

**Student Learning Outcome Assessment Report  
HES - Hospitality Management**

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- 2. Department Mission**  
To develop pioneering leaders in hospitality management through progressive and innovative research, dynamic instruction, and pragmatic experiential learning.
  
- 3. Program Goals**
  1. Graduates demonstrate an understanding of and competencies in hospitality business and innovation management.
  2. Graduates demonstrate an understanding of and competencies in managing self, people and tasks.
  3. Graduates demonstrate an understanding of and importance of ethics and diversity in personal and professional life.
  4. Graduates demonstrate an understanding of and competencies in leadership skills.

**Student Learning Outcome 1:**

Use critical thinking to develop and demonstrate alternatives to problems in hospitality operations. Demonstrate the ability to develop, examine, question, and explore perspectives or alternatives to problems in the hospitality industry.

**Assessment Measures:** The core learning outcomes in the courses below focus on operational, organization, and planning applications for hospitality businesses. Overall, the assessment provides support for a demonstration of strengths in this student learning outcome.

**Direct Measures:**

1. HESC 455V (spring 2019): Integrated Learning HNHI Rubric will be used to assess mastery level of critical thinking within a final semester-long project.

Per instructor records: Three group projects were presented in class.

- 100% of students achieved expectations or higher in four of the five value areas (connections to experience, connections to discipline, transfer, and integrated communication).
- 100% of students were at the “needs improvement” level in the area of reflection and self-assessment.

2. HOSP 4663 (spring 2019): Integrated Learning HNHI Rubric will be used to assess final projects to assess mastery level of critical thinking.

Per instructor records: Four group projects were presented in class.

- 100% of students achieved expectations or higher in all five value areas (connections to experience, connections to discipline, transfer, integrated communication, and reflection/self-assessment).
3. HOSP 2611: Students are required to take the national certification ServSafe™ Manager exam (offered by the National Restaurant Association). This professional certification explores the concept of, and how to prevent, issues as operation managers in the hospitality industry. The standardized national exam is pass/fail.

Per instructor records (fall 2018):

- 71% (10/14) of students passed the exam and achieved professional/national certification as food safety managers.

Per instructor records (spring 2019):

- 99% (22/23) of students passed the exam and achieved professional/national certification as food safety managers.

4. HOSP 2653: Students are given the opportunity to take the national Certification in Hotel Industry Analytics (CHIA) exam (offered by the American Hotel & Lodging Association). This professional certification reflects knowledge in revenue management, an area of critical thinking and alternative problem solving in the hospitality industry. The standardized national exam is pass/fail.

Per instructor records (spring 2019):

- 67% (14/21) of students passed the exam and achieved professional/national certification exam and achieved CHIA certification

5. HOSP 4653 (spring 2019): Student teams analyzed a local event as part of two assignments and provided suggestions for improvement. These projects relate to analyzing and problem solving outcomes.

Per instructor records: Grades for the projects were translated to the Problem Solving HNHI rubric for knowledge mastery level assessment.

	#1	#2
<b>Mastery</b>	98.44%	84.38%
<b>Exceeds Expectations</b>		15.63%
<b>Achieves Expectations</b>		
<b>Needs Improvement</b>	1.56%	

**Acceptable and Ideal Targets for Direct Measures:**

Acceptable: 50% of students will achieve “achieves expectation” or higher

Ideal: 75% of students will achieve “achieves expectation” or higher

Acceptable: 50% of students will pass certification exam

Ideal: 75% of students will pass certification exam

**Key Personnel:** Instructors of HOSP 4663, HOSP 2611, HOSP 2653, HOSP 4653, and HESC 455V

**Summary of Findings.** Student projects showed an acceptable level of communication and attention to detail, but lacked a significant element of self-reflection. Students performed at an acceptable level on national certification exams.

**Recommendations.** Include more details on expectations of student self-reflection within project requirement details for courses that include a cumulative project. Faculty should schedule assessment measures into future courses as appropriate.

**Student Learning Outcome 2:** Implement professional practices and awareness in ethics, diversity, leadership, and global responsibility while working as a team member.

**Assessment Measures:** The core learning outcomes in the courses below focus on leadership, cultural diversity, and ethics in the hospitality industry. Overall, the assessment provides support for a demonstration of strengths in this student learning outcome.

**Direct Measures:**

1. HOSP 4693: Compare mid-term and final scored student evaluations to capture progress throughout the internship as a means to detail their level of preparedness to enter the workforce. Employers during the students’ internship experience are asked to provide a written review of the students. This includes rating the students’ organization, communication, relationship with others, and overall performance.

Per instructor records (fall 2018):

- 2 students decreased their scores from midterm to final evaluation by 10%
- 2 students achieved the same score on their midterm and final evaluations
- 1 student increased their score from midterm to final evaluation by 2%

Per instructor records (spring 2019):

- 1 student decreased their scores from midterm to final evaluation by 10%
- 1 student decrease their score from midterm to final evaluation by 2%
- 5 students achieved the same score on their midterm and final evaluations
- 2 students increased their scores from midterm to final evaluation by 2%
- 1 student increased their scores from midterm to final evaluation by 4%
- 1 student increased their score from midterm to final evaluation by 5%

- HOSP 1301 (spring 2019): Integrated Learning HNHI Rubric will be used to assess mock interviews to assess mastery level of planning and problem solving, social development and interaction, and ability to retrieve information.

Per instructor records: 28 mock interviews were completed with 14 different companies.

- 100% of students achieved expectations or higher** in four of the five value areas (connections to experience, connections to discipline, transfer, and integrated communication).
- 100% of students were at the “needs improvement” level** in the area of reflection and self-assessment.

- HOSP 4653 (spring 2019): Student teams analyzed eight global tourism issues and provided suggestions for improvement. These assignments relate to the global responsibility and team work value outcomes.

Per instructor records: student teams completed 8 assignments consisting of analyzing a current situation and providing recommendations for improvement (note: difficulty of analysis increased starting on assignment six as students increased their knowledge level). Grades for the projects were translated to the Global Learning HNHI Rubric for knowledge mastery level assessment.

	#1	#2	#3	#4	#5	#6	#7	#8
<b>Mastery</b>	51.56%	64.06%	100%	100%	100%	54.69%	62.50%	98.44%
<b>Exceeds Expectations</b>	40.63%	35.94%				43.75%	31.25%	
<b>Achieves Expectations</b>							6.25%	
<b>Needs Improvement</b>	7.81%					1.56%		1.56%

**Indirect Measures:**

- Peer evaluations given in HOSP 4663 (spring 2019) will be converted to the Teamwork HNHI Rubric to indicate mastery level of teamwork.

Per instructor records (spring 2019):

- 81% (13/16) of students achieved exceeds expectations or higher in the area of contributes to team meetings according to their fellow group members
- 75% (12/16) of students achieved exceeds expectation or higher in the area of facilitates the contributions of team members according to their fellow group members

- 75% (12/16) of students achieved exceeds expectation or higher in the area of responds to conflict according to their fellow group members
  - 81% (13/16) of students achieved exceeds expectation or higher in the area of individual contributions outside of team meetings according to their fellow group members
  - 81% (13/16) of students achieved exceeds expectation or higher in the area of fosters constructive team climate according to their fellow group members
1. Peer evaluations given in HESC 455V (spring 2019) will be converted to the Teamwork HNHI Rubric to indicate mastery level of teamwork.

Per instructor records (spring 2019):

- 76% (16/21) of students achieved exceeds expectations or higher in the area of contributes to team meetings according to their fellow group members
- 76% (16/21) of students achieved exceeds expectation or higher in the area of facilitates the contributions of team members according to their fellow group members
- 67% (14/21) of students achieved exceeds expectation or higher in the area of responds to conflict according to their fellow group members
- 90% (19/21) of students achieved exceeds expectation or higher in the area of individual contributions outside of team meetings according to their fellow group members
- 81% (17/21) of students achieved exceeds expectation or higher in the area of fosters constructive team climate according to their fellow group members

**Acceptable and Ideal Targets:**

**HOSP 4693:**

Acceptable: 85% of students will improve their final evaluation score by 10% over their midterm score

Ideal: 95% of students will improve their final evaluation score by 10% over their midterm score

**All other courses:**

Acceptable: 50% of students will achieve “achieves expectation” or higher

Ideal: 75% of students will achieve “achieves expectation” or higher

**Key Personnel:** Instructor(s) of HOSP 4693, HESC 455V (spring 2019), HOSP 4653, and HOSP 4663

**Summary of Findings.** Peer evaluations showed teams considered their fellow members as contributing to the work necessary to complete the project. Internship students did not meet the acceptable target value of improving their final evaluation score over their midterm evaluation score.

**Recommendations:** Consider rewriting student group expectations and using the Team Work Value HNHI Rubric in class to allow students to assess their team members’ mastery level (not related to points or grades) of team work defined areas. Adjust assessment targets for HOSP 4693 to a more reasonable expectation. Increase communication with internship students and their supervisors throughout the semester to keep them on track to finish their course and industry work with a high

level of professionalism and a strong work ethic. Faculty should schedule assessment measures into future courses as appropriate.

### **Action Plan**

- All of student learning outcome objectives will be introduced, practiced, reinforced, and mastered throughout the hospitality management curriculum.
- HOSP instructors will keep grade records, hard and electronic copies of student projects, and images of student internship sites.
- Results will be discussed at the HOSP fall faculty meeting. Any curriculum changes or adjustments will be discussed at that time as well. This process will ensure that all faculty in the area are aware of curriculum issues and changes.
- Faculty will plan assessment endeavors before courses begin, as appropriate.
- HOSP faculty will begin to map curriculum per Accreditation Commission for Programs in Hospitality Administration (ACPHA) standards in AY 19-20.

## Supporting Attachments

# GLOBAL LEARNING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto: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.

## Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

**We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.**

## Glossary

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

**Global Self-Awareness:** in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

**Perspective Taking:** the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

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**Diversity:** the ability to recognize the origins and influences of one’s own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

**Personal and Social Responsibility:** the ability to recognize one’s responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

**Global Systems:** the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

**Knowledge Application:** in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

## 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.*

	Mastery	Exceeds Expectations	Achieves Expectations	Needs Improvement
<b>Global Self-Awareness</b>	Effectively addresses significant issues in the natural and human world based on	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.

	articulating one's identity in a global context.			
<b>Perspective Taking</b>	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).
<b>Cultural Diversity</b>	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.
<b>Personal and Social Responsibility</b>	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.
<b>Understanding Global Systems</b>	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.
<b>Applying Knowledge to Contemporary Global Contexts</b>	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.

# INTEGRATIVE LEARNING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



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

## Definition

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

## Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

## Glossary

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

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.

# INTEGRATIVE LEARNING VALUE RUBRIC

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- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

## 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.*

	Mastery	Exceeds Expectations	Achieves Expectations	Needs Improvement
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	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.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations <b>to solve difficult problems or explore complex issues in original ways.</b>	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations <b>to solve problems or explore issues.</b>	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation <b>to contribute to understanding of problems or issues.</b>	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation <b>in a new situation.</b>
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b> , 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) <b>to explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> 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.) <b>in an appropriate form.</b>

# PROBLEM SOLVING VALUE RUBRIC

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<p><b>Reflection and Self-Assessment</b> <i>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)</i></p>	<p>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).</p>	<p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</p>	<p>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</p>	<p>Describes own performances with general descriptors of success and failure.</p>
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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

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

## Framing Language

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process. Because the focus is on institutional level assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

## Glossary

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

- Contextual Factors: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.
- Critique: Involves analysis and synthesis of a full range of perspectives.
- Feasible: Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
- “Off the shelf” solution: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded public library).
- Solution: An appropriate response to a challenge or a problem.
- Strategy: A plan of action or an approach designed to arrive at a solution. ( If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge with your community) approach and a personally oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who doesn't know how to swim.
- Support: Specific rationale, evidence, etc. for solution or selection of solution.

# PROBLEM SOLVING VALUE RUBRIC

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## 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.*

	<b>Mastery</b>	<b>Exceeds Expectations</b>	<b>Achieves Expectations</b>	<b>Needs Improvement</b>
<b>Define Problem</b>	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.
<b>Identify Strategies</b>	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.
<b>Propose Solutions/Hypotheses</b>	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.
<b>Evaluate Potential Solutions</b>	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.
<b>Implement Solution</b>	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.
<b>Evaluate Outcomes</b>	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

# TEAMWORK VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



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

## 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.)

## Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

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## 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.*

	<b>Mastery</b>	<b>Exceeds Expectations</b>	<b>Achieves Expectations</b>	<b>Needs Improvement</b>
<b>Contributes to Team Meetings</b>	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.
<b>Facilitates the Contributions of Team Members</b>	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.
<b>Individual Contributions Outside of Team Meetings</b>	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.
<b>Fosters Constructive Team Climate</b>	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>
<b>Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it	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.

	in a way that strengthens overall team cohesiveness and future effectiveness.			
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