Design and Evaluating High-Impact Practice Experiences

Adaptation of rubric developed by Lee, Wilkim, Immel, & Fischer

Element	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Comments/Evidence
Appropriately high performance expectations	Expectations for student performance are stated, but may be vague	Expectations for student performance are clearly stated	Expectations for student performance are clear and appropriately demanding	Expectations for student performance are clear and appropriately demanding, with high standards in place	
Significant investment of time/effort by students over extended time	Structure encourages general studying outside of class or designated experience hours	Structure encourages general studying in addition to time on application of concepts	Structure encourages general studying, application of concepts, and connections to self	Structure encourages general studying, application of concepts, connections to self, and sustained inquiry	
Faculty/peer interactions regarding substantive matters	Some opportunities for students to interact meaningfully with others but on an irregular basis	Some opportunities for students to interact meaningfully with others for a purpose related to learning outcomes	Regular opportunities for students to have meaningful interactions with others for a purpose related to learning outcome	Regular opportunities for students to have meaningful and collaborative interactions with others for a purpose related to learning outcomes	
Experience with diversity **Definition: engage in activities and inquiry regarding diverse communities, cultures, and/or ideas**	Some opportunities but on an irregular basis and/or opportunities are not explicitly linked to learning outcomes	Some opportunities with a purpose directly related to learning outcomes	Regular opportunities embedded within the experience with a purpose directly related to learning outcomes	Regular opportunities embedded within the experience with a purpose directly related to learning outcomes. These opportunities are meaningful and collaborative	

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Frequent, timely, and constructive feedback	Summative one-way feedback	Summative and formative one-way feedback	Summative and formative feedback, both one-way and two-way	Varied forms of summative and formative feedback, including rich two-way dialogues regarding progress	
Periodic & structured opportunities to reflect & integrate learning	Prompts allow surface examination only and repeating of ideas without requiring understanding	Prompts encourage connection to concepts and promote basic understanding. Students describe the "what?"	Prompts encourage deeper understanding by asking students to connect to personal/practical situations. Students elaborate on the "so what?"	Prompts encourage critical reflection in which students examine their views and understanding. Students elaborate on the "now what?"	
Opportunities to discover relevance of learning through real-world applications	Few opportunities to apply concepts to real-world applications	Regular opportunities to actively apply concepts to real-world applications within instructor-provided parameters	Systemic and regular in-class and/or out-of-class opportunities to actively apply concepts to real-world applications with instruction or client-provided parameters	Systemic and regular in-class and out-of-class opportunities to apply concepts to real world applications with student and/or client-provided opportunities	
Public demonstration of competence	Implicit opportunities for students to publicly share knowledge	Few explicit opportunities for students to publicly share knowledge	Some explicit opportunities for students to share knowledge in and/or outside of the HIP experience	Multiple explicit opportunities for students to share knowledge in and outside of HIP experience	