High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

LEAP

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ $p<0.001$, ++ $p<0.001$ & Unstd B > 0.10, +++ $p<0.001$ & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student–Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ $p<0.001$, ++ $p<0.001$ & Unstd B > 0.10, +++ $p<0.001$ & Unstd B > 0.30

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.

Excerpt from Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality

Introduction
By Jayne E. Brownell and Lynn E. Swaner

In the Association of American Colleges and Universities' 2007 report, *College Learning for the New Global Century*, the National Leadership Council for Liberal Education and America's Promise (LEAP) identified ten innovative, "high-impact" practices that are gaining increased attention in higher education.[1] These practices are thought to lead to higher levels of student performance, learning, and development than traditional classroom experiences, and are often implemented in an effort to meet the unique needs of a new generation of students:

> As higher education has reached out to serve an ever wider and more diverse set of students, there has been widespread experimentation to develop more effective educational practices and to determine "what works" with today's college students. Some of these innovations are so well established that research is already emerging about their effectiveness (AAC&U 2007, 5).

In discussing the evidence for the success of these practices, Kuh (2008) asserts that, when done well, they are associated with a range of desirable learning and personal development outcomes, and recommends that all students in higher education participate in at least two high-impact practices, one in their first year and another within their academic major coursework.

Despite the promise of these practices, they are neither widespread in higher education nor part of the average college student's educational experience. As the 2007 LEAP report explains, "these active and engaged forms of learning have served only a fraction of students" (5). This is particularly significant when considering the demographics of such participation: "New research suggests that the benefits are especially significant for students who start farther behind. But often, these students are not the ones actually participating in the high-impact practices" (5). In addition to the question of who participates in these practices and what kinds of benefits there may be for various populations, it is important to consider the quality of these experiences. As Kuh (2008) states, "to engage students at high levels, these practices *must be done well*" (20, italics in original). If high-impact practices have differing effects, we need to know the variability of impact not only across practices, but also between permutations of the same practice.

This monograph examines the existing body of research to explore many of the questions raised with regard to five high-impact practices: first-year seminars, learning communities, service learning, undergraduate research, and capstone experiences.[2] One chapter is devoted to each of these practices, and an additional chapter examines outcomes of educational approaches that combine two or more of the practices. The last chapter summarizes the lessons learned from the review of the five practices. Specifically, throughout this monograph we explore the following questions:

- What are the known outcomes for students who participate in these five practices?
- Are the outcomes the same for traditionally underserved student populations,[3] namely students from historically underrepresented minority groups, students from low-income families, and students who are first in their families to attend college (first-generation students)?
- Are there conditions under which positive outcomes are more likely to be found, and, if so, what design and implementation strategies should practitioners employ to maximize the impact of these practices?
- What are the current strengths and weaknesses of the outcomes literature as a whole, and how can we strengthen our knowledge about these practices?

If we are to create what Leskes and Miller (2006) have called "purposeful pathways" for student learning, practitioners and researchers need a better understanding about the variation among and within these practices, and which variables are likely to lead to the most positive outcomes for our students and our institutions.

1. The high-impact practices indentified in the report are: first-year seminars, common intellectual experiences, learning communities, writing-intensive courses, collaborative projects, undergraduate research, diversity/global learning, service learning, internships, and capstone courses.

2. Throughout this review, emphasis has been given to peer-reviewed, published research on outcomes for these high-impact practices, with a preference for studies with multi-institutional samples and sound research practices. For brevity, not every study reviewed is cited in this report.

3. Rather than standardize the various terminologies utilized to describe subgroups of underserved students, this review utilizes the language put forth by the authors of each study or article under review. For example, some of the research reviewed refers to students as African American, while other studies refer to students as black; in each case, the terminology utilized by that particular study or article was utilized in its description.

Components of Successful High-Impact Practices

Within each high-impact practice, our research identified components for success. While not exhaustive, the suggestions below detail some best practices for implementing high-impact activities.

Within First-Year Seminars

- Establish seminar goals before designing a program, and choose the seminar format that fits those goals.
- Use instructional teams whenever possible; for example, build a resource team that includes faculty, advisers, librarians, and technology professionals.
- Use engaging pedagogies that are active and collaborative in nature, including group work, interactive lectures, experiential learning, and problem-based learning.
- Help students see that the skills they need to succeed in the seminar are skills they will use throughout college and after graduation.

Within Learning Communities

- Be intentional in linking courses.
- Support students in traditional gateway courses and “weed-out” courses that have high rates of failure.
- Consider tying an extended orientation or integrative seminar to the learning community.
- Use instructional teams, such as the one described for first-year seminars above.
- Invest in faculty development to ensure that courses are fully integrated, with coordinated materials, assignments, out-of-class trips, and grading rubrics.
- Use engaging pedagogies.

Within Undergraduate Research Programs

- Encourage faculty to provide mentoring, rather than just program oversight, and attend to the quality of the mentoring relationship (balancing challenge with support).
- Provide opportunities for “real-life” applications, whether through publication, presentations, or project implementation.

- Offer intentionally designed curricula that enhance students' research skills and build those skills over time, including prior to intensive undergraduate research experiences.

Within Service-Learning Programs

- Create opportunities for structured reflection.
- Ensure that faculty connect classroom material with the service experience.
- Require enough service hours to make the experience significant.
- Focus on the quality of the service, ensuring that students have direct contact with clients.
- Oversee activities at the service site.

Source: Adapted from Brownell and Swaner 2009

What should every EWU graduate be?

(When the program/major/minor/discipline is stripped away)

To answer the question posed in the title – Our graduates should be critically-thinking engaged citizens.

Students at Eastern Washington University develop both specialized knowledge within their major and a broader set of intellectual skills and awareness through the Critical Foundations system. Together, those critical skills will enrich the remainder of their professional, civic, and personal lives. Both of these kinds of knowledge and skills are critical to be a success in the workplace and in life. All EWU graduates, no matter what their major, need to walk away having become two key things: (1) critical thinkers and (2) assets to the local, global, and professional communities to which they belong. If we can just manage these two things, we will be far ahead of our competition. Our graduates will be the ones employers actively seek out; our graduates will become world-changers.

CRITICALLY THINKING: Ensuring that our graduates are able to think critically and creatively in the broadest sense of the term builds on what high schools and community colleges do. These skills provide value to our students and to those that will employ our graduates.

A critical thinker can see and analyze problems clearly and find solutions for them in an innovative and creative manner. Critical thinking requires a clear conceptualization of the problem or issue, followed by careful examination of the information that informs the question and the biases and assumptions that affect that information. Understanding data, especially quantitative data, and how to use it is important to be an effective thinker. Finally, the critical thinker must effectively and appropriately communicate the problems, the analysis, and possible solutions to the proper audience for action. As **critical thinkers**, our students will be adept at:

- Clear (analytic) and creative thought
- Thoughtful informed analysis of quantitative information
- Effective communication

ENGAGED CITIZENS: People belong to many communities simultaneously – local communities, global communities, professional communities, and personal communities; they need to be engaged citizens in all of them. An important piece of that is intercultural understanding and competence grounded in an awareness of a variety of diverse perspectives and experiences. While there is much overlap among these communities, a well-rounded, active, engaged, and healthy graduate should be an asset to all of their diverse communities. As fully **engaged citizens** in those communities, our students will be adept at:

- Sound ethical personal judgment
- Collaborative engagement with the communities in which they live
- Working within complex interdependent global systems

The movements for sustainability and community engagement need people who can do these things well. Students will need to manage their own personal and ethical well-being to work effectively within these communities. With these skills, students will be ready to envision how to “start something big”. General education is the critical experience through which undergraduates develop these skills.

With these intellectual skills and habits of mind, our graduates will be prepared for all the challenges they may meet in their professional and personal lives. To create this kind of graduate requires a purposefully designed curriculum; that is, one which builds student skills and awareness in the context of disciplinary coursework. The Association of American Colleges and Universities (AAC&U) and others suggest that a focus on outcomes, a group of skills students build through their coursework, is how a university creates graduates who are ready for those challenges. In Critical Foundations, students build mastery of six key outcomes through three levels of linked or thematically clustered courses. Students practice those skills by exploring how a variety of disciplines approach a shared theme. From this, students will discover that these skills are not just for the classroom but can be used as tools to tackle new challenges and problems they will face throughout their careers and lives. Critical Foundations is essential in helping our students become the critically-thinking engaged citizens they need to be.

The six outcomes of Critical Foundations support this vision of what should a EWU graduate be. Students will be able to:

1. EXAMINE THOUGHTFULLY: Think critically in an open-minded, informed, logical, and creative manner.
2. ANALYZE QUANTITATIVELY: Evaluate and analyze quantitative information to come to well-reasoned conclusions.
3. COMMUNICATE EFFECTIVELY: Communicate purposefully, appropriately, and effectively to particular audiences using a variety of delivery methods (written, oral, visual, artistic, multimedia, etc.).
4. LIVE RESPONSIBLY: Use sound and ethical judgment to work effectively towards goals related to health, finances, citizenship, creative expression, and well-being.
5. ENGAGE LOCALLY: Work collaboratively and with a multicultural awareness at all levels of community to engage with social issues, achieve civic aims, enhance the arts, and resolve conflicts of interest.
6. THINK GLOBALLY: Engage with complex, interdependent global systems in a manner that considers sustainability, equity, and the perspectives of others.

Approaches through which students can demonstrate mastery of these outcomes include (but are not limited to):

EXAMINE THOUGHTFULLY

- Design strategies to answer questions or explore ideas, by breaking complex issues into manageable parts and/or identifying unstated assumptions
- Collect and analyze qualitative evidence from a variety of sources, objects, and events to create informed conclusions
- Evaluate sources and evidence critically and objectively to understand the strengths, weaknesses, and perspectives that formed that information
- Synthesize existing ideas, images, or expertise in innovative and creative ways

ANALYZE QUANTITATIVELY

- Identify appropriate solution strategies for solving complex problems requiring quantitative analysis in a variety of contexts
- Describe the assumptions that underlie particular quantitative analysis strategies, including the kinds of data and problems that they are suitable for
- Analyze quantitative data correctly and draw appropriate conclusions
- Present analytic arguments in a variety of formats (words, tables, graphs, mathematical equations, etc.) as appropriate

COMMUNICATE EFFECTIVELY

- Purposefully choose and effectively execute appropriate communication genres and disciplinary or professional conventions for a specific audience and task
- Show mastery of material, of appropriate organization, and of expressing one's own perspective and voice through communication choices
- Communicate ideas clearly, using appropriate vocabulary, syntax, and mechanics; oral delivery techniques and effective use of language; choice of visual design strategies, etc.
- Express creativity and style

LIVE RESPONSIBLY

- Articulate appropriate strategies to manage personal and professional well-being
- Apply complex and multilayered ethical perspectives and concepts appropriately and with awareness of the implications and consequences of that application
- Sensitively address a variety of personal, aesthetic, and cultural experiences leading to different ethical viewpoints
- Assess personal and professional ethical values and practice ethical decision-making skills both individually and collaboratively

ENGAGE LOCALLY

- Work collaboratively and creatively within communities to achieve a civic aim or resolve conflicts of interest
- Articulate multiple cultural perspectives on issues and problems, including the impact of one's own cultural biases
- Use professional and disciplinary skills in ways that support community and civic goals or help solve social problems
- Express how one's beliefs and understandings have changed as a result of work within various communities

THINK GLOBALLY

- Explain the culture, perspectives, and problems of other parts of the planet to show an awareness of how these differ from one's own
- Articulate how actions in one location affect global communities and natural systems elsewhere
- Address social and environmental global challenges in ways that help to understand the problems and work toward innovative solutions
- Collaboratively evaluate sustainable equitable solutions to complex global problems using academic and personal perspectives

Sample Goals and Tasks Across the Curriculum

- How do we get from big abstract goals to what we actually do in courses? Each course will develop specific outcomes from the goal, perhaps by choosing aspects of it discussed below that match their course goals and disciplinary standards. Here are some of them.

Critical Thinking

VALUE Rubrics: (See also Problem Solving under Quantitative Literacy)
Critical Thinking: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Creative Thinking: Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
Inquiry and Analysis: Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
Information Literacy: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Some Suggested Sample Tasks/Outcomes:

- Critically read academic-level texts for their rhetoric, methodologies, findings, and biases
- Demonstrate critical evaluation of those texts/artifacts in written or oral form
- Construct meaning appropriately in a second language
- Identify different types of information sources and reasons to choose specific ones out of the millions of choices available
- Contextualize a research project in existing literature, using sources that have been selected, analyzed, and critiqued
- Design an experiment to test a hypothesis
- Analyze the results of an experiment thoughtfully and with an awareness of its limitations
- Explain the real-world application of a theory or idea
- Discuss the theories and assumptions that underlie a contested idea or explanation of a natural phenomenon
- Formulate a research question or thesis and define its scope and limitations
- Systematically and methodically analyze one's own and others' assumptions around an important issue or debate
- Sympathetically describe strengths and weaknesses of multiple perspectives on an issue or problem
- Make well-justified choices in designing a creative work

Analyze Quantitatively

VALUE Rubrics:

Quantitative Literacy: Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate). It includes: Interpretation: Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words); Representation: Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words); Calculation; Application/Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis; Assumptions: Ability to make and evaluate important assumptions in estimation, modeling, and data analysis; Communication: Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)

Problem Solving: Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal. It includes: (the ability to) Define Problem; Identify Strategies; Propose Solutions/Hypotheses; Evaluate Potential Solutions; Implement Solutions; and Evaluate Outcomes. This Rubric may also be of use in Examine Thoughtfully.

Some Suggested Sample Tasks/Outcomes:

- Identify appropriate solutions strategies for solving quantitative problems in a variety of contexts
- Use an understanding of probability in analyzing news stories and topics such as betting, and medical testing
- Explain the strengths and limitations of specific statistical tests
- Depict quantitative data using appropriate graphs and charts
- Model mathematically aspects of a natural or man-made phenomenon or structure
- Analyze the findings of a poll or survey using an understanding of the underlying statistical assumptions and possible sampling issues
- Use appropriate statistics and explain why they are appropriate in a research presentation, paper, or poster
- Make financial judgments using algebraic equations
- Determine and express relationships between variables
- Use equations, charts, graphs, and/or tables to represent and interpret mathematical information in a research project
- Use experimental data to explore how a mathematical equation, concept, or relationship performs in the real world

Communicate Effectively

VALUE Rubrics:

Reading: Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002).

Written Communications: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Oral Communication: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Some Suggested Sample Tasks/Outcomes:

- Write a cohesive persuasive paper that incorporates outside research, a clear thesis statement, main claims, and successfully communicates complex ideas to a targeted audience.
- Produce an individual presentation incorporating PowerPoint, Prezi, or other visually designed document that successfully impacts an audience in English or in a second or heritage language.
- Explain classroom concepts effectively to other students in a large or small group discussion.
- Acknowledge alternative viewpoints and successfully counter or address those viewpoints in writing, orally, or through multimodal documents.
- Work collaboratively with team members to design and present a professional presentation that instructs or explains complex ideas to an audience in English or in a second or heritage language.
- Work interactively with other students to come to an agreement about an ethical dilemma and then support one's standpoint with evidence.
- Compose career materials appropriate to discipline that develop a purposeful presentation of personal identity through deliberate language and design choices; maintain materials through e-portfolio.
- Acquire intermediate-level competency in a second or heritage language.
- Participate in the greater community by presenting a poster or oral presentation at an academic conference such as the EWU Research Symposium or by submitting written work to a publication such as a newspaper, magazine or journal.
- Create an artistic work that successfully impacts viewers
- Explain technical information in a way that makes it accessible to the non-expert

Ethical Reasoning

VALUE Rubrics:

Ethical Reasoning: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Integrative Learning: Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Some Suggested Sample Tasks/Outcomes:

- Discuss the benefits and drawbacks of using specific ethical theories in resolving a complex real-world ethical problem
- Create a service program that engages others in learning about and taking action on a particular issue
- Work within a group to propose solutions for concrete local, regional, national, or global problems
- Develop an informed personal approach to professional ethics
- Explore historical and contemporary approaches to an enduring problem
- Explain the ethical and social issues involved in dealing with a scientific idea like stem cell research, global warming, or sustainability
- Develop a personal action plan for living sustainably and/or living in a healthy manner
- Describe how inequality leads to different challenges for different groups of people in the United States and around the world
- Explain how financial decisions made in college will affect life decisions in the future
- Sensitively describe multiple perspectives around an important problem
- Explain how cognitive biases affect how people think about problems
- Understand our own behavior and that of others
- Articulate a personal ethical approach to life issues and social problems
- Develop a personal artistic voice

Civic Engagement

VALUE Rubrics: Civic Engagement: Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. It includes: Diversity of Communities and Cultures; Analysis of Knowledge; Civic Identity and Commitment; Civic Communication; Civic Action and Reflection.

Intercultural Knowledge and Competence: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." It includes: Cultural Self-Awareness; Knowledge of Cultural Worldview Frameworks; Empathy (about the experience and perspectives of other worldviews); (Articulates cultural differences through) Verbal and Nonverbal Communication; Curiosity (about other cultures); Openness (with culturally different others).

Some Suggested Sample Tasks/Outcomes:

- Explain the role of different cultural, ethnic, and gender/sexuality groups in some aspect of regional or US history
- Examine how natural phenomena like global warming or the retreat of the glaciers affect the local area
- Analyze a local problem by collecting information from a variety of sources
- Explore perspectives through locally produced literature
- Propose actions to deal with a particular local social problems that reflect awareness a variety of challenges and perspectives
- Develop an understanding of how inequality leads to different challenges for different groups of people in the United States and in the region
- Create a service program that engages others in learning about and taking action on a local issue
- Intern with a local community organization or business
- Examine from multiple perspectives how a particular political proposal will affect diverse local communities
- Collect information to answer a question posed by a community partner
- Analyze the role of language and images in maintaining inequalities between social groups in the United States
- Explore the lived experience of a historically disadvantaged social and cultural group within the United States
- Create local art

Global Learning

VALUE Rubrics:
Global Learning: Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for eople's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.
Intercultural Knowledge and Competence: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

Some Suggested Sample Tasks/Outcomes:

- Explain the role of different cultural and ethnic groups in some aspect of world history
- Examine how natural phenomena like global warming and plate tectonics affect different parts of the world differently
- Design a solution to a technical problem that can be used in isolated rural communities around the world
- Examine from multiple perspectives how a particular political proposal will affect communities in different parts of the world
- Discuss a modern problem that affects societies around the world, showing an understanding of different cultural perspectives on that problem
- Understand approaches to a modern problem or topic from the perspective of a region outside of the United States
- Interview in a second or heritage language with someone from a different cultural background
- Examine how differences in language reflect and create cultural differences
- Sensitively describe differences around a single cultural phenomenon
- Explore perspectives through literary works produced outside of the United States and Europe
- Explore artistic perspectives from outside the Western tradition
- Successfully complete courses in a study abroad experience
- Collaborate with someone from a different cultural background to create a work of art

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing, knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Conclusions: A synthesis of key findings drawn from research/evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.