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

EMPIRICAL AND QUANTITATIVE SKILLS

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



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

