



INQUIRY AND PROBLEM SOLVING

Adapted from the AAC&U VALUE Rubrics

Definition

Inquiry is a systematic process of exploring issues or questions through the collection and analysis of evidence that results in informed conclusions or judgments. Problem solving refers to the ability to design, evaluate, and implement a strategy or strategies to answer an open-ended question, overcome an obstacle, or achieve a desired goal. Analysis is the process of breaking complex topics or issues into parts to gain better understanding, often through processes of revision, rethinking, and reorganization, to advance a claim hypothesis, or solution. Inquiry, analysis and problem-solving combine to form a habit of mind critical to academic and career advancement, thoughtful citizenship, and sustained, life-long learning.

Framing Language

This rubric is designed for use in a wide-variety of disciplines. Since some aspects of the terminology and process of inquiry can be discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry, analysis, and problem solving (including topic selection, existing knowledge, etc.). The Inquiry and Problem Solving process utilized should be appropriate for the discipline addressed. Activities that encompass problem-solving by students may involve problems that range from concrete and every day to the abstract and ambiguous. Problem solving takes place in diverse settings, from scientific and engineering laboratories to art studios, libraries, historical archives, digital simulations, as well as workplaces, communities and other real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines.

Glossary

The following definitions seek to clarify terms and concepts as used in this rubric:

- **Knowledge:** Facts, information, and skills acquired through experience or education.
- **Evidence:** Available body of facts or information used to substantiate the truth or validity of a belief or proposition.
- **Limitations:** Critique of the process or evidence.
- **Implications:** How inquiry results apply to a larger context.
- **Hypothesis:** An appropriate response or argument to a challenge or a problem.
- **Conclusions:** A synthesis of key findings drawn from research/evidence or discipline-specific reflection.



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Dimensions	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Framing the Issues <i>Identifies and/or addresses questions problems and/or hypothesis informed by knowledge of context.</i>	<p>Clearly frames and addresses a research question, hypothesis and/or problem.</p> <p>Demonstrates strong knowledge of relevant context.</p>	<p>Sufficiently frames and/or addresses a research question, hypothesis and/or problem.</p> <p>Demonstrates substantial knowledge of relevant context.</p>	<p>Begins to frame and/or address a research question, hypothesis and/ or problem.</p> <p>Demonstrates some knowledge of relevant context.</p>	<p>Demonstrates limited or no ability to frame or address a research question, hypothesis and/or problem.</p> <p>Demonstrates little knowledge of relevant context.</p>
Evidence Gathering <i>Assembles, reviews and synthesizes evidence from diverse sources of relevant knowledge.</i>	<p>Assembles, reviews and synthesizes pertinent information from many relevant and appropriate sources with diverse points-of-view.</p>	<p>Assembles, reviews and selects pertinent information from relevant and appropriate sources with diverse points-of-view.</p>	<p>Reviews information from some relevant sources with similar points-of-view.</p>	<p>Reviews limited information from few relevant sources with limited points of view.</p>
Analysis <i>Uses evidence to address questions, test hypotheses and evaluate claims and solutions.</i>	<p>Clearly analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.</p>	<p>Consistently analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.</p>	<p>Partially analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.</p>	<p>Attempts to analyze, evaluate and organize evidence to support hypotheses, claims and solutions.</p>
Conclusions <i>Draws conclusions supported by evidence; identifies implications and limitations.</i>	<p>Draws logical conclusions, offers insightful solutions strongly supported by evidence.</p> <p>Discusses limitations and implications.</p>	<p>Draws logical conclusions, offers solutions supported by evidence.</p> <p>Discusses limitations and implications.</p>	<p>Draws somewhat logical conclusions, offers some solutions supported by some evidence.</p> <p>Identifies some limitations and implications.</p>	<p>Attempts to draw conclusions, offers few solutions supported by evidence.</p> <p>Identifies few or no limitations and implications.</p>



GLOBAL LEARNING

Adapted from AAC&U VALUE Rubrics

Definition

Global learning focuses on transnational economic, political, environmental, physical, social and cultural issues and their implications. It enables students to:

1. Advance their knowledge and understanding of global issues, events and histories;
2. Strengthen their knowledge and understanding of divergent global perspectives and pluralistic views and develop their abilities to thoughtfully communicate across difference; and,
3. Apply learning and consider opportunities for ethical engagement, identifying ways their actions affect both local and global communities.

Framing Language

Global learning offers students meaningful opportunities to analyze and explore complex global challenges, communicate respectfully in diverse environments, and apply learning to take responsible, ethical action in contemporary global contexts. Global learning is based on the principle that the world is comprised of interdependent yet inequitable systems. Further, it acknowledges that higher education has a vital role in expanding knowledge of human and environmental systems, addressing privilege and stratification, and guiding change and sustainable development. Global learning also fosters the ability to advance equity and justice locally and globally. It is acquired cumulatively across students' entire college career, as well as through curricular and co-curricular experiences.

Glossary

- *Global Issues*: interdependent, interconnected issues, challenges, or trends, present across the world. Examples include (but not limited to) poverty, war and violence, financial crises, climate change, racism, migration, or hunger.
- *Diversity*: Includes (but is not limited to) differences based on nationality, race, class, ethnicity, gender, religion, disability, and sexuality. Understanding and engaging diversity deepens the ability to recognize the origins and influences of one's own heritage as well as its limitations. Suggests respectful curiosity about other people to develop knowledge, and to communicate and collaborate across differences to reach common goals.
- *Global Self-Awareness*: Develops a position with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
- *Ethical Engagement*: Promotes the recognition of responsibilities to local, national, and global issues, and promotes perspectives on ethics and power locally and globally.



GLOBAL LEARNING

Adapted from AAC&U VALUE Rubrics

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Understanding Global Issues and Events Analyzes global issues and events, and identifies their interdependent implications on the natural, social, cultural, economic, and political world.	Analyzes the dynamics of a global issue or event. Identifies and connects the most relevant shaping forces and repercussions of global issues or events locally and globally. <i>(e.g., demonstrates knowledge of several interdependent dimensions of global events and discusses how they manifest locally and globally).</i>	Identifies and discusses a global issue or event. Makes knowledgeable connections between local and global events and their repercussions. <i>(e.g., recognizes how interdependent influences of a global event manifests in various localities).</i>	Identifies and describes a global issue or event. Demonstrates basic understanding of the way local issues and events are connected to larger global issues. <i>(e.g., compares local and global manifestations of a global issue/event)</i>	Identifies a global issue or influence. Identifies an example of a local issue or event that occurs globally. <i>(e.g., identifies a local manifestation of a global issue or event)</i>
Communicating Knowledge in Global Contexts Awareness of how diverse cultural perspectives are shaped within global contexts. Ability to communicate across difference.	Employs knowledge of diverse worldviews and cultural practices in communication. Considers and negotiates diverse perspectives to communicate appropriately across differences.	Presents knowledge of diverse worldviews and cultural practices. Considers divergent perspectives in the communication process.	Presents emergent knowledge of diverse worldviews and cultural practices. Begins to recognize divergent perspectives. Demonstrates emergent ability to communicate across difference.	Presents limited or no knowledge of diverse worldviews and cultural practices. Demonstrates limited or no ability to recognize divergent perspectives or communicate across difference.
Ethical Engagement and Global Self-Awareness Recognition of ethical dimensions of global issues (e.g., environment, education, housing, healthcare, etc.). Articulation of global self-awareness. Analysis of human action on global issues and events.	Analyses the ethical consequences of global issues or events and proposes ethical responses and a range of actions or solutions (individual and collective). Analyses personal attitudes and actions within a global framework, applying an understanding of the role of individual and collective action in shaping global issues or events.	Discusses the ethical consequences of global issues and events. Discusses personal attitudes and actions within global issues or events. Discusses ways human actions influence local and global issues or events.	Identifies basic ethical challenges of global issues or events. Identifies basic connections between personal attitudes and actions and global issues or events Identifies ways human actions influence local and global issues or events.	Presents limited or no recognition of ethical dimensions related to global issues or events. Presents limited or no identification of the connections between attitudes and actions and global issues or events. Presents limited or no examples of how human actions influence local and global issues or events.



INTEGRATIVE LEARNING

Adapted from the AAC&U VALUE Rubrics

Definition

Integrative learning builds the ability to make connections among ideas and experiences, across the curriculum and co-curriculum, to synthesize and transfer learning to new situations within and beyond campus.

Framing Language

The ability to integrate learning is a skill that students practice across courses, over time, and between campus and community life. While it can take place in the classroom, integrative learning can often also occur as learners address real-world problems. Ideally, integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice. Because integrative learning involves making connections, it can surface in reflective work, self-assessment or assignments that foster learning between courses and life experiences, co-curricular activities, or the workplace. The key to building integrative learning will be designing assignments, activities and units that include reflective thinking, supporting and providing evidence of students' examination of their learning and the connections they make to their evolving personal, professional and civic lives. In a complex, rapidly changing, and increasingly connected world, the capacity to integrate and apply learning is not just a beneficial skill, but a necessary one.

Glossary

The following definitions were developed to clarify terms and concepts as used in his rubric.

Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. Challenging contexts help students stretch beyond their current frames of reference.

Co-curriculum: A parallel component of the academic curriculum in addition to formal classroom (student government, community service, student organizations, etc.).

Learning Experience: Activities and processes that help students engage with important content and concepts and build relevant skills. Classroom learning experiences can be short or extended, ranging from reading and listening to research, writing, creating, collaborating, solving problems, and making presentations. Learning experiences can also take place outside the classroom walls.

Life Experience: Learning that takes place in a setting outside of the formal classroom, such as family life, workplace, friends, community, service learning site, student government, community service, student organizations, internship site, field studies, or study abroad, etc.

Reflection: A meta-cognitive act of examining a learning experience in order to explore its significance and consequences.

Self-Assessment: Examining one's skills, knowledge and/or growth, in order to guide plans for further learning.

INTEGRATIVE LEARNING				
Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Connections Between and Among Academic Disciplines <i>Identifies and draws insight from connections across disciplinary perspectives, knowledge and skills.</i>	Synthesizes and/or draws conclusions by connecting examples, facts, and/or theories from more than one field of study or perspective.	Connects and compares examples, facts, and/or theories from more than one field of study or perspective. Begins to draw conclusions.	Connects examples, facts, and/or theories from more than one field of study or perspective.	Presents examples, facts, and/or theories from one or more fields of study or perspective.
Connections to Experience <i>Identifies and draws insight from connections across relevant learning experiences, including personal, co-curricular, and academic.</i>	Synthesizes connections among multiple learning experiences inside and outside of classroom to deepen understanding and broaden point of view.	Connects examples of personal or co-curricular learning to academic knowledge to deepen understanding.	Compares relationships between personal or co-curricular experiences and academic knowledge to infer similarities or differences.	Identifies relationships between personal or co-curricular experiences and academic content or knowledge.
Ability to Apply Learning across Diverse Contexts <i>Applies knowledge, skills, abilities, theories and/or methodologies across different learning experiences (inside or outside the classroom).</i>	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to offer solutions to a problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to explain problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to explore problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts.</i>	<p>Critically evaluates strengths and challenges; connects current sense of self to past and/or future selves across multiple and/or diverse contexts.</p> <p>Consistently demonstrates ability to reflect on experiences and/or examine personal identity as a learner.</p>	<p>Describes and evaluates strengths and challenges. Begins to describe self over time and/or in different contexts.</p> <p>Demonstrates ability to reflect on experiences and/or examine personal identity as a learner.</p>	<p>Describes strengths and challenges within a specific learning context.</p> <p>Demonstrates emergent ability to reflect on experiences and/or examine personal identity as a learner.</p>	<p>Describes strengths and challenges in a general learning context.</p> <p>Demonstrates limited or no ability to reflect on experiences and/or examine personal identity as a learner.</p>



WRITTEN, ORAL & DIGITAL COMMUNICATION ABILITIES

Definition

Clear communication imparts messages to others, constructs knowledge, fosters understanding, and/or influences opinion. The ability to communicate can be demonstrated in many ways, including through essays, poems, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other varieties of methods.

Framing Language

This rubric focuses on three dimensions of effective communication common to all forms, genre, and media (including Written, Oral and Digital Communication). These dimensions are Content Development, Purpose and Audience, and Control of Language. This rubric also defines effective Oral and Digital Communication.

Content Development and Organization

Content is well-organized, clear and logical. Statements, claims, and conclusions are supported by evidence or narrative detail. Where applicable, facts are not confused with opinions, and sources are credible and relevant. This material might consist of explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities. Through increasingly sophisticated use of sources, student authors will develop an ability to differentiate between their ideas and the ideas of others.

Assessing content and organization will shift depending on genre. For example, communications such as essays, letters, oral presentations, digital stories exhibit organizational patterns that include an introduction, body and conclusion. That pattern reflects choices among possible alternatives, including a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern. Genres such as poetry, dialogues, and wikis may evidence a different design, but demonstrate a student's understanding of form and content. In addition to serving the assignment's purpose, student work will incorporate sources according to disciplinary and genre conventions.

Purpose, Audience, and Genre

Communication must be appropriate to the context, and the purpose clear. The style and use of language are appropriate for the audience and purpose, and the conventions of the genre and/or discipline are respected. The purpose of communicating will depend in part on its intended effect on an audience, including work that means to persuade, report, inform, problem solve, argue, connect, or amuse.

Control of Language, Syntax, and Mechanics

Communication is clear, fluent, and appropriate for the genre and medium. Grammar, pronunciation, vocabulary, and language choice are appropriate to the audience and occasion. Errors do not interfere with comprehension. While particular communications may require some adaptation of form, in most cases the expectation is that the author will employ the language and syntax considered to be "standard" and appropriate to academic or professional settings. The articulation, tone, volume, pace, eye contact, and body language for oral presentations are appropriate to the interaction.



WRITTEN, ORAL & DIGITAL COMMUNICATION ABILITIES

For **Oral Communication**, consider the following elements:

- *Delivery techniques:* Posture, body language, tone, pacing, eye contact, rate of speech, articulation, volume, and vocal expressiveness enhance the effectiveness of the dialogue or presentation. An effective speaker articulates with confidence, maintains eye contact with the audience, uses her voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- *Dialogues and interactions:* For recorded dialogues, the focus should be only on the students despositing the artifact. For example, in role plays of nurses and patients, the focus would be on either the nurse or the patient.
- *Active Listening and Response to Audience:* Active listening is exhibited by the body language, response, and reaction of the speaker. An effective speaker is aware of his/her audience and responds appropriately to verbal and/or nonverbal cues to clarify, reinforce, and/or summarize main ideas to ensure that communication is understood.

Effective **Digital Communication** will exhibit at least one of the two capacities summarized here:

- *Digital composition with diverse media elements:* Digital communication employs an evolving range of digital tools and platforms for purposeful composition, including but not limited to websites, ePortfolios, PowerPoint presentations, multimedia blogs and Tweets, and digital stories. The capacities of these and other digital platforms create expanded opportunities for students to compose with multiple, diverse media elements, including text, audio, video, imagery, visual design, and animation, as well as hypertext (the ability to create web links). Effective digital composition advances the content and purpose of the communication through skillful and creative use and juxtaposition of these diverse media elements.
- *Collaboration and Interaction:* Digital communication uses different types of media for collaboration and interaction either to stage written exchange, conduct or capture video/oral discussions, and address any other audiences that might access the work. This might include the use of social media platforms, including wikis, blogs, Facebook comments, discussion boards, or other forms of collaborative digital writing. Some of the most practical and popular forms of digital communications incorporate different media in order to construct communication between author and audience – especially news sites, business websites, and social media sites like Facebook, Twitter, and Instagram.

WRITTEN, ORAL & DIGITAL COMMUNICATION ABILITIES

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Content Development and Organization	<p>Content is well-organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are supported by evidence or narrative detail.</p> <p>Facts are not confused with opinions. Sources are credible and relevant.</p>	<p>Content is mostly well-organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail.</p> <p>Facts are usually not confused with opinions. Sources are usually credible and relevant.</p>	<p>Content is somewhat well-organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail.</p> <p>Facts are occasionally confused with opinions. Sources are sometimes credible and relevant.</p>	<p>Content is minimally organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail.</p> <p>Facts are often confused with opinions. Credible and relevant sources are rarely used.</p>
Purpose, Audience, and Genre	<p>The purpose of the communication is clear.</p> <p>The style and use of language are appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre and/or discipline are respected.</p>	<p>The purpose of the communication is mostly clear.</p> <p>The style and use of language are mostly appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre and/or discipline are mostly respected.</p>	<p>The purpose of the communication is somewhat clear.</p> <p>The style and use of language are somewhat appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre and/or discipline are sometimes respected.</p>	<p>The purpose of the communication is unclear.</p> <p>The style and use of language are rarely appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre and/or discipline are rarely respected.</p>
Control of Language, Syntax, and Mechanics for all Artifacts	<p>Communication is clear, fluent and appropriate for the chosen genre and medium.</p> <p>Grammar, pronunciation, vocabulary and language choice are appropriate to the audience and occasion.</p> <p>Errors don't interfere with comprehension.</p>	<p>Communication is mostly clear, correct, fluent and appropriate for the chosen genre and medium.</p> <p>Grammar, pronunciation, vocabulary and language choice are mostly appropriate to the audience and occasion.</p> <p>Errors minimally interfere with comprehension.</p>	<p>Communication is somewhat clear, correct, fluent and appropriate for the chosen genre and medium.</p> <p>Grammar, pronunciation, vocabulary and language choice are somewhat appropriate to the audience and occasion.</p> <p>Errors sometimes interfere with comprehension.</p>	<p>Communication is rarely clear, correct, fluent or appropriate for the chosen genre and medium.</p> <p>Grammar, pronunciation, vocabulary and language choice are rarely appropriate to the audience and occasion.</p> <p>Errors consistently interfere with comprehension.</p>

WRITTEN, ORAL & DIGITAL COMMUNICATION ABILITIES

<p>Oral Communication</p> <p>Delivery techniques and active listening for oral communication, including interactions.</p>	<p>Articulation, tone, volume, pace, eye contact, and body language are appropriate to the interaction.</p> <p>Speaker listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.</p>	<p>Articulation, tone, volume, pace, eye contact, and body language are mostly appropriate to the interaction.</p> <p>Speaker mostly listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.</p>	<p>Articulation, tone, volume, pace, eye contact, and body language are somewhat appropriate to the interaction.</p> <p>Speaker sometimes listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.</p>	<p>Articulation, tone, volume, pace, eye contact, and body language are rarely appropriate to the interaction.</p> <p>Speaker rarely listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.</p>
<p>Digital Communication</p> <p>Effective Digital Communication will enhance interaction and/or employ diverse media elements to enhance digital composition.</p>	<p>Demonstrates consistently effective use of digital capacities (e.g., interactivity and/or the juxtaposition of diverse media elements) to advance content and purpose of communication.</p>	<p>Demonstrates mostly effective use of digital capacities (e.g., interactivity and/or the juxtaposition of diverse media elements) to advance content and purpose of communication.</p>	<p>Demonstrates somewhat effective use of digital capacities (e.g., interactivity and/or the juxtaposition of diverse media elements) to advance content and purpose of communication.</p>	<p>Demonstrates minimal or no use of digital capacities (e.g., interactivity and/or the juxtaposition of diverse media elements) to advance content and purpose of communication.</p>