

UCA CORE – Responsible Living Rubric B (Well-Being)

This rubric is used to assess students' progress towards *Goal B* of the *Responsible Living* area of the UCA Core.

Responsible Living: the ability to address real-world problems and find ethical solutions for individuals and society.

Goal B: Make appropriate recommendations based on discipline specific knowledge to address an issue or scenario and evaluate the effect that decisions have on the well-being of self, others, society and/or environment(s).

This rubric assesses the following three specific skill or knowledge areas related to Goal B:

- **Issue Recognition:** Recognition of various issues that affect well-being and their interconnections in complex contexts. The interconnections of issues in complex contexts refers to the obvious and subtle connections between/among the sub-parts or situational conditions of a scenario that bring two or more dilemmas/issues into the problem (e.g., relationship of health screenings to increased health care costs).
- **Analysis of Knowledge:** the ability to extend discipline based knowledge to decision making and/or develop a recommended course of action based on discipline specific knowledge.
- **Impact of Decisions:** The consequences—positive or negative—of decisions on the well-being of self, others, society and/or environment(s).

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by the time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.

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Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Issue Recognition	Articulates BOTH the issues in complex contexts AND their interconnections.	Discusses issues in complex contexts, but does not fully describe their interconnections.	Describes basic issues in their contexts, but poorly describes their interconnections.	Identifies some basic issues, but does not identify their interconnections.	Assign a zero for performance that does not meet a score of one (1).
Analysis of Knowledge	Extends discipline based knowledge to decision making or developing a recommended course of action for a new or unstructured scenario.	Articulates a clear understanding of discipline based knowledge making relevant connections to a specific decision or recommended course of action.	Begins to connect discipline based knowledge making limited relevant connections to a specific decision or recommended course of action.	Begins to identify basic principles of discipline based knowledge relevant to a specific decision or recommended course of action.	
Impact of Decisions	Demonstrates an ability to connect decisions and/ or recommendations with consequences (positive and negative) of decisions and articulates those impacts within complex contexts.	Demonstrates an ability to identify consequences (positive and negative) of decisions and discusses them within a limited context.	Identifies limited consequences of each possible decision or recommended course of action and describes those consequences.	Identifies a limited set of possible consequences of a decision.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? Yes No

This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.