

This rubric is a tool for Chairs/Disciplines in completing Purposeful Mapping.

EMPIRICAL AND QUANTITATIVE SKILLS

		If all content is taught in this area, please check the focus area for purposeful mapping.			Do not map.
Focus Area		[Instructor Teaches] Student <i>Thoroughly</i> Meets Expectations	[Instructor Teaches] Student <i>Adequately</i> Meets Expectations	[Instructor Teaches] Student <i>Minimally</i> Meets Expectations	Does Not Apply to This Course
Data Analysis	<i>[The instructor will teach and]</i> Students will interpret data and analyze it in an appropriate context (e.g. business intelligence, statistical analysis, financial analysis, scientific analysis, medical analysis, historical analysis, public policy review, etc.)	The student thoroughly interprets data and analyze it in an appropriate context.	The student adequately interprets data and analyzes it in an appropriate context.	The student minimally interprets data and analyzes it in an appropriate context.	The student does NOT interpret data and analyzes it in an appropriate context.
Lab/Clinical Technique	<i>[The instructor will teach and]</i> Students will observe proper laboratory or clinical techniques and follow appropriate laboratory and clinical safety protocols.	The student thoroughly observes proper laboratory or clinical techniques and follow appropriate laboratory and clinical safety protocols.	The student adequately observes proper laboratory or clinical techniques and follow appropriate laboratory and clinical safety protocols.	The student minimally observes proper laboratory or clinical techniques and follow appropriate laboratory and clinical safety protocols.	The student does NOT observe proper laboratory or clinical techniques and follow appropriate laboratory and clinical safety protocols.
Real World Application	<i>[The instructor will teach and]</i> Students will apply empirical or quantitative skills to address practical problems through experiential learning, simulations, business cooperatives, internships, game theory, artificial intelligence, computer programming, cybersecurity, or other relevant applications.	The student thoroughly applies empirical or quantitative skills to address practical problems through experiential learning, simulations, business cooperatives, internships, game theory, artificial intelligence, computer programming, cybersecurity, or other relevant applications.	The student adequately applies empirical or quantitative skills to address practical problems through experiential learning, simulations, business cooperatives, internships, game theory, artificial intelligence, computer programming, cybersecurity, or other relevant applications.	The student minimally applies empirical or quantitative skills to address practical problems through experiential learning, simulations, business cooperatives, internships, game theory, artificial intelligence, computer programming, cybersecurity, or other relevant applications.	The student does NOT apply empirical or quantitative skills to address practical problems through experiential learning, simulations, business cooperatives, internships, game theory, artificial intelligence, computer programming, cybersecurity, or other relevant applications.

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<p>Scientific Method</p>	<p><i>[The instructor will teach and] Students will identify STEM-related questions, develop a testable hypothesis, and apply the Scientific Method to validate or refute the hypothesis.</i></p>	<p>The student thoroughly identifies STEM-related questions, develop a testable hypothesis, and apply the Scientific Method to validate or refute the hypothesis.</p>	<p>The student adequately identifies STEM-related questions, develop a testable hypothesis, and apply the Scientific Method to validate or refute the hypothesis.</p>	<p>The student minimally identifies STEM-related questions, develop a testable hypothesis, and apply the Scientific Method to validate or refute the hypothesis.</p>	<p>The student does not minimally identify STEM-related questions, develop a testable hypothesis, and apply the Scientific Method to validate or refute the hypothesis.</p>
<p>Quantitative Methods</p>	<p><i>[The instructor will teach and] Students will demonstrate knowledge of quantitative methods through the manipulation of appropriate arithmetic, algebraic, geometric, trigonometric, probabilistic, or other relevant mathematical operations.</i></p>	<p>The student thoroughly demonstrates knowledge of quantitative methods through the manipulation of appropriate arithmetic, algebraic, geometric, trigonometric, probabilistic, or other relevant mathematical operations.</p>	<p>The student adequately demonstrates knowledge of quantitative methods through the manipulation of appropriate arithmetic, algebraic, geometric, trigonometric, probabilistic, or other relevant mathematical operations.</p>	<p>The student minimally demonstrates knowledge of quantitative methods through the manipulation of appropriate arithmetic, algebraic, geometric, trigonometric, probabilistic, or other relevant mathematical operations.</p>	<p>The student does not minimally demonstrate knowledge of quantitative methods through the manipulation of appropriate arithmetic, algebraic, geometric, trigonometric, probabilistic, or other relevant mathematical operations.</p>
<p>Technical Presentation</p>	<p><i>[The instructor will teach and] Students will present empirical and quantitative results and conclusions in a variety of formats, to include (but not limited to) tables, charts, graphs, maps, or equations.</i></p>	<p>The student thoroughly presents empirical and quantitative results and conclusions in a variety of formats, to include (but not limited to) tables, charts, graphs, maps, or equations.</p>	<p>The student adequately presents empirical and quantitative results and conclusions in a variety of formats, to include (but not limited to) tables, charts, graphs, maps, or equations.</p>	<p>The student minimally presents empirical and quantitative results and conclusions in a variety of formats, to include (but not limited to) tables, charts, graphs, maps, or equations.</p>	<p>The student does not minimally present empirical and quantitative results and conclusions in a variety of formats, to include (but not limited to) tables, charts, graphs, maps, or equations.</p>