

Lake Erie College CORE Assessment Process

The Lake Erie College CORE (Checkpoints on the Road to Empowerment) includes courses comprising the central core of their LEC education. Students have the opportunity to apply skills and knowledge from across fields. The CORE curriculum is designed to develop proficiencies in students that prepare them to

- ✓ Join the conversation, developing effective communication and critical thinking skills.
- ✓ Build bridges with international cultures, contributing to the world dialogue as you venture onto exciting new paths.
- ✓ Understand the language of nature, applying quantitative reasoning and becoming part of the scientific process.
- ✓ Explore the dynamics of people and their societies, discovering yourself as an individual, community member, and citizen.
- ✓ Engage with the arts and humanities, appreciating and adding to the full range of human expression across time.

Proficiencies

To foster the skills needed to fulfill these roles, the LEC CORE considers the following areas of proficiency to be of primary importance:

- A. Analytical Skills,
- B. Quantitative Skills
- C. Communication Skills
- D. Aesthetic Skills
- E. Intercultural Skills

To assess student learning in these five areas, instructors measure student proficiency using common standards applied across disciplines. For each of the five areas of proficiency, we have established expectations for satisfactory performance. We communicate those expectations to our students. Then, we gather evidence based on program learning objectives for curricular experiences and activities and interpret the data collected. The accumulated results are then used as the basis for implementing changes in teaching and curriculum.

The following is our learning proficiency assessment cycle. It repeats every 5 years starting in 2019-2020.

Academic Years Assessed	Proficiencies Assessed
2018-2019 *Pilot Year	A. Analytical Skills, E. Intercultural Skills
2019-2020	B. Quantitative Skills C. Communication Skills
2020-2021	A. Analytical Skills, D. Aesthetic Skills, E. Intercultural Skills

2021-2022	B. Quantitative Skills C. Communication Skills
2022-2023	A. Analytical Skills, B. Quantitative Skills C. Communication Skills D. Aesthetic Skills, E. Intercultural Skills
2023-2024	A. Analytical Skills, D. Aesthetic Skills, E. Intercultural Skills

Program learning objectives

The following are the program learning objectives for each proficiency.

Proficiency A. Analytical Skills
Program learning objectives:
1. Interpret and synthesize information and ideas
2. Analyze and evaluate arguments
3. Construct an argument in support of a conclusion
4. Select and apply scientific and other appropriate methodologies
5. Integrate knowledge and experience to arrive at creative solutions
6. Gather and assess information from printed sources, electronic sources, and observation
7. Construct and support hypotheses
Proficiency B. Quantitative skills
Program learning objectives:
1. Solve quantitative and mathematical problems
2. Interpret graphs, tables, and diagrams
3. Use statistics appropriately and accurately
Proficiency C: Communication skills
Program learning objectives:
1. Read, observe, and listen with comprehension and critical perception
2. Develop clear, strategic, and in a well-organized communication
3. Deliver effective presentations
4. Demonstrate competent use of language in a variety of contexts
5. Access sources and use information ethically
Proficiency D: Aesthetic Skills
Program learning objectives:
1. Create or perform a work of art
2. Critically reflect upon a work of art

Proficiency E: Intercultural Skills
Program learning objectives:
1. Apply an understanding of different cultures to an analysis or interpretation of course content
2. Exhibit competence while interacting with peoples, ideas, or artifacts from a variety of cultures and worldviews
3. Apply an understanding of ethical issues in a variety of contexts

Assessment Rubrics

The following are the rubrics used to assess each program learning objective.

A. Analytical Skills
A1. Interpret and synthesize information and ideas
Exceeds Expectations
<ul style="list-style-type: none"> Synthesizes information and ideas (i.e., evidence, statements, graphics, and questions) very well Interprets the information and ideas accurately
Meets Expectations
<ul style="list-style-type: none"> Synthesizes information and ideas (i.e., evidence, statements, graphics, and questions) adequately Interprets most of the information and ideas accurately
Fails to Meet Expectations
<ul style="list-style-type: none"> Fails to synthesize information and ideas (i.e., evidence, statements, graphics, and questions) Fails to interpret information and ideas accurately
A2. Analyze and evaluate arguments
Exceeds Expectations
<ul style="list-style-type: none"> Analyzes and evaluates alternative points of view Draws conclusions and examines implications Can provide evidence and/or explain fallacies and inconsistencies Refutes bias, if present
Meets Expectations
<ul style="list-style-type: none"> Identifies or offers alternative points of view, where possible Draws conclusions Accurately recognizes/identifies fallacies and inconsistencies Detects bias, if present
Fails to Meet Expectations
<ul style="list-style-type: none"> Does not recognize alternative points of view Fails to draw conclusions Fails to recognize/identify fallacies and inconsistencies

<ul style="list-style-type: none"> • Fails to note bias, if present
A3. Construct an argument in support of a thesis, hypothesis, or conclusion
Exceeds Expectations
<ul style="list-style-type: none"> • The thesis, hypothesis, or conclusion is clearly stated
<ul style="list-style-type: none"> • Everything within the argument is directed toward supporting the thesis, hypothesis, or conclusion
<ul style="list-style-type: none"> • Argument utilizes a reasonable degree of evidence appropriate to the thesis, hypothesis, or conclusion
<ul style="list-style-type: none"> • Argument expresses a thorough understanding of the complexities of an issue
<ul style="list-style-type: none"> • Argument anticipates and then effectively responds to likely counterarguments
Meets Expectations
<ul style="list-style-type: none"> • The thesis, hypothesis or conclusion of the argument is reasonably clear although there may be some ambiguity about the precise nature of the thesis, hypothesis, or conclusion
<ul style="list-style-type: none"> • Most of the argument supports the thesis, hypothesis, or conclusion, but there is some extraneous material
<ul style="list-style-type: none"> • Argument is supported with some evidence appropriate to the thesis, hypothesis, or conclusion
<ul style="list-style-type: none"> • Argument acknowledges some complexities connected with an issue
<ul style="list-style-type: none"> • Argument acknowledges some potential counterarguments then offers at least some indication of potential responses
Fails to Meet Expectations
<ul style="list-style-type: none"> • The thesis, hypothesis, or conclusion of the argument shifts and changes as the argument progresses
<ul style="list-style-type: none"> • A significant portion of the argument offers no real support for the thesis, hypothesis, or conclusion
<ul style="list-style-type: none"> • The argument relies heavily on emotional appeals as opposed to evidence and reasoning
<ul style="list-style-type: none"> • The argument oversimplifies a complex issue presenting everything in black and white terms
<ul style="list-style-type: none"> • The argument ignores obvious counterarguments
A4. Select and apply methodologies appropriate to a discipline
Exceeds Expectations
<ul style="list-style-type: none"> • Selection of Methodologies: <ul style="list-style-type: none"> ○ The student convincingly justifies the use of multiple methodologies and selects and appropriate methodology for solving problems
<ul style="list-style-type: none"> • Application of Methodologies: <ul style="list-style-type: none"> ○ The selected method is correctly applied and documented (if applicable) with, at most, insignificant errors
Meets Expectations
<ul style="list-style-type: none"> • Selection of Methodologies:

<ul style="list-style-type: none"> ○ The method selected is appropriate to the problem
<ul style="list-style-type: none"> • Application of Methodologies:
<ul style="list-style-type: none"> ○ The selected method is generally applied correctly with few errors
<p>Fails to Meet Expectations</p>
<ul style="list-style-type: none"> • Selection of Methodologies:
<ul style="list-style-type: none"> ○ The method selected is inappropriate to the problem
<ul style="list-style-type: none"> • Application of Methodologies:
<ul style="list-style-type: none"> ○ The application of the methodology is incorrect, incomplete, or has key steps omitted
<p>A5. Integrate knowledge and experience to arrive at logical and/or creative solutions</p>
<p>Exceeds Expectations</p>
<ul style="list-style-type: none"> • Solution:
<ul style="list-style-type: none"> ○ The proposed solution addresses all aspects of the problem, and the implementation is practical, reasonable, and appropriate to the conventions of the field
<ul style="list-style-type: none"> • Knowledge:
<ul style="list-style-type: none"> ○ The student is able to identify and use relevant knowledge (research, lecture, experimentation, class discussion, and/or experience) to arrive at a solution
<p>Meets Expectations</p>
<ul style="list-style-type: none"> • Solution:
<ul style="list-style-type: none"> ○ The proposed solution addresses some key aspects of the problem
<ul style="list-style-type: none"> ○ Some thought has been given to implementation strategy
<ul style="list-style-type: none"> • Knowledge:
<ul style="list-style-type: none"> ○ The student is able to identify and use basic knowledge (through using research, lecture, experimentation, class discussion, and/or experience) to arrive at a solution
<p>Fails to Meet Expectations</p>
<ul style="list-style-type: none"> • Solution:
<ul style="list-style-type: none"> ○ The proposed solution does not solve the problem as stated or the proposed solution is wholly impractical to implement
<ul style="list-style-type: none"> • Knowledge:
<ul style="list-style-type: none"> ○ The student is not able to either identify or use relevant knowledge to arrive at a solution
<p>A6. Locate and assess information from printed sources, electronic sources, and observation</p>
<p>Exceeds Expectations</p>
<ul style="list-style-type: none"> • Consistently able to differentiate between sources e.g. newspaper vs professional journal
<ul style="list-style-type: none"> • Consistently able to differentiate types of information in different sources
<ul style="list-style-type: none"> • Consistently evaluates the credibility and reliability of sources
<ul style="list-style-type: none"> • Consistently locates appropriate types of sources that contain desired information

Meets Expectations
<ul style="list-style-type: none"> • Generally Knows the differences between types of sources, e.g., newspaper vs. professional journal
<ul style="list-style-type: none"> • Generally understands the differences in types of information between each type of source
<ul style="list-style-type: none"> • Generally can articulate the credibility or reliability in many sources
<ul style="list-style-type: none"> • Generally gathers appropriate information for assignment
Fails to Meet Expectations
<ul style="list-style-type: none"> • Frequently unable to know the differences between types of sources
<ul style="list-style-type: none"> • Frequently unable to understand the differences in types of information between each type of source
<ul style="list-style-type: none"> • Frequently unable to articulate the credibility or reliability in many sources
<ul style="list-style-type: none"> • Frequently unable to gather appropriate information for assignment

B. Quantitative Skills

B1. Solve quantitative and mathematical problems
Exceeds Expectations
<ul style="list-style-type: none"> • Consistently obtains correct answer, including units
<ul style="list-style-type: none"> • Solution method is appropriate and follows a logical sequence
<ul style="list-style-type: none"> • Solution contains no errors
Meets Expectations
<ul style="list-style-type: none"> • Answer obtained is consistent with student's work
<ul style="list-style-type: none"> • Solution method is appropriate
<ul style="list-style-type: none"> • Solution contains only minor errors
Does Not Meet Expectations
<ul style="list-style-type: none"> • Answer is lacking or inconsistent with student's work
<ul style="list-style-type: none"> • Solution method is inappropriate
<ul style="list-style-type: none"> • Solution contains major errors
B2. Interpret graphs, tables, and diagrams
Exceeds Expectations
<ul style="list-style-type: none"> • Identifies a misrepresentation of labels or data on a graph, table or diagram
<ul style="list-style-type: none"> • Accurately uses a graph, table or diagram to solve problems
<ul style="list-style-type: none"> • Can accurately extrapolate beyond data on an existing graph
<ul style="list-style-type: none"> • Can accurately transform one form (graph, table, diagram) to another with no errors
Meets Expectations
<ul style="list-style-type: none"> • Accurately labels or identifies a point on a graph, table, or diagram
<ul style="list-style-type: none"> • Accurately identifies the trend represented in a graph, table, or diagram
<ul style="list-style-type: none"> • Accurately plots or positions new data on an existing graph, table or diagram
<ul style="list-style-type: none"> • Can transform one form (graph, table, diagram) to another with only minor errors
Does Not Meet Expectations

<ul style="list-style-type: none"> • Cannot label or identify a point on a graph, table, or diagram
<ul style="list-style-type: none"> • Cannot identify the trend represented in a graph, table, or diagram
<ul style="list-style-type: none"> • Cannot plot or position new data on an existing graph, table or diagram
<ul style="list-style-type: none"> • Cannot transform one form (graph, table, diagram) to another
B3. Use statistics appropriately and accurately
Exceeds Expectations
<ul style="list-style-type: none"> • Demonstrates a complete understanding of the relevant statistical concepts
<ul style="list-style-type: none"> • Displays accuracy in application of the concepts
<ul style="list-style-type: none"> • Strategy or explanation is fully supported, justified and represented by argument and evidence
Meets Expectations
<ul style="list-style-type: none"> • Demonstrates some understanding of relevant statistical concepts without significant error
<ul style="list-style-type: none"> • Carries out the important strategies and skills without significant error
<ul style="list-style-type: none"> • Strategy or explanation includes some evidence and justification
Does Not Meet Expectations
<ul style="list-style-type: none"> • Demonstrates major misconception or incomplete understanding of relevant statistical concepts
<ul style="list-style-type: none"> • Makes critical error(s) in carrying out strategy
<ul style="list-style-type: none"> • Strategy or explanation is lacking evidence or justification

C. Communication Skills

C1. Read, observe, and listen with comprehension and critical perception
Exceeds Expectations
<ul style="list-style-type: none"> • Understands fully the concepts presented
<ul style="list-style-type: none"> • Expands on or evaluates themes and arguments, and connects them to existing knowledge
<ul style="list-style-type: none"> • Consistently analyzes and evaluates the credibility of sources
Meets Expectations
<ul style="list-style-type: none"> • Understands basic meaning of the concepts presented
<ul style="list-style-type: none"> • Follows themes and arguments, and connects them to existing knowledge
<ul style="list-style-type: none"> • Generally analyzes and evaluates the credibility of sources
Does Not Meet Expectations
<ul style="list-style-type: none"> • Misunderstands basic meaning of the concepts presented
<ul style="list-style-type: none"> • Fails to follow basic themes or arguments and is not able to connect them to existing knowledge
<ul style="list-style-type: none"> • Fails to recognize the credibility of sources
C2. Develop clear, strategic, and well-organized communication

Exceeds Expectations
<ul style="list-style-type: none"> Shows evidence of a clear, assertive, insightful thesis, controlling idea, main point, or argument
<ul style="list-style-type: none"> Demonstrates creative and/or effective command of discipline-appropriate structure
<ul style="list-style-type: none"> Each section develops a main idea carefully, makes thorough use of appropriate examples and evidence, and has a logical relationship to other paragraphs and sub-points
<ul style="list-style-type: none"> Shows special attention to audience needs in providing background information, such as using advanced command of discipline's conventions
<ul style="list-style-type: none"> Consistently employs effective transitions between ideas
<ul style="list-style-type: none"> Consistently follows standards for academic communications; shows creativity in application of these standards
Meets Expectations
<ul style="list-style-type: none"> Shows evidence of a basic thesis, controlling idea, main point, or argument
<ul style="list-style-type: none"> Uses structure appropriate to the discipline
<ul style="list-style-type: none"> Each section develops a main idea, offers examples and evidence, and suggests some relationship to other paragraphs and sub-points
<ul style="list-style-type: none"> Includes necessary background information for intended audience
<ul style="list-style-type: none"> Generally employs some form of transition between ideas
<ul style="list-style-type: none"> Generally follows standards for academic communications
Does Not Meet Expectations
<ul style="list-style-type: none"> Has no clear thesis, controlling idea, main point, or argument
<ul style="list-style-type: none"> Fails to use structure appropriate to the discipline
<ul style="list-style-type: none"> Each section is unrelated to other paragraphs or sub-points and offer inadequate or inappropriate examples and evidence
<ul style="list-style-type: none"> Does not consider intended audience for the communication
<ul style="list-style-type: none"> Fails to employ transition between ideas
<ul style="list-style-type: none"> Fails to use or violates standards for academic communications
C3. Deliver effective presentations
Exceeds Expectations
<ul style="list-style-type: none"> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling
<ul style="list-style-type: none"> Speaker appears polished and confident
<ul style="list-style-type: none"> Use of presentational aids adds interest, increases clarity, provides illustration, and achieves memorability
Meets Expectations
<ul style="list-style-type: none"> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting and understandable
<ul style="list-style-type: none"> Speaker appears comfortable
<ul style="list-style-type: none"> Use of presentational aids enhances presentation
Does Not Meet Expectations

<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation
<ul style="list-style-type: none"> • Speaker appears uncomfortable
<ul style="list-style-type: none"> • Use of presentational aids detracts from presentation's effectiveness
C4. Demonstrate competent use of language in a variety of contexts.
Exceeds Expectations
<ul style="list-style-type: none"> • Consistently addresses audience appropriately given purpose of writing or speaking
<ul style="list-style-type: none"> • Consistently identifies the correct meaning of words within the context
<ul style="list-style-type: none"> • Consistently uses imaginative, memorable, and compelling language to convey ideas and enhance the effectiveness of the communication form.
<ul style="list-style-type: none"> • Consistently uses correct/appropriate word choice and discipline-specific terminology
Meets Expectations
<ul style="list-style-type: none"> • Addresses audience given purpose of writing or speaking
<ul style="list-style-type: none"> • Generally identifies the correct meaning of words within the context
<ul style="list-style-type: none"> • Makes thoughtful language choices that generally support the effectiveness of the communication form
<ul style="list-style-type: none"> • Generally uses correct/appropriate word choice and discipline-specific terminology
Does Not Meet Expectations
<ul style="list-style-type: none"> • Does not consider audience or purpose of writing or speaking
<ul style="list-style-type: none"> • Incorrectly identifies the correct meaning of many words within the context
<ul style="list-style-type: none"> • Language choices are unclear and minimally support the effectiveness of the communication form
<ul style="list-style-type: none"> • Misuses discipline-specific terminology or basic vocabulary
C5. Access sources and use information ethically
Exceeds Expectations
<ul style="list-style-type: none"> • Outside source material is correctly and comprehensively cited
<ul style="list-style-type: none"> • Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the communication
<ul style="list-style-type: none"> • Correctly and purposefully chooses and uses paraphrasing, summary, and quotation
<ul style="list-style-type: none"> • Uses information in ways that are true to original context
<ul style="list-style-type: none"> • Distinguishes between common knowledge and ideas requiring attribution
<ul style="list-style-type: none"> • Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information
Meets Expectations
<ul style="list-style-type: none"> • Cites outside source material cited correctly.
<ul style="list-style-type: none"> • Demonstrates use of credible sources that are appropriate for the discipline and genre of the communication
<ul style="list-style-type: none"> • Correctly uses paraphrasing, summary, or quotation
<ul style="list-style-type: none"> • Uses information in ways that are true to original context
<ul style="list-style-type: none"> • Distinguishes between common knowledge and ideas requiring attribution

<ul style="list-style-type: none"> • Demonstrates understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information
Fails to Meet Expectations
<ul style="list-style-type: none"> • Struggles to cite sources.
<ul style="list-style-type: none"> • Demonstrates weak attempt to use credible sources to support ideas in the communication.
<ul style="list-style-type: none"> • Incorrectly uses paraphrasing, summary, and/or quotation.
<ul style="list-style-type: none"> • Uses information in ways that are not true to original context
<ul style="list-style-type: none"> • Fails to distinguish between common knowledge and ideas requiring attribution
<ul style="list-style-type: none"> • Demonstrates little understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information

D. Aesthetic Skills

D1. Create or perform a work of art
Exceeds Expectations
<ul style="list-style-type: none"> • Work shows an understanding of process
<ul style="list-style-type: none"> • Work shows technical proficiency at or above an appropriate level for the class
<ul style="list-style-type: none"> • Work clearly shows an understanding of context at or above an appropriate level for the class
Meets Expectations
<ul style="list-style-type: none"> • Work suggests an understanding of process
<ul style="list-style-type: none"> • Work suggests a technical proficiency at appropriate level for the class
<ul style="list-style-type: none"> • Work suggests an awareness of context at appropriate level for the class
Does Not Meet Expectations
<ul style="list-style-type: none"> • Work does not suggest an understanding of process
<ul style="list-style-type: none"> • Work does not suggest technical proficiency
<ul style="list-style-type: none"> • Work does not suggest an awareness of context
D2. Critically reflect upon a work of art
Exceeds Expectations
<ul style="list-style-type: none"> • The student initiates and sustains a discussion of the creative contexts the author or artist has worked in and the creative choices made
<ul style="list-style-type: none"> • The student confidently and fluently uses discipline-specific language to support critical reflection fully informed by engagement with the work
Meets Expectations
<ul style="list-style-type: none"> • When prompted, the student engages in a discussion of the creative contexts the author or artist has worked in and the creative choices made
<ul style="list-style-type: none"> • The student capably uses discipline-specific language to support critical reflection informed by engagement with the work
Does Not Meet Expectations

<ul style="list-style-type: none"> • The student resists a discussion of the creative contexts the author or artist has worked in and the creative choices made
<ul style="list-style-type: none"> • The student is unable to use discipline-specific language to support critical reflection informed by engagement with the work

E. Intercultural Skills

E1. Apply an understanding of different cultures to an analysis or interpretation of course content
Exceeds Expectations:
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how culture impacts a range of issues within a topic or topics studied in a course.
<ul style="list-style-type: none"> • Accurately presents multiple perspectives in an interpretation or analysis of a range of issues within a topic or topics studied in a course.
Meets Expectations:
<ul style="list-style-type: none"> • Demonstrates some understanding of how culture impacts a range of issues within a topic or topics studied in a course.
<ul style="list-style-type: none"> • Presents some understanding of multiple perspectives in an interpretation or analysis of a range of issues within a topic or topics studied in a course.
Fails to Meet Expectations:
<ul style="list-style-type: none"> • Does not demonstrate an understanding of how culture impacts a range of issues within a topic or topics studied in a course.
<ul style="list-style-type: none"> • Does not accurately present multiple perspectives in an interpretation or analysis of a range of issues within a topic or topics studied in a course.
E2. Exhibit competence while interacting with peoples, ideas, or artifacts from a variety of cultures and worldviews
Exceeds Expectations:
<ul style="list-style-type: none"> • Identifies the importance of and demonstrates critical self-awareness of one's cultural beliefs, values, and expectations.
<ul style="list-style-type: none"> • Accurately interprets and applies cultural beliefs, values, and expectations in regard to human diversity.
<ul style="list-style-type: none"> • Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures and worldviews.
Meets Expectations:
<ul style="list-style-type: none"> • Identifies the importance of but does not demonstrate critical self-awareness of one's cultural beliefs, values, and expectations
<ul style="list-style-type: none"> • Accurately interprets appropriate cultural beliefs, values, and expectations but does not apply these in regard to human diversity.

<ul style="list-style-type: none"> Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.
<p>Fails to Meet Expectations:</p>
<ul style="list-style-type: none"> Neither identifies the importance of nor demonstrates critical self-awareness of one's cultural beliefs, values, and expectations
<ul style="list-style-type: none"> Neither accurately interprets nor applies appropriate cultural beliefs, values, and expectations in regard to human diversity.
<ul style="list-style-type: none"> Describes the experiences of others historically or in contemporary contexts through one cultural perspective, demonstrating very little openness to varied cultures and worldviews.
<p>E3. Apply an understanding of ethical issues to a variety of contexts</p>
<p>Exceeds Expectations:</p>
<ul style="list-style-type: none"> Demonstrates and initiates comprehensive ability to discuss world ethical issues and to act with informed awareness of contemporary issues in their historical context.
<p>Meets Expectations:</p>
<ul style="list-style-type: none"> Demonstrates, when prompted, the ability to discuss world ethical issues and to act with informed awareness of contemporary issues in their historical context.
<p>Fails to Meet Expectations:</p>
<ul style="list-style-type: none"> Demonstrates inadequate ability to discuss world ethical issues and to act with informed awareness of contemporary issues in their historical context.