual, and/or oral communication skills	Information is conveyed in a clear, appropriate, logical, and easy-to- follow manner; correct diction, grammar, and format are used throughout	Information is conveyed in a clear, appropriate manner; diction, grammar, and format are mostly correct	Information is conveyed in a manner that is somewhat unclear and difficult to follow; diction, grammar, and format are often incorrect and/or inconsistent	Information is conveyed in an unclear, inappropriate manner that is difficult to follow; diction, grammar, and format are overall incorrect
Quality of sources	Appropriate, credible sources of information are used; sources are correctly cited	Appropriate sources of information are used; sources are correctly cited	Most informational sources are not appropriate or reliable; sources are partially or incorrectly cited	Informational sources may not have been used or may be inappropriate; sources are incorrectly cited or not cited at all

Lamar Institute of Technology CRITICAL THINKING RUBRIC

Definition

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

Core Objective Aspects	Exceeds Expectations 4pts	Meets Expectations 3pts	Below Expectations 2pts	Unacceptable 1pt
Generate/demonstrate original ideas	Clearly demonstrates original ideas through established methods	Demonstrates an original idea but is not from an established method	Demonstrated ideas are not original	Fails to demonstrate an original idea
Apply information in an innovative way	Independently produces ideas that are fresh, unique, original and well- developed	Often produces unique ideas with minimal support	Occasionally produces unique ideas but only with significant guidance and encouragement	Does not produce anything unique or ideas are mundane and predictable
Ask relevant questions	Successfully asks relevant questions about the provided information	Asks some questions relevant to the provided information	Asks questions not relevant to the provided information	Fails to ask questions relevant to the provided information
List/describe the components of information	Can list and describe components of information and suggest additional elements	Can list and describe components of information	Can list, but not describe, components of information	Cannot list or describe any components of information
Judge the relevance of the components	Component information is clearly comprehensive, inter-related, topical, meaningful and causal	Component information is mostly comprehensive, inter-related, topical, meaningful or causal	Component information is somewhat comprehensive, inter- related, topical, meaningful and causal	Component information is not comprehensive, inter- related, topical, meaningful and causal
Integrate/organize information in its functional context	Information is clearly organized and integrated into a functional context	Some information is organized and integrated into a functional context	Information is organized but not integrated into a functional context	Ideas are disjointed and presented without a contextual framework

Lamar Institute of Technology EMPIRICAL AND QUANTITATIVE SKILLS RUBRIC

Definition

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

Core Objective Aspects	Exceeds Expectations 4pts	Meets Expectations 3pts	Below Expectations 2pts	Unacceptable 1pt
Identify and manipulate observable facts or numerical data	Identifies and manipulates observable facts or numerical data in a comprehensive manner; defines parameters and nuances in a fully focused and testable manner	Identifies and manipulates observable facts or numerical data in a competent manner; defines parameters and nuances in a competently focused and testable manner	Identification and manipulation of observable facts or numerical data is attempted but mostly unsuccessful; defines parameters and nuances in a poorly focused or untestable manner	Identification and manipulation of observable facts or numerical data is attempted but unsuccessful; defines parameters and nuances in an unfocused and untestable manner
Apply and analyze observable facts or numerical data	Able to process and analyze observable facts or numerical data as a basis for thoughtful judgment; organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities	Able to process and analyze observable facts or numerical data as a basis for competent judgment; organizes and synthesizes evidence to reveal patterns, differences, or similarities	Unable to effectively process and analyze observable facts or numerical data to make further judgment; organizes evidence but the organization is not effective in revealing important patterns, differences, or similarities	Makes no attempt to process and analyze observable facts or numerical data to make further judgment; lists evidence but is not organized
Draw informed conclusions	Draws accurate and carefully qualified conclusions that are insightful and well supported by the facts or data	Draws reasonable and appropriate conclusions that are logical and mostly supported by the facts or data	Draws mostly incorrect conclusions that are poorly supported and contain logical flaws	Draws incorrect conclusions that are largely unsupported by the facts or data

Lamar Institute of Technology PERSONAL RESPONSIBILITY RUBRIC

Definition

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

Core Objective Aspects	Exceeds Expectations 4pts	Meets Expectations 3pts	Below Expectations 2pts	Unacceptable 1pt
Ethical Awareness	Identifies personal core beliefs; discusses the relationship between core beliefs and ethical behavior	Identifies some personal core beliefs; discusses the relationship between core beliefs and ethical behavior	Identifies few personal core beliefs; identifies the relationship between core beliefs and ethical behavior	Identifies no personal core beliefs; unable to identify or discuss the relationship between core beliefs and ethical behavior
Recognize ethical issues	Identifies ethical issues in a complex context; recognizes interrelationships among the issues	Identifies some ethical issues in a complex context; recognizes some interrelationships among the issues	Identifies some ethical issues in a simple context; recognizes few interrelationships among the issues	Cannot identify ethical issues in any context
Apply ethical reasoning	Applies various ethical perspectives and ideas independently and accurately to an ethical question; develops an insightful response	Applies some ethical perspectives and ideas accurately to an ethical question; develops an appropriate response	Applies few ethical perspectives and ideas to an ethical question; develops a minimal response	Unable to express an ethical perspective or idea for an ethical question; or develops an unrelated or inappropriate response
Connect ethical decision making to consequences	Thoroughly assesses the consequences of ethical decisions; considers most implications of those decisions and actions	Assesses the consequences of ethical decisions; considers some of the implications of those decisions and actions	Recognizes some consequences of ethical decisions; considers few implications of those decisions and actions	Does not recognize any consequences of ethical decisions

Lamar Institute of Technology SOCIAL RESPONSIBILITY RUBRIC

Definition

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

Core Objective Aspects	Exceeds Expectations 4pts	Meets Expectations 3pts	Below Expectations 2pts	Unacceptable 1pt
Demonstrates Intercultural competence	Able to analyze the contrasting outlooks, perspectives and value sets of cultural groups around the world	Demonstrates knowledge of important contributions of various cultural groups	Identifies common traits of various cultural groups	Unable to identify common traits of various cultural groups
Knowledge of civic responsibility	Able to analyze the effects of an individual carrying out citizenship responsibilities and the effects of not doing so	Demonstrates an understanding of how social and democratic institutions interact on a national and global level	Demonstrates an understanding of the responsibilities of citizenship or the purpose of various social or democratic institutions	Cannot demonstrate a basic understanding of the responsibilities of citizenship or the purpose of various social or democratic institutions
Demonstrates an ability to engage effectively in regional, national and global communities	Analyzes the ability of regional, national and global communities or organizations to solve specific problems; cites real life examples or evidence	Demonstrates an understanding of the unique challenges associate with civic engagement at the different levels	Demonstrates an understanding of how communities function at the regional, national and global levels	Has problems differentiating between regional, national and global communities; has difficulty identifying the unique challenges at each level

Lamar Institute of Technology TEAMWORK RUBRIC

Definition

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

Core Objective Aspects	Exceeds Expectations 4pts	Meets Expectations 3pts	Below Expectations 2pts	Unacceptable 1pt
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by constructively building upon the contributions of others; noticing when someone is not participating and inviting them to engage	Engages team members in ways that facilitate their contributions to meetings by restating the views of others; asking questions for clarification	Engages team members by taking turns and listening to others without interrupting	Does not engage with other team members in a manner that facilitates mutual cooperation and/or completion of task at hand
Responds to Conflict	Addresses destructive conflict directly and constructively; manages/resolves conflict in a way that strengthens overall team and future effectiveness	Identifies and acknowledges conflict and redirects focus toward task at hand (away from conflict)	Passively accepts alternate viewpoints, ideas and/or opinions	Fails to address, redirect or manage conflict, promotes destructive conflict
Contributes to Team Meetings	Helps the team move forward; articulates the merits of alternative ideas or proposals	Advances the work of the group by offering new suggestions; alternative solutions or courses of action based upon the ideas of others	Shares ideas but does not advance the work of the group	Does not engage with or share ideas with the group to advance the task at hand
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, and advances the project; Proactively helps other team members complete assigned tasks to a level of excellence	Completes all assigned tasks by deadline; work accomplished is competent and advances the project	Completes all assigned tasks individually not as part of the group; meets deadlines	Either ineffectively completes assigned tasks or does not complete tasks

Lamar Institute of Technology TEAMWORK RUBRIC (cont'd)

Core Objective Aspects	Exceeds Expectations 4pts	Meets Expectations 3pts	Below Expectations 2pts	Unacceptable 1pt
Foster Constructive Team Climate	Supports a constructive team climate by demonstrating three of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members	Supports a constructive team climate by demonstrating two of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members	Supports a constructive team climate by demonstrating one of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members	Does not demonstrate any of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members