

Teamwork

**Generated using AI

Community Service Project:

- Objective: Collaboratively plan and execute a community service project that addresses a local need (e.g., park cleanup, food drive, tutoring program).
- Students will work in teams to organize, promote, and implement the project, emphasizing the importance of effective communication and recognizing each team member's strengths.

Entrepreneurial Venture:

- Objective: Form a small business team and develop a viable business idea.
- Teams will be responsible for creating a business plan, assigning roles based on strengths, and working together to execute their plan. This project encourages creativity, communication, and collaboration.

Crisis Management Simulation:

- Objective: Simulate a crisis scenario (e.g., natural disaster, public health emergency) and task students with developing a comprehensive crisis management plan.
- Teams will need to communicate effectively, allocate responsibilities based on strengths, and collaborate under pressure to create and present their crisis management strategy.

Design Thinking Challenge:

- Objective: Apply design thinking principles to solve a real-world problem.
- Teams will go through the entire design thinking process, from empathizing with end-users to prototyping and testing solutions. This project emphasizes collaboration, creativity, and the ability to integrate diverse perspectives.

Multicultural Awareness Campaign:

- Objective: Create a campaign that promotes multicultural awareness and inclusivity.
- Teams will develop and execute a campaign that raises awareness about cultural diversity. This project requires effective communication, collaboration, and the ability to appreciate and incorporate diverse perspectives.

Interactive Workshop Series:

- Objective: Design and deliver a series of workshops on a relevant topic (e.g., leadership skills, stress management).

- Teams will collaborate to develop workshop content, assign roles for presentation, and organize interactive activities. This project focuses on effective communication, teamwork, and recognizing the strengths of each team member.

Innovation Challenge:

- Objective: Address a specific problem or need by developing an innovative solution.
- Teams will work together to brainstorm, prototype, and present their innovative solution. This project encourages collaboration, effective communication, and the ability to integrate diverse perspectives to solve complex problems.

Charity Event Planning:

- Objective: Plan and execute a charity event to raise funds for a chosen cause.
- Teams will collaborate to organize every aspect of the event, from fundraising strategies to event logistics. This project emphasizes teamwork, effective communication, and recognizing each team member's contributions.

These projects can be adapted to various educational levels and fields of study, fostering essential skills for collaboration and teamwork while addressing real-world challenges.

Social Responsibility

Assingment Prompts

Objective:

Forecast how your civic responsibility impacts both school culture and the surrounding community.

Address civic responsibility as it relates to student culture and background as well as current social setting.

Have students address these prompts at the beginning of the course and add to them at different intervals throughout the course.

Personal Responsibility

1. Critical Thinking: Case Study Analysis

Prompt: Choose a contemporary issue in your field of study. Conduct a thorough analysis of a related case study, identifying the key issues, potential biases, and underlying assumptions. Propose evidence-based solutions or alternatives, demonstrating your ability to think critically and analytically about complex problems.

2. Communication: Multimedia Project

Visual Communication Prompt: Create an infographic or video that communicates a complex concept from your course in a clear, concise, and visually appealing manner. Ensure that your visual aids enhance the understanding of the topic and are accessible to a diverse audience.

Oral Communication Prompt: Deliver a 10-minute persuasive speech on a topic relevant to your course, demonstrating clarity, coherence, and effective use of language. Ensure that your delivery captures the audience's attention and effectively communicates your message.

Written Communication Prompt: Write a research paper on a topic relevant to your course, ensuring that your arguments are well-structured, your ideas are clearly expressed, and your writing is free of grammatical errors. Use appropriate citations and adhere to academic integrity standards.

3. Teamwork: Collaborative Project

Prompt: Engage in a group project where each member contributes to the research, analysis, and presentation of a topic relevant to your course. Ensure equitable participation, effective communication, and conflict resolution within the group. Reflect on the group dynamics and your role in ensuring the success of the project.

4. Empirical Quantitative Skills: Data Analysis Assignment

Prompt: Choose a dataset relevant to your field of study. Use statistical tools and methods to analyze the data, draw conclusions, and present your findings. Ensure that your analysis is accurate, your conclusions are justified, and your presentation of data is clear and comprehensible.

5. Social Responsibility: Community Engagement Report

Prompt: Identify a social issue affecting your local community. Engage with community members or organizations to understand the issue from various perspectives. Write a report outlining the issue, its impact on the community, and propose sustainable and inclusive solutions. Demonstrate awareness of your social responsibility and the ethical implications of your proposals.

6. Personal Responsibility: Self-Reflection Essay

Prompt: Reflect on a personal or academic challenge you have faced during your time at college. Discuss the steps you took to overcome this challenge, the resources you utilized, and the lessons you learned. Highlight your demonstration of personal responsibility, resilience, and commitment to personal growth.

Prompts Examples were used using Generative Artificial Intelligence.

Empirical Quantitative Skills

Empirical and Quantitative Skills: Odessa College students will demonstrate the ability to collect, analyze, and interpret data using quantitative methods. It involves being able to understand mathematical concepts and formulas and to use them to make observations and draw conclusions based on evidence.

Statement: Upon completion of the core curriculum, students will be able to analyze data in order to understand the scope and address the limitations of the study, reach a logical conclusion, and develop questions to enhance the research further.

Assessment version: Select a peer-reviewed journal article published within the last 5 years and summarize the various parts of research design implemented in the study including an analysis of the numerical data provided. Extend the research by introducing your adaptation of the study after addressing the limitations within the article's research. Include logical data that predicts the outcomes of your study (you will model the article's research design and use the template provided).

Critical Thinking

With AI assistance I had it create a sample critical thinking assessment:

Assessment Title: Analytical Decision-Making Exercise

Instructions: Students will be presented with a complex scenario or case study relevant to the content of their specific course. They are required to analyze the information provided and respond to the following components:

1. **Identify Assumptions:** a. Clearly state any assumptions present in the scenario. b. Assess the implications of these assumptions on the overall argument or situation.
2. **Evaluate Argument:** a. Identify the main argument or thesis presented. b. Evaluate the strengths and weaknesses of the argument. c. Provide specific evidence or examples to support your evaluation.
3. **Make Reasoned Judgments:** a. Formulate your own perspective on the scenario. b. Justify your perspective with logical reasoning and evidence.

Scoring Rubric:

- **Assumptions (10 points):**
 - Clearly identified and discussed assumptions (5 points).
 - Thorough analysis of assumption implications (5 points).
- **Argument Evaluation (15 points):**
 - Accurate identification of the main argument or thesis (5 points).
 - Comprehensive evaluation of strengths and weaknesses (8 points).
 - Effective use of evidence or examples (2 points).
- **Reasoned Judgments (10 points):**
 - Clearly formulated and justified personal perspective (8 points).
 - Logical reasoning and evidence supporting judgments (2 points).

Overall Assessment Criteria:

- Clarity of expression.

- Depth of analysis.
- Application of critical thinking skills.
- Use of relevant course concepts.

Implementation: Faculty can integrate this assessment into their courses by tailoring the scenario to align with the specific content of the class. It provides a platform for students to showcase their ability to critically analyze information, identify assumptions, evaluate arguments, and make reasoned judgments—addressing the defined student learning outcome for critical thinking at Odessa College.

Absolutely! Let's create a more generalized version of the critical thinking assessment that can be applied to any college-level course:

Assessment Title: Critical Analysis and Decision-Making Task

Instructions: Students will be presented with a thought-provoking scenario or case study that is adaptable to various academic disciplines. In response, apply critical thinking skills to address the following aspects:

1. **Identify Assumptions:** a. Explicitly state any assumptions evident in the scenario. b. Analyze how these assumptions influence the overall situation.
2. **Evaluate Argument:** a. Identify the central argument or main point presented. b. Critically assess the strengths and weaknesses of the argument. c. Support your evaluation with relevant examples or evidence.
3. **Make Reasoned Judgments:** a. Formulate your own perspective on the scenario. b. Provide a clear justification for your stance, incorporating logical reasoning and evidence.

Scoring Rubric:

- **Assumptions (10 points):**
 - Clearly identified and discussed assumptions (5 points).
 - Thoughtful analysis of assumption implications (5 points).
- **Argument Evaluation (15 points):**
 - Accurate identification of the main argument or thesis (5 points).
 - Comprehensive evaluation of strengths and weaknesses (8 points).

- Effective use of evidence or examples (2 points).
- **Reasoned Judgments (10 points):**
 - Clearly formulated and justified personal perspective (8 points).
 - Logical reasoning and evidence supporting judgments (2 points).

Overall Assessment Criteria:

- Clarity of expression.
- Depth of analysis.
- Application of critical thinking skills.
- Connection to relevant course concepts.

Implementation: This assessment can be seamlessly integrated into any college-level course by adapting the scenario to suit the subject matter. It offers a versatile platform for students to showcase their critical thinking abilities, fulfilling the defined student learning outcome for critical thinking across diverse academic disciplines.

Using a philosophical scenario can be an excellent choice for a critical thinking assessment, as it often involves complex reasoning, assumptions, and the need for thoughtful judgments. Based upon the example above this may be how we might structure the assessment with a philosophical scenario:

Assessment Title: Philosophical Inquiry and Critical Reflection

Scenario: Consider a philosophical dilemma related to [insert philosophical topic]. This scenario should be broad enough to be adaptable to various courses. For example, it could involve an ethical dilemma, a question about the nature of reality, or an exploration of personal identity.

Instructions: Respond to the scenario by engaging in the following tasks:

1. **Identify Assumptions:** a. Clearly state any assumptions inherent in the philosophical scenario. b. Analyze the impact of these assumptions on the overall philosophical inquiry.

2. **Evaluate Argument:** a. Identify the central argument or thesis presented within the philosophical context. b. Evaluate the strengths and weaknesses of the philosophical argument. c. Provide philosophical reasoning and examples to support your evaluation.
3. **Make Reasoned Judgments:** a. Develop and articulate your own philosophical perspective on the scenario. b. Justify your perspective using rigorous philosophical reasoning and, if applicable, relevant philosophical theories.

Scoring Rubric:

- **Assumptions (10 points):**
 - Clear identification and discussion of assumptions (5 points).
 - Thoughtful analysis of how assumptions shape the philosophical inquiry (5 points).
- **Argument Evaluation (15 points):**
 - Accurate identification of the main philosophical argument or thesis (5 points).
 - Comprehensive evaluation of strengths and weaknesses (8 points).
 - Effective use of philosophical reasoning and examples (2 points).
- **Reasoned Judgments (10 points):**
 - Clearly formulated and justified personal philosophical perspective (8 points).
 - Logical reasoning and application of relevant philosophical theories (2 points).

Overall Assessment Criteria:

- Clarity of philosophical expression.
- Depth of philosophical analysis.
- Application of critical thinking skills within a philosophical context.

Implementation: Instructors can adapt this assessment to the specific philosophical focus of their course. This provides a rich opportunity for students to apply critical thinking skills in a philosophical context, meeting the requirements for the broader student learning outcome related to critical thinking.

Expanding on that I pulled from the ideas from TCC's example and had the AI help make an ethical scenario that can serve as the basis for a critical thinking assessment across different courses:

Scenario: The Trolley Dilemma in a Medical Context

Background: Imagine you are a medical professional working in a hospital. A runaway trolley is heading towards five people who are tied to the tracks and cannot move. You have the option to divert the trolley onto another track, but there is one person tied to that track. The ethical dilemma lies in deciding whether to divert the trolley, sacrificing one life to save five, or allowing the trolley to continue its original path.

Instructions: Respond to the scenario by engaging in the following tasks:

1. **Identify Assumptions:** a. Clearly state any assumptions present in the ethical dilemma. b. Analyze the implications of these assumptions on the overall ethical decision-making.
2. **Evaluate Ethical Argument:** a. Identify the central ethical argument or principle at play. b. Evaluate the strengths and weaknesses of the ethical argument. c. Support your evaluation with ethical reasoning and real-world examples.
3. **Make Reasoned Ethical Judgments:** a. Formulate your own ethical stance on the scenario. b. Justify your perspective using ethical principles, considering the consequences, duties, and rights involved.

Scoring Rubric:

- **Assumptions (10 points):**
 - Clear identification and discussion of assumptions (5 points).
 - Thoughtful analysis of how assumptions shape ethical decision-making (5 points).
- **Ethical Argument Evaluation (15 points):**
 - Accurate identification of the central ethical argument or principle (5 points).
 - Comprehensive evaluation of strengths and weaknesses (8 points).
 - Effective use of ethical reasoning and real-world examples (2 points).
- **Reasoned Ethical Judgments (10 points):**
 - Clearly formulated and justified personal ethical perspective (8 points).
 - Logical reasoning and application of relevant ethical principles (2 points).

Overall Assessment Criteria:

- Clarity of expression.
- Depth of ethical analysis.
- Application of critical thinking skills within an ethical context.

Implementation: Instructors can adapt this assessment to various courses, ensuring that it aligns with the ethical considerations relevant to their specific disciplines. This ethical scenario provides a practical and engaging way for students to apply critical thinking skills to complex ethical dilemmas, meeting the broader student learning outcome related to critical thinking.

10 multiple-choice questions designed to assess critical thinking skills, along with an answer key:

Assessment: Critical Thinking Skills

Question 1:

In solving a complex problem, what is the first step of critical thinking?

- a. Jumping to a conclusion
- b. Identifying the problem
- c. Ignoring alternative perspectives
- d. Avoiding analysis

Answer: b. Identifying the problem

Question 2:

When evaluating the reliability of information, what is a crucial aspect of critical thinking?

- a. Accepting information at face value
- b. Considering the source and its credibility
- c. Ignoring potential biases
- d. Avoiding cross-referencing

Answer: b. Considering the source and its credibility

Question 3:

In a group discussion, what is a key element of critical thinking?

- a. Agreeing with the majority
- b. Challenging assumptions and ideas
- c. Avoiding questions
- d. Prioritizing personal opinions

Answer: b. Challenging assumptions and ideas

Question 4:

When faced with a decision, what does critical thinking involve?

- a. Making impulsive choices
- b. Considering only one perspective
- c. Weighing pros and cons
- d. Avoiding reflection

Answer: c. Weighing pros and cons

Question 5:

In evaluating an argument, what should critical thinkers focus on?

- a. Avoiding counterarguments
- b. Identifying emotional appeals
- c. Accepting statements without scrutiny
- d. Ignoring logical fallacies

Answer: d. Ignoring logical fallacies

Question 6:

What is a common pitfall that critical thinkers should avoid when analyzing data?

- a. Relying solely on personal opinions
- b. Disregarding statistical significance
- c. Overlooking contradictions in the data
- d. Avoiding interpretation

Answer: a. Relying solely on personal opinions

Question 7:

In problem-solving, what does it mean to think "outside the box"?

- a. Sticking to conventional approaches
- b. Exploring innovative and unconventional solutions
- c. Avoiding creativity
- d. Ignoring alternative perspectives

Answer: b. Exploring innovative and unconventional solutions

Question 8:

When evaluating the validity of an argument, what is essential for critical thinkers?

- a. Ignoring evidence
- b. Assuming the argument is always true
- c. Assessing the logic and evidence presented
- d. Avoiding questioning assumptions

Answer: c. Assessing the logic and evidence presented

Question 9:

What role does open-mindedness play in critical thinking?

- a. Limiting perspectives
- b. Embracing biases
- c. Considering diverse viewpoints
- d. Avoiding alternative opinions

Answer: c. Considering diverse viewpoints

Question 10:

In decision-making, what is a potential consequence of not employing critical thinking?

- a. Enhanced problem-solving skills
- b. Informed and well-justified choices
- c. Unintended negative outcomes
- d. Avoiding the need for analysis

Answer: c. Unintended negative outcomes

Communication

Assessment 1:

Students will provide a discipline-related 3–5-minute presentation, either informative or persuasive, on a topic of their choice, supported by research.

Outcomes:

Students will use their verbal and nonverbal communication skills to show what they have learned and how effectively they convey that information to a specific audience. Instructors will grade based on the rubric.

Assessment 2:

Students will find a current event or current research (of their choice) to summarize and share with the class. Students will summarize the information and provide the class with a presentation of the main points of the artifact.

Outcomes:

This exercise will promote a holistic approach to learning by combining research, critical thinking, communication, and real – world relevance. It will help prepare the students for active participation in an information-rich and dynamic society. Instructors will use the rubric provided for evaluation.

Assessment 3:

Students will write a final, discipline-related essay wherein they analyze and synthesize research. The paper can be either informational or persuasive.

Outcomes:

Students will use written communication skills gained through the duration of the course to demonstrate what they have learned and how to effectively convey this information to a designated audience. Instructors will evaluate and grade based on the rubric.

Assessment 4:

Students will find a qualified professional who can grant a short interview regarding a career or profession of interest. Students will conduct an interview and summarize the information gathered into a short memo, a verbal presentation, or a written paper.

Outcomes:

With this career interview exercise, students will have a multifaceted educational experience, encompassing research, communication, networking, interviewing, and critical thinking skills. It empowers the students to make informed decisions about their future careers and prepares them for the professional world. Instructors may use the referenced rubric for student evaluation.

Assessment 5:

Students will utilize a primary source database (discipline specific or selected by the instructor). The student will then put forth an argument on its significance using at least two primary sources and one secondary source. All sources will be analyzed to include significance, purpose, bias, etc.

Outcome:

This exercise will allow the student to communicate their argument in source-based research. They will have to defend the conclusions they made and use the sources as evidence. In addition, communication, this assessment can also utilize other rubrics, including critical thinking, social responsibility, personal responsibility, etc. Instructors will use the rubric for student evaluation.

Institutional Program: Teamwork

Last Updated: 09/13/2023

Teamwork: Odessa College students will demonstrate the ability to work effectively with others to achieve a common goal. It involves being able to communicate and collaborate with team members, contribute to a positive team environment, and recognize and value the strengths and perspectives of others.

Goal Statement: Upon completion of the core curriculum, students can apply their ability to work collaboratively in achieving a common goal while recognizing other points of view.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
Listening: Student listens to other points of view.	Student does not listen to other points of view.	Student listens to other points of view with major gaps in consistency or active listening.	Student listens to other points of view with minor gaps in consistency or active listening.	Student consistently listens actively to other points of view.
Participation: Student actively contributes to group's goal and efficacy.	Student does not advance the work of others by building on or synthesizing contributions; student instead works on own material or detracts from group's efficacy.	Student advances the work of others by constructively building on or synthesizing contributions of others with major gaps in consistency or effectiveness, works on own material at some times, or detracts from group's efficacy.	Student advances the work of others by constructively building on or synthesizing contributions of others with minor gaps in consistency or effectiveness and enhances group's efficacy.	Student consistently and effectively advances the work of others by constructively building on or synthesizing contributions of others and assumes some leadership roles and responsibility for group's efficacy.
Collaboration: Student shows respect to other group members and points of view.	Student does not treat others in a respectful manner and is open to new perspectives.	Student treats others in a respectful manner, avoids being publicly critical of the project or work of others with major gaps in consistency and is somewhat open to new perspectives.	Student treats others in a respectful manner, avoids being publicly critical of the project or work of others with minor gaps in consistency and is mostly open to new perspectives.	Student consistently treats others in a respectful manner; avoids being publicly critical of the project or work of others and is open to and enthusiastic about new perspectives.

Teamwork: Student cooperates with group members.	Student does not interact with others on a team.	Student interacts with others on a team with major gaps in consistency, willingness or agreeability.	Student interacts with others on a team with minor gaps in consistency, willingness or agreeability.	Student consistently, willingly and agreeably interacts with others on a team.
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Institutional Program: Social Responsibility

Last Updated: 09/13/2023

Social Responsibility: Odessa College students will demonstrate the ability to commit to acting ethically and making positive contributions to the community and broader society. It involves being aware of and responsive to social issues, and knowing how to take action that promotes the well-being of others.

Goal Statement: Upon completion of the core curriculum, students will be able to demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage in regional, national, and global communities.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
Understanding: Students can explain the importance of civic responsibility.	Does not explain, identify, define or describe any actions that practice or promote civic responsibility.	Explains, identifies, defines, or describes few actions that practice or promote civic responsibility.	Explains, identifies, defines or describes several actions that practice or promote civic responsibility.	Explains, identifies, defines or describes consistently numerous actions that practice or promote civic responsibility.
Analyzing: Students will model intercultural competence.	Does not model, or models inappropriately, intercultural competence.	Inconsistently or inappropriately models intercultural competence.	Consistently models intercultural competence.	Convincingly and appropriately models intercultural competence.

<p>Reflecting: Students will interpret their place within regional, national, and global communities.</p>	<p>Does not identify, define, or describe a personal understanding.</p>	<p>Inconsistently identifies, defines or describes a personal understanding.</p>	<p>Consistently identifies, defines or describes a personal understanding.</p>	<p>Effectively and insightfully identifies, defines or describes a personal understanding.</p>
<p>Advocating: Students will promote the best methods of achieving or raising awareness of social responsibility.</p>	<p>Does not identify, define or describe moral or ethical stand.</p>	<p>Identifies, defines, or describes own or others' actions or behaviors that promote social responsibility with major gaps in effectiveness or thoughtfulness...</p>	<p>Identifies, defines, or describes own or others' actions or behaviors that promote social responsibility with minor gaps in effectiveness or thoughtfulness.</p>	<p>Effectively and thoughtfully identifies, defines, or describes own or others' actions or behaviors that promote social responsibility</p>

Institutional Program: Personal Responsibility

Last Updated: 09/13/2023

Personal Responsibility: Odessa College students will demonstrate the ability to take ownership of one's actions and decisions, and to be accountable for consequences. It involves being able to set goals, manage time effectively, and make responsible choices that contribute to personal growth and development.

Goal Statement: Upon completion of the core curriculum, students will be able to evaluate ethical issues through connecting choices and actions to consequences to become a contributing citizen in a global environment

Criteria	1 Novice	2 Learner	3 Achiever	4 Experts
Recognition	Does not define elements of complex ethical issues or identify cross-relationships among the issues	Somewhat Identifies, defines, or describes ethical issues with major gaps in accuracy or completeness	Clearly Identifies, defines, or describes ethical issues when presented in a complex context with minor gaps in accuracy or completeness	Accurately and comprehensively identifies, defines, or describes ethical issues when presented in a complex context
Analysis	Does not define underlying ethical concepts, perspectives or framework in a given scenario	Somewhat Identifies, defines or describes underlying ethical concepts, perspectives or frameworks in a given scenario with major gaps in accuracy or completeness	Clearly Identifies, defines or describes underlying ethical concepts, perspectives or frameworks in a given scenario with minor gaps in accuracy or completeness	Accurately and comprehensively identifies, defines or describes underlying ethical concepts, perspectives or framework in a given scenario

Ethical Choice	Does not select a solution nor address relevant issues	Somewhat selects a solution or resolution and identifies, defines or describes the assumptions, evidence, or factors that support the choice with major gaps in clarity or effectiveness	Clearly selects a solution or resolution and identifies, defines or describes the assumptions, evidence, or factors that support the choice with minor gaps in clarity or effectiveness	Accurately and effectively selects a solution or resolution and identifies, defines or describes the assumptions, evidence, or factors that support the choice
Evaluation	Does not identify, define, nor describe the implications of a solution or resolution	Somewhat Identifies, defines, and describes the positive and negative implications of a solution or resolution based on personal, social, religious, or philosophical grounds with major gaps in comprehensiveness or effectiveness	Clearly Identifies, defines, and describes the positive and negative implications of a solution or resolution based on personal, social, religious, or philosophical grounds with minor gaps in comprehensiveness or effectiveness	Accurately and effectively identifies, describes, or defines the positive and negative implications of a solution or resolution based on personal, social, religious, or philosophical grounds

Institutional Program: Critical Thinking

Last Updated: 09/13/2023

Critical Thinking: Odessa College students will demonstrate the ability to analyze and interpret information to form opinions and make decisions. This involves being able to evaluate the strengths and weaknesses of an argument, identify underlying assumptions, and make reasoned judgments.

Goal Statement: Upon completion of the core curriculum, students will be able to employ critical thinking skills in their identification of problems, collection, and analysis of information and/or equipment, and conclusions.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
Identify: Identify and clarify problems and issues of the topic or identify the major points of the argument.	Does not identify and clarify problems or major points of the argument.	Identifies and clarifies problems and major points of the argument with some details and some coherence.	Identifies and clarifies problems and major points of the argument with adequate details and coherence.	Identifies and clarifies problems and major points of the argument with significant details and significant levels of coherence.
Collect: Collects and effectively organizes relevant information and/or equipment (i.e., tools, lists of ingredients, research, etc.)	Does not collect and/or organize relevant information with any degree of clarity.	Collects and organizes relevant information with some degree of clarity.	Collects and organizes relevant information with an effective degree of clarity.	Collects and organizes relevant information with clarity.

<p>Analyze: Carefully considers, analyzes, and evaluates information/evidence relevant to the topic.</p>	<p>Does not show any elements of consideration, analysis, or evaluation of information or evidence relevant to the topic.</p>	<p>Offers some consideration, analysis, or evaluation, with some confusion or errors in distinguishing relevant information.</p>	<p>Offers sufficient consideration, analysis, or evaluation, with minimal errors or confusion in distinguishing relevant information.</p>	<p>Offers careful, significant consideration, analysis, or evaluation, with few errors or no confusion in distinguishing relevant information.</p>
<p>Conclude: Offers a thorough, logical conclusion that wraps up the discussion.</p>	<p>Does not offer a conclusion or does not conclude with any evident reason or logic.</p>	<p>Offers a conclusion with some reason and/or logic but may still contain bias.</p>	<p>Offers a conclusion with strong reason and logic that contains limited bias.</p>	<p>Offers a well-reasoned, logically sound conclusion with little to no bias.</p>

Institutional Program: Communication

Last Updated: 2/1/2024

Communication: Odessa College students will demonstrate the ability to effectively express and exchange information and ideas with others. It involves being able to articulate thoughts and opinions clearly and concisely, and to listen actively and respond in an appropriate manner.

Goal Statement: Upon completion of the core curriculum, students will be able to develop a message that communicates understanding of one or more core objectives.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
Context and Purpose: Effectively organizes information to reveal the context and purpose of the argument or discussion being presented.	Demonstrates no attention to organization, context, or purpose with any degree of efficiency.	Demonstrates minimal attention to organization, context, and/or purpose with minimal degree of efficiency.	Demonstrates awareness of organization, context and purpose with some degree of efficiency.	Demonstrates a clear sense of organization with thorough understanding of content and purpose.
Development: Identifies purpose and develops it thoroughly with the use of relevant content ideas.	Does not use appropriate or relevant content to develop the main topic or argument.	Uses some appropriate and/or relevant content to develop simple ideas related to the main topic or argument.	Uses appropriate and relevant content to begin to develop and explore ideas mostly related to the main topic or argument.	Uses appropriate and relevant content to thoroughly explore ideas related to the main topic or argument.

Course Specific Formatting: Consistently follows mechanics and style rules pertaining to the given discipline and/or conventions.	Shows no attempt to follow or any consistent use of grammatical, writing style, and/or visual component conventions.	Shows an attempt to follow grammatical, writing style, and/or visual component conventions.	Follows grammatical, writing style, and/or visual component conventions throughout some to most of the assignment.	Demonstrates consistent and clear adherence to grammatical, writing style, and/or visual component conventions.
Supporting Materials: Uses required materials, appropriate sources, correct citations, and/or visuals to enhance main idea, claim, and/or given topic.	Does not use supporting materials and/or visuals to support the main idea, claim, or topic.	Demonstrates some attempt to use supporting materials and/or visuals to support the main idea, claim, or topic, but those materials may not be credible or fully integrated into the assignment.	Demonstrates an attempt to use credible and/or relevant supporting materials/visuals to support the main idea, claim, or topic with some degree of success in integrating them into the assignment.	Demonstrates consistent use of credible, relevant supporting materials and/or visuals to support the main idea, claim, or topic that are integrated in the assignment.
Delivery: Identifies and creates message, which is then proved, supported, or presented through applicable language, analysis, critical thinking, and/or presentation.	No central message can be identified and/or no central message is supported or proved with appropriate materials.	A central message can be identified, but it is not explicitly stated in the assignment, nor is it successfully supported or proved with appropriate materials.	A central, basic message is understood and stated in the assignment with some support and use of analysis and/or critical thinking.	A central message is clearly understood and stated in the assignment, and is consistently supported with sources, analysis, and critical thinking.

Institutional Program: Empirical and Quantitative Skills

Last Updated: 09/13/2023

Empirical and Quantitative Skills: Odessa College students will demonstrate the ability to collect, analyze, and interpret data using quantitative methods. It involves being able to understand mathematical concepts and formulas and to use them to make observations and draw conclusions based on evidence.

Statement: Upon completion of the core curriculum, students will be able to manipulate data to reach a logical conclusion.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
Design Process	Student demonstrates a misunderstanding of the methodology or theoretical framework.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Critical elements of the methodology or theoretical framework are appropriately developed; however, minor elements are ignored or unaccounted for.	All elements of the methodology or theoretical framework are skillfully developed.
Execution	The execution of the student design process is incorrect.	The student executed correctly but did not follow the established process.	The student correctly followed the established process.	The student correctly followed the established process with a clear presentation of all steps.
Analysis	Analysis of data is incorrect.	Incomplete analysis of data, missing critical components.	Analysis of data is complete and follows logically from given methodology.	Analysis of data is complete, correct and logical with clear presentation.
Conclusion	States an incorrect, illogical, or unsupportable conclusion.	States a general conclusion but missing the overall objective.	States a conclusion focused solely on the inquiry findings.	The conclusion follows from the presented analysis and with clear presentation.