Introduction to Psychology: A General Education Learning Outcome Juggernaut

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THE SITUATION

Higher Education is under attack. High prices, political rhetoric, and consumerism is making more demands on the systems of Higher Education. This, of course, trickles down to the Faculty and Student experience.

- Demand for higher accountability in Higher Education (Student/Parent/World)
- Attack on General Education as Superfluous vs. specific Job-ready Skills
- Validation that Assessment is not the Answer to the Problem (See "The Misguided Drive to Measure Learning Outcomes")

DISCUSSION

A SOLUTION

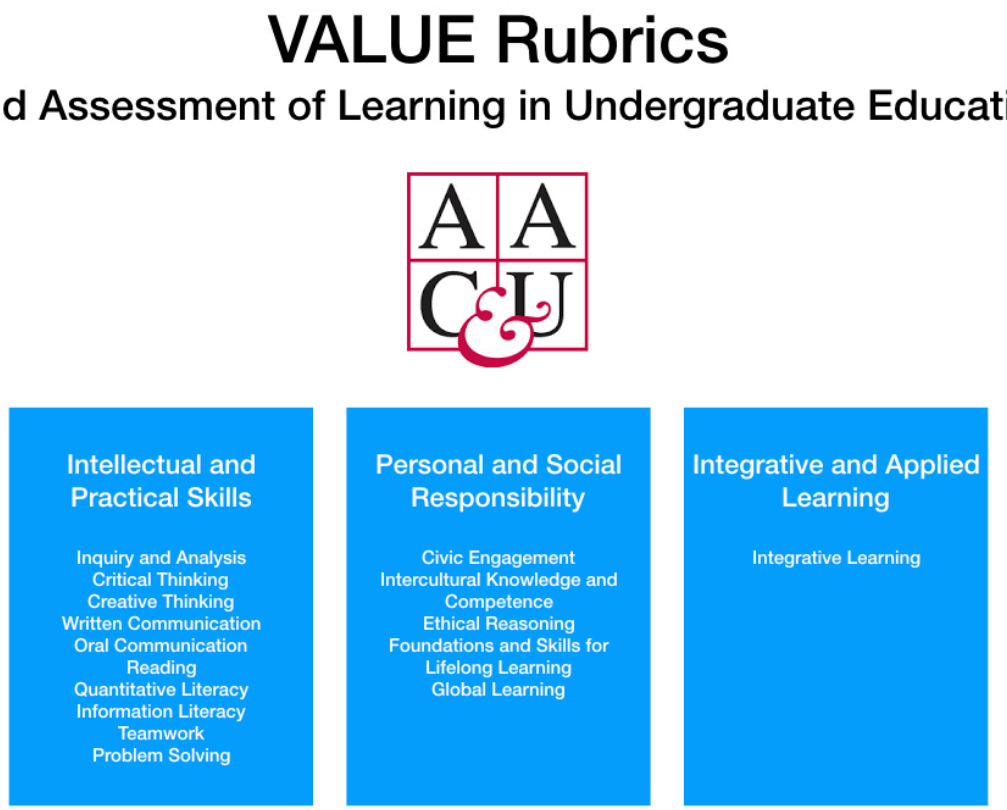
Currently there is a demand for Administrations to "prove" the cost and worthiness of Higher Education and is focused on Assessment of Learning Outcomes that connect to skills and knowledge that are required in the modern workplace. This is OK, but it is incomplete.

- Empower Faculty to take charge of the Teaching and Learning (we don't need assessment people doing this work…less administrative bloat)
- Intentional Course/Assessment Design to Demonstrate Learning
- The purpose of Assessment (at this level) is to BOTH "demonstrate the learning of the student" and "evaluate the efficacy of the instruction". (This is the appropriate limit of the use of this kind of data)
- Embed and Map General Education Learning Outcomes – Faculty Led.

DISCUSSION

DEFINING GENERAL EDUCATION

The AAC&U (Association of American Colleges and Universities) has worked hard to outline the essential general education learning and skills that graduates should walk away with after graduation.



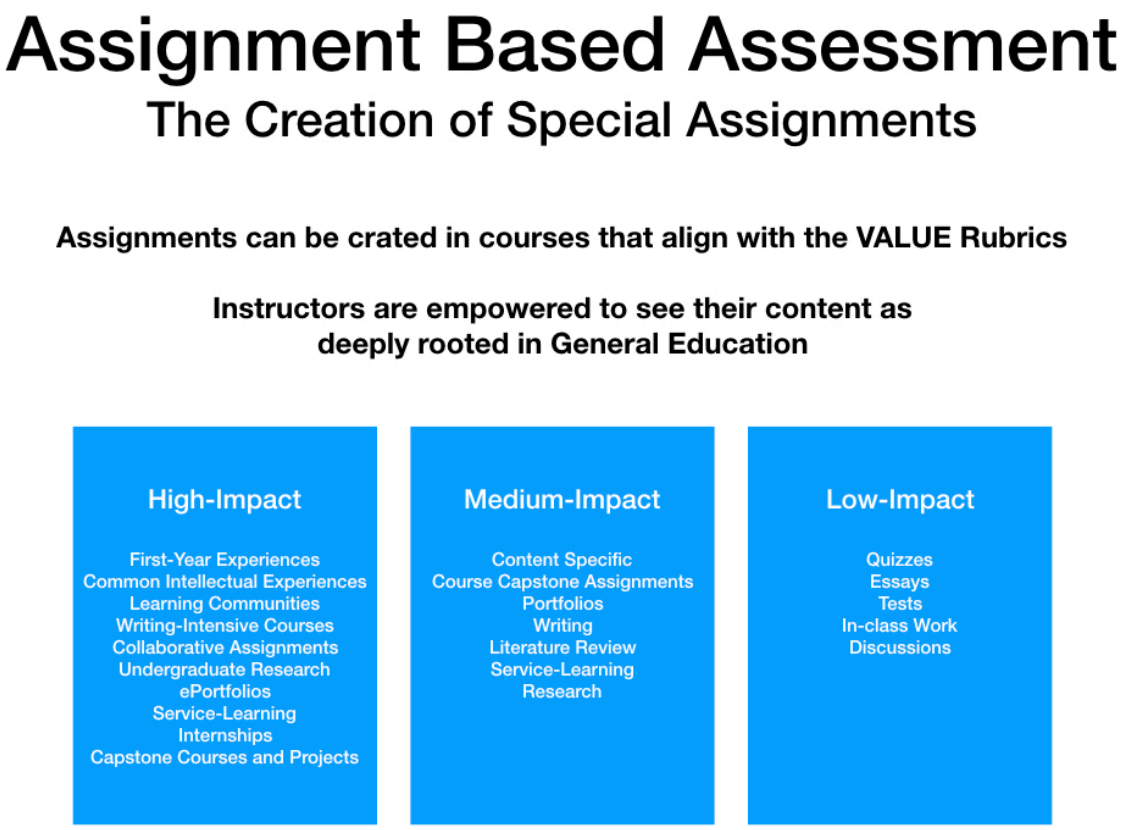
DISCUSSION

CONNECTING LEARNING OUTCOMES TO ASSIGNMENTS

If our goal is to graduate students with all of these skills, we need to develop methods in the class room, within the context of diverse subject areas, to teach and assess these skills.

The AAC&U promotes the development of **Signature Work** and **High Impact Practices**. My model suggests that we have more options. Options that may already exist within course structure or may be easy to build and map across program curricula.

Consider the notion of High-, Medium-, and Low-Impact Practices…**Special Assignments**.



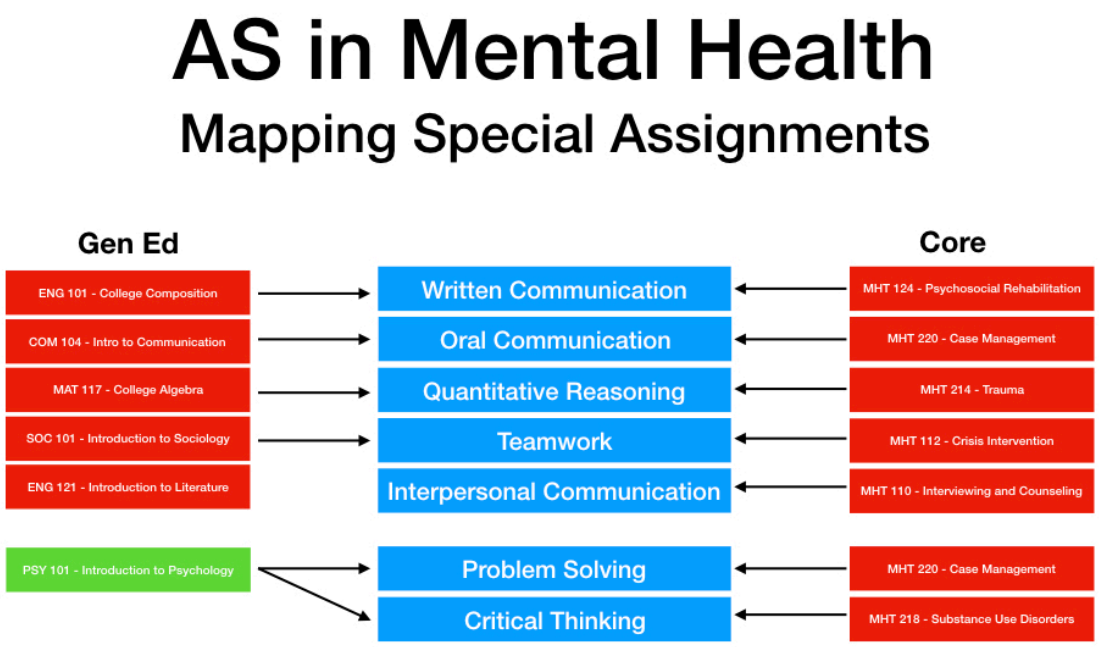
DSICUSSION

MAPPING SPECIAL ASSIGNMENTS ACROSS GEN ED AND CORE CLASSES

What follows here is an example of how we mapped the teaching and assessment of VALUE-based General Education Learning Outcomes across the Associates in Applied Science in Mental Health curriculum at KVCC.

It is important to note the following:

- Required General Education classes are key to building foundational knowledge for this learning as it occurs across the curriculum.
- Mapping entails repeating the same teaching and assessment opportunities across different courses in the curriculum.
- Sequential opportunities should reflect an increase in students' performance.



Note - The above assessment areas were those selected and developed by KVCC (in line with VALUE) for our Essential Learning Outcomes (ELO) Initative

DISCUSSION

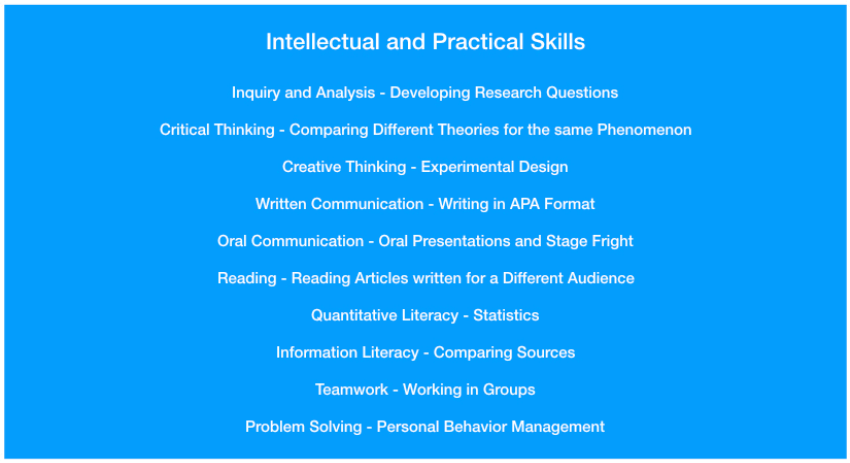
THE UTILITY OF INTRODUCTION TO PSYCHOLOGY

Why is the Introduction to Psychology class a “General Education Learning Outcomes Juggernaut”?

- Required course in every program.
- Standardized curriculum
- Standardized assessments
- Room for lots of Signature Assignments
- Topics in Psychology cover the range of VALUE Outcomes

VALUE Rubrics

Alignment with Content for PSY 101



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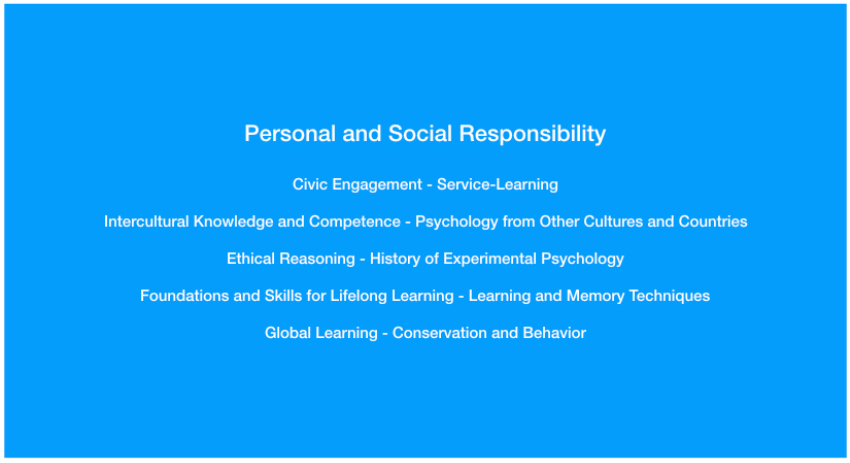


VALUE Rubrics

Alignment with Content for PSY 101

DISCUSSION

BRINGING IT TOGETHER

This brings us to the task of empowering Faculty to examine their teaching and assessment practices and consider aligning specific assignments with the VALUE Rubric in an effort to take charge of the “assessment” culture.

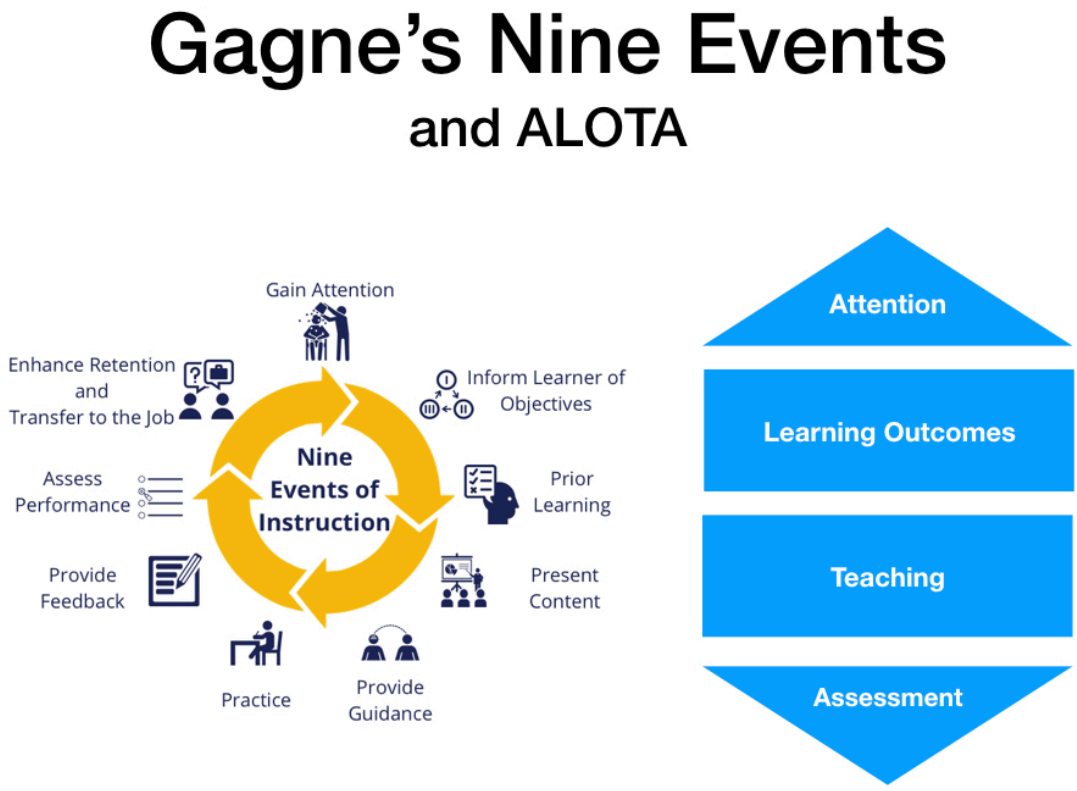
We also see the utility of the Introduction to Psychology class in the overall planning and mapping of outcomes in programs.

DESIGNING EFFECTIVE LESSON PLANS

Structing the content of a course to enhance learning and retention is the craft of the teacher. Theoretical models for this abound but the one that has caught my attention has been Gagne's Nine Events of Instruction.

This model outlines the actual purposes and goals of the steps we take in teaching. I took this information and translated into a simpler model for the organization of material when teaching a lesson. The acronym for the design structure is ALOTA.

Here is a great link about the Nine Events
https://www.niu.edu/facdev/_pdf/guide/learning/gagnes_nine_events_instruction.pdf

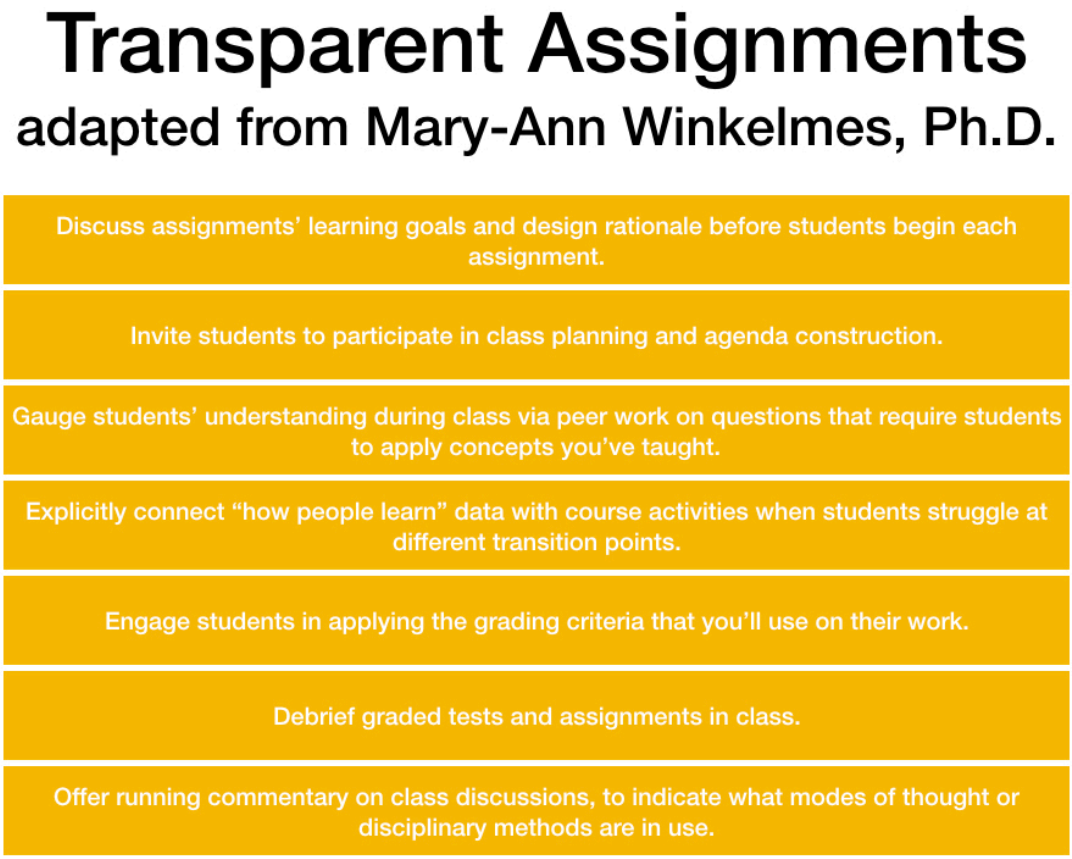


DISCUSSION

DESINGING TRANSPARENT ASSIGNMENTS

Another valuable tool comes from the work of Dr. Mary-Ann Winkelmes of UNLV

“Transparent Assignments” enable Faculty to communicate the expectations of assignments using very specific language. We recognize that jargon and expectations create a gap between Faculty and their students and creating transparent assignments bridges that gap.



DSICUSSION

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Bloom's Taxonomy of Educational Objectives

Benjamin Bloom and his group of educational psychologists (1956) developed a classification of levels of behavior that is critical in learning processes. There are three domains in the taxonomy - the cognitive domain, the affective domain, and the psychomotor domain. Each domain has several hierarchical levels of intended behaviors that learners should be able to exhibit as a result of learning. Bloom's taxonomy has been widely used as a guideline for **classifying the educational goals/objectives** and **structuring appropriate test items or other evaluation methods**.

Bloom and his colleagues published handbooks for the cognitive domain and the affective domain. I present a summary of the cognitive domain and the affective domain below. Bloom and his colleagues did not publish a handbook for the psychomotor domain. Several people came up with their own ideas about the psychomotor domain, one of which I selected and presented in the summary below.

Cognitive Domain

There are six levels in the cognitive domain:

Cognitive Domain	What your students will be able to do …
1. Knowledge	It is basically the initial memorization stage. You teach students to be able to remember information. They should be able to recall learned materials when they are tested. **Action verbs** – e.g., state, define, describe, identify, label, list, match, name, reproduce, select
2. Comprehension	You help students be able to correctly interpret and understand the information. Information can be presented in an enactive, iconic and/or symbolic form of communication. Students should be able to grasp the correct meaning of the information and demonstrate their understanding levels when they are tested. **Action verbs** – e.g., distinguish, explain, generalize, give examples, convert, defend, estimate, paraphrase, summarize
3. Application	Students apply learned principles in new and concrete situations. **Action verbs** – e.g., operate, predict, prepare, produce, relate, show, solve, use, change, compute, demonstrate, discover, manipulate
4. Analysis	Students are able to break down material into its component parts and analyze its organizational structure and relationships between parts. **Action verbs** – e.g., break down, diagram, differentiate, discriminate, distinguish, infer, relate, subdivide
5. Synthesis	Students are able to put parts together to form a new whole or produce a new arrangement. **Action verbs** – e.g., categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, revise
6. Evaluation	Students are able to judge the value of material based on external criterion or evidence. **Action verbs** – e.g., compare, conclude, contrast, criticize, justify, support, appraise, relate

Affective Domain

There are five levels in the affective domain:

Affective Domain	What your students will be able to do …
1. Receiving	Students are willing to pay attention to particular stimuli (e.g., lecture, directions, music, etc.). **Action verbs** – e.g., choose, follow, identify, use, select
2. Responding	Students not only attend to particular stimuli but also exhibit reaction to them. **Action verbs** – e.g., answer, conform, discuss, perform, present, report
3. Valuing	Students clearly and consistently identify the value of materials. **Action verbs** – e.g., complete, explain, join, propose, justify, share, volunteer
4. Organization	Students can bring different values together and build internally consistent value systems (e.g., a philosophy of life). **Action verbs** – e.g., arrange, combine, defend, generalize, integrate, organize, synthesize
5. Characterization by a Value or Value Complex	Students can control their behavior for a sufficiently long time and have developed a certain life style. Their behavior is consistent and predictable. **Action verbs** – e.g., act, display, influence, question, serve, solve, verify

Psychomotor Domain

There are seven levels in the psychomotor domain:

Psychomotor Domain	What your students will be able to do …
1. Perception	Students are aware of stimuli. **Action verbs** – e.g., choose, distinguish, identify, isolate, select, separate
2. Set	Students are mentally, physically, and/or emotionally ready to act toward the stimuli. **Action verbs** – e.g., begin, display, move, proceed, react, respond, show
3. Guided Response	Students try to imitate and go through trial and error. **Action verbs** – e.g., build, assemble, calibrate, construct, dissect, fix, grind, manipulate, measure, mix, sketch
4. Mechanism	Students become habitual. **Action verbs** – e.g., (same list as for guided response)
5. Complex Overt Response	Students perform complex tasks without hesitation. **Action verbs** – e.g., (same list as for guided response)
6. Adaptation	Students can modify your movements to deal with new situations. **Action verbs** – e.g., adapt, alter, change, rearrange, reorganize, revise
7. Origination	Students can create new movement patterns. **Action verbs** – e.g., arrange, combine, compose, construct, design, originate

How Bloom's Taxonomy of Educational Objectives is being used

Bloom's Taxonomy of Educational Objectives is one of many helpful tools that are available for instructional designers. Mastery of the lower levels is prerequisite to the higher levels. Learners (or performers) may have difficulty in learning (or performing) when a prerequisite is missing. Using Bloom's taxonomy, an instructor (or an instructional designer) should be able to design/provide instruction from simple information to complex information, from easy tasks to hard tasks, and from basic knowledge/skills to advanced knowledge/skills.

Bloom's Taxonomy of Educational Objectives is also helpful for constructing test items. It helps an instructor (or an instructional designer) set up the evaluation domain and criteria. Learners' performance is being evaluated based on what has been taught (← Note: It may sound too obvious, but sometimes an instructor or instructional designer can make a mistake and construct test items that do not reflect what has been taught.).

Tips for Stating Instructional Objectives

- ref. Gronlund, G. (1991). How to write and use instructional objective (4th ed.). New York: Macmillan Publisher.

1. Don't state them in terms of teacher performance (e.g., Teach scientific concepts).
2. Don't state them in terms of the learning process (e.g., Students learn scientific concepts).
3. Don't focus on the subject-matter topics (e.g., Students learn the meaning of osmosis, photosynthesis, etc.).
4. Don't include two objectives in one statement (e.g., Student knows and understands scientific concepts).

State and define each objective in terms of the type of student performance that is to be demonstrated at the end of instruction. For example,

1. Students will understand scientific concepts
   1.1 Students will define the concept
   1.2 Students will identify an example of the concept
   1.3 Students will state hypotheses based on the concept
   1.4 Students will describe how the process functions in a given situation
   1.5 Students will describe an experiment that illustrates the process

In the above example, #1 is a general instructional objective, where action verbs were not necessarily used. #1.1 through 1.5 are the specific instructional objectives (sometimes called 'enabling objectives'), where action verbs should be used. Action verbs indicate observable student responses; that is, responses that can be seen by an outside observer.

A way of organizing goals and objectives:

- Program (Department-level) Goals
  - Each Course's Goals
    - Instructional Objectives
      - Specific Instructional Objectives (w/action verbs)

(LESS TRANSPARENT)

SOC 101: Principles of Sociology
Assignment 2: Understanding Cultural Diversity -- Western Shoshone Land Rights

(adapted by Anna Smedley from an assignment by Professor Barb Brents)

BACKGROUND FOR ASSIGNMENT

Our Land Our Life (25:34) https://www.youtube.com/watch?v=JJ2N9-n-ka0
Given recent global events, it would be easy to explore issues of cultural diversity and conflict in other countries. However, this film will explore relatively little known, but hugely important issues in our own backyard. This is a version of an award winning film about the struggles between the Western Shoshone and the U.S. government in Nevada.
For more information about the film, see http://www.bullfrogfilms.com/catalog/amout.html
As you watch the film think about how it reflects the sociological perspective. In particular, think about the following questions:

1. Identify examples of material and symbolic culture in both Shoshone and U.S. cultures. (Remember, material culture is what cultures do; symbolic culture is how they think – law, ideologies, religion, values.)
2. What is the treaty of Ruby Valley? What did it do and what did it not do?
3. In what ways does Western Shoshone's material culture (organization of work and production) conflict with U.S. material culture?
4. How do the U.S. laws exemplify the clash between U.S. and Shoshone symbolic culture (values and ideology)?
5. Why do you think we have heard relatively little about these issues compared to similar issues in other countries in the media today?

Here is an overview of some key events in the ongoing struggle between the Dann sisters and the U.S. government. For detailed description, as well as links to important documents, see the University of Arizona's Indigenous Peoples Law and Policy Program

☐ In 1863 the U.S. signed the Treaty of Ruby Valley where the Western Shoshone allowed white settlers to pass through 26 million acres of Shoshone land, which includes most of Nevada, parts of California and Utah.

☐ In 1979 the U.S. Supreme Court ruled that the U.S. government through gradual encroachment took Western Shoshone lands. But to officially extinguish the Shoshone's title, the U.S must pay for the land. The amount was based on the land value in 1872 -- 15 cents per acre. The Department of the Interior ruled the Shoshone's trustee, accepted payment for the land. Several Shoshone tribes refused payment and initiated legal battles.

☐ In Sept 2003, the U.S. government seized 300 head of cattle and 100 horses in Horse Valley, on the Dann Ranch.

☐ In July 2004 President Bush signed a law making the Shoshone take the payment. There are factions of Shoshone who still refuse. Within U.S. legal symbolic culture, these are all now "public lands."

☐ In November, 2004, the Bureau of Land Management opened Horse Valley to Placer Dome Inc/Kennecott Minerals for gold mining.

☐ _In April 2005 Mary Dann died in an accident while working on her ranch.
☐ _In August 2005 the United Nations got involved and sent a formal “series of questions” to the U.S. regarding the U.S.' position on the Treaty of Ruby Valley, seizures of Western Shoshone livestock, efforts to privatize Western Shoshone land to benefit mining and energy industries and ongoing harassment of Western Shoshone people.
☐ _On March 10, 2006 the United Nations Committee on Elimination of Racial Discrimination (CERD) decided on the findings and urged the U.S. government to "freeze", "desist" and "stop" actions against the Western Shoshone.
☐ _The Shoshone along with the University of Arizona Indigenous Peoples Law and Policy program are now focused on fighting mining on Mount Tenabo in Horse Valley, an area they claim is of spiritual and cultural significance. Barrick Gold has been operating its Cortez mine there.
☐ _In June of 2009, BLM claimed Carrie Dann owed almost $6.5 million in unpaid trespass fines and reaffirmed their right to confiscate her livestock in the future.
☐ _Through 2009 and 2010 a new court case to stop mining was brought to the 9th Circuit Court of Appeals. The Appeals Court ruled that opponents of the mine failed to prove that the mine would cause visual harm to Mount Tenabo or hurt the tribes' ability to exercise their religion. But they did rule that the U.S. Bureau of Land Management’s previous environmental review of water and air pollution impacts "was inadequate under the National Environmental Policy Act". In March 2011 the Bureau of Land Management approved a subsequent study on environmental impacts, allowing the mine to operate as originally proposed.
☐ _Over objections of seven of nine Shoshone tribes, between March 2011 and September of 2012 the Bureau of Indian Affairs issued payments of $35,137.93 each to 5361 individuals. Thus a total of $145 million dollars was paid to Shoshone for the 26 million acres of land covered in the Treaty of Ruby Valley, a total of about $5.50 an acre.
☐ _In 2013 the U.S. issued a response to the United Nations Committee on Elimination of Racial Discrimination (CERD), stating that the Shoshone had been properly compensated for the land.

ASSIGNMENT

Objective Alignment:
Objective 1: Define and discuss what culture is, and how it shapes our collective identity.
Objective 2: Discuss cultural diversity and the dynamics that create distinctions between cultures, such as ethnocentrism and cultural relativity

Assignment Instructions:
Understanding Cultural Diversity -- Western Shoshone Land Rights
This assignment is due Sunday, October 26th and is worth 10% of your overall grade. It should be about two pages long (or about 1,000 words) if you thoroughly answer all of the questions. Please be sure that you keep grammar and writing rules in mind as you work. I have added a grading rubric to the assignment so you can see how I will assign points.

1. Watch the movie, Our Land, Our Life: the Struggle for Western Shoshone Land Rights.
2. Answer the following questions
    i. Define material culture and symbolic culture as explained in course content.
    ii. Define cultural diffusion and global culture as explained in course content.
3. Go to the University of Arizona’s Indigenous Peoples Law and Policy Program’s page on their work with the Western Shoshone and skim the .pdf provided for more background on the case.
4. Read over the purpose of the United Nations Committee on the Elimination of Racial

Discrimination.

i. Follow the link on one of its main functions, the "early-warning procedure" and follow the link on its warning to the United States (E means the report is in English). CERD issued a warning to the United States in April of 2006 to stop plans to transfer Western Shoshone lands to multinational mining and energy developers and stop imposing grazing and other fees on the Western Shoshone people while using ancestral lands. CERD reiterated the demand in 2008, requiring the U.S. to report on their response. (If the early warning link is broken, here is a direct link to the CERD April 2006 Early Warning Decision to the US.)

ii. Read through section B. "Concerns" in that document.

iii. Why is the United Nations concerned with the U.S.' treatment of the Western Shoshone?

5. In the U.S. State Department's response to CERD in 2013, the U.S. wrote two paragraphs (see items 178 and 179 in its report to CERD). Essentially, the U.S. claimed that in September 2012 it completed payment totaling $45 million to 5,362 Western Shoshone individuals, thereby legally (according to US law) completing its obligation regarding the Treaty of Ruby Valley. The report stated, "The United States believes that it should not interfere in the internal dispute among the Western Shoshone, and that they have been properly compensated for the land at issue."

6. This issue illustrates a variety of examples of many of the concepts we have been discussing. Think about the issue from the perspective of each of the cultures involved. Briefly, describe and analyze the differences in the symbolic culture (different interpretations of the land and ownership) and material culture (economic systems) you see in this issue. Which culture has more power to have their definitions of reality prevail?

7. How does this issue reflect difficulties in preserving cultural diversity globally?

Assignment Rubric: See WebCampus for details

Defines culture 10%
Explains U.N. concerns 15%
Bi-cultural explanation 30%
Cultural diversity 30%
Writing 15%

(MORE TRANSPARENT)

SOC 101: Principles of Sociology
Assignment 2: Understanding Cultural Diversity -- Western Shoshone Land Rights
Due Sunday, October 26th (10% of your term grade)
1000 words maximum

(adapted from Anna Smedley's revised assignment)

PURPOSE

Knowledge:
After doing this assignment you will understand:
1. How human behavior both creates and is created by culture.
2. How cultural diversity shapes the individual experience

Skills:
After doing this assignment you will be able to:
1. Define and discuss what culture is, and how it shapes our collective identity.
2. Discuss cultural diversity and the dynamics that create distinctions between cultures, such as ethnocentrism and cultural relativity.

TASK:

After viewing the movie and considering the background information, write a paper (1000 words maximum) that addresses the four points below.

1. Define the following as we have encountered them in our course so far:
   - material culture (economic systems)
   - symbolic culture (different interpretations of the land and ownership
   - cultural diffusion
   - global culture.
2. Consider the Western Shoshone case from the perspective of each of the cultures involved. Describe and analyze the differences in the symbolic culture (different interpretations of the land and ownership) and material culture (economic systems) you see in this issue. Which culture has more power to have their definitions of reality prevail?
3. Why is the United Nations concerned with the U.S.' treatment of the Western Shoshone?
4. How does this issue reflect difficulties in preserving cultural diversity globally?

CRITERIA:

See WebCampus for details

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Timeline

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- In 2013 the U.S. issued a response to the United Nations Committee on Elimination of Racial Discrimination (CERD, see Elimination of Racial Discrimination) stating that the Shoshone had been properly compensated for the land.

For additional background on the case, skim the pdf we provided you from the University of Arizona's Indigenous Peoples Law and Policy Program's page.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) 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.

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
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim.*	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim.*	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits.*

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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.

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	**Milestones**		**Benchmark**
	4	3	2	1
Acquiring Competencies *This step refers to acquiring strategies and skills within a particular domain.*	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks *May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.*	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking *Novelty or uniqueness (of idea, claim, question, form, etc.)*	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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.

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	**Milestones**		**Benchmark**
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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.

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	**Milestones**		**Benchmark**
	4	3	2	1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

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 people'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.

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
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	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.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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. - The National Forum on Information Literacy

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
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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.

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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

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
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

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
Knowledge *Cultural self- awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing tspecific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

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	**Milestones**		**Benchmark**
	4	3	2	1
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection	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.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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.

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
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

PROBLEM SOLVING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

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
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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).

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	1
Interpretation *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.*
Representation *Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions *Ability to make and evaluate important assumptions in estimation, modeling, and data analysis*	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
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)*	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

READING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB8024/index1.html)

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
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Genres	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.
Relationship to Text *Making meanings with texts in their contexts*	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
Analysis *Interacting with texts in parts and as wholes*	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation *Making sense with texts as blueprints for meaning*	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Reader's Voice *Participating in academic discourse about texts*	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

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
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	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.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	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.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

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.

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
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.