Core Review Task Force
Proposed Core Learning Outcomes
Soft Skills

Introduction: CLO rubrics provide a common set of definitions and expectations for Core learning across the Core and the University. They will be used as assessment scoring instruments for Core assessment.

Most of the rubrics are adapted from the [AAC&U VALUE Rubrics](). VALUE rubrics are intended to assess learning across the entire undergraduate journey. The Capstone levels represent the performance expected of graduating seniors. It is NOT expected that students will perform at the Capstone level after their first or second year.

The Task Force recommends that Core subcommittees be charged with reviewing and adapting these rubrics to ensure they meet the needs of FSU's core curriculum.

Definition: Students will assess their prior learning, readiness for further learning, and mastery of learning undertaken; set goals and plans for projects, assess them periodically, and adapt as needed to complete projects; demonstrate curiosity, initiative, persistence and resilience in pursuing goals; listen actively to and understand the perspectives of others; and collaborate effectively with others toward the accomplishment of common goals.

Rationale: Learning requires more than a set of facts and concepts to be mastered. It also requires skills and attitudes on the part of the learner: self-assessment, time management, motivation, empathy, and teamwork. Without these so-called soft skills, students cannot succeed in their education, careers, or lives after graduation.

Background: Soft skills consistently came near the top of potential core learning outcomes in the survey, the focus groups, and the Delphi rounds. The challenge was how to create a CLO that was comprehensive, succinct, and assessable. The solution proposed here was to focus on those attributes that can be readily assessed in the undergraduate educational context.

Soft Skills Rubric

Criterion	Capstone	Milestones		Benchmark
	4	**3**	**2**	**1**
Self-Assessment	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events
Time Management Goal setting, planning, adaptability		Sets specific and realistic goals; determines appropriate priorities among multiple goals; plans by dividing projects into appropriate steps; assesses progress regularly and adapts goals and plan as needed; completes projects on time.		Identifies prescribed goals and due dates; identifies priorities based on assigned goal importance; creates schedule to complete assigned work; completes most work by assigned due dates.
Motivation Curiosity, Initiative, Persistence, Resilience	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject. Completes required work and generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies and pursues opportunities to expand knowledge, skills, and abilities. Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities. Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Completes required work. Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Collaboration Empathy, teamwork	Helps the team move forward by articulating the merits of alternative ideas or proposals. Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Offers alternative solutions or courses of action that build on the ideas of others. Engages team members in ways that facilitate their contributions to meetings by building upon or synthesizing others' contributions. Identifies and acknowledges conflict and stays engaged with it.	Offers new suggestions to advance the work of the group. Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. Redirecting focus toward common ground, toward task at hand (away from conflict).	Shares ideas but does not advance the work of the group. Engages team members by taking turns and listening to others without interrupting. Passively accepts alternate viewpoints/ideas/opinions.