

Liberal Education as Practice (LEAP) Learning Outcomes and Rubric for Assessment

(approved by the Undergraduate Curriculum Committee in May 2018)

| LEAP Learning Outcomes | Does not meet expectations | Approaches* expectations | Meets* expectations | Exceeds expectations |
|---|---|--|--|--|
| <p><i>Application of Academic Learning:</i> Students will apply learning from particular academic programs or disciplines to their LEAP experience. <i>The student will identify how specific theories and concepts learned in the classroom were applied during the LEAP experience. This may relate to their chosen major or minor, or other coursework taken during their undergraduate career.</i></p> | <p>Makes reference to some academic concepts or theories, but is not fully clear in demonstrating how those were applied or utilized in the LEAP experience. Includes basic details, examples, or illustrations of concepts and theories and their application.</p> | <p>Demonstrates use and application of a few academic concepts or theories, though with limited breadth and depth. Includes some detail, examples, or illustrations of respective concepts and theories and their application.</p> | <p>Demonstrates clear breadth and/or depth of multiple concepts or theories and how they were applied in the LEAP experience. Includes sufficient detail, examples, and illustrations of respective concepts or theories and their application.</p> | <p>Demonstrates exceptional breadth and depth of a wide range of concepts and theories with clear identification of how those were applied during the LEAP experience. Includes significant and exemplary detail, examples, and illustrations of respective concepts and theories and their applications.</p> |
| <p><i>Integration of Skills and Capacities:</i> Students will integrate skills or capacities developed through education and experience into their LEAP experience. <i>The student will clearly articulate a set of skills or capacities that were used to solve problems, adapt to new situations, overcome obstacles, or navigate challenges in their LEAP experience. This may relate to interpersonal, analytical, conceptual, or technological skills.</i></p> | <p>Provides very basic description of one or two skills and how those were applied during the LEAP experience. Does not provide significant details or illustrations.</p> | <p>Clearly articulates two or more skills or capabilities used in the LEAP experience, though without sufficient detail to demonstrate how those were integrated or utilized.</p> | <p>Clearly articulates in detail how multiple specific skills and capabilities were integrated and utilized in the LEAP experience. References sufficient breadth or depth of skills and capabilities to demonstrate integration of learning from other settings into their LEAP experience.</p> | <p>Demonstrates exceptional clarity about the skills and capabilities they reference, with clearly demonstrated integration of those during their LEAP experience. Includes significant and exemplary detail, examples, and illustrations to fully demonstrate their integration of experience and transfer of learning.</p> |

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| <p><i>Reflective Practice for Lifelong Learning:</i> Students will reflect throughout the LEAP experience to develop personal insight, growth, and development, and to build capacity for lifelong learning. <i>The student should be able to describe the range of thoughts, emotions, reactions and impressions observed during their LEAP experiences to learn more about themselves. The student will use reflection on their own learning and development to prepare them for the practice of lifelong learning related to their motivation, goals, values, and career aspirations.</i></p> | <p>Identifies a few of their reactions or impressions from their LEAP experience, though does not clarify how those reactions or impressions led to personal insight or learning.</p> | <p>Provides some detail on how their LEAP experience instilled new insights about themselves. Demonstrates clear reflections on at least one or two personal values, goals, motivations, or aspirations.</p> | <p>Clearly articulates personal learning and growth along several key dimensions of values, goals, motivations and aspirations. Includes sufficient details, examples, and illustrations to adequately demonstrate the depth or breadth of their learning.</p> | <p>Articulates in exceptional detail their reflections on their LEAP experience, and the implications for their own growth and development. Clearly discusses multiple and specific values, goals, motivations and aspirations and how those were impacted by their experiences and their reactions to and reflections on those experiences.</p> |

*** Note: Most students completing Hamline Plan LEAP experiences should aim for a performance level of “approaches” or “meets” for each of the three LEAP learning outcomes. Some exceptions may apply. LEAP experiences integrated into a capstone or senior seminar course are one such exception to this general rule, as capstone level performance may be a more reasonable fit.**