

HIGH IMPACT PRACTICE RUBRIC

Kuh, George D. (2008). "High-impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D.C. 34 pp. Kuh, G. D., Kinzie, J., Buckley, J. A., Bridge, B. K., and Hayek, J. C. (2006). "What matters to student success: A review of the literature." Commissioned Report for the "National Symposium on Postsecondary Student Success: Spearheading a Dialog on Student Success." National Postsecondary Educational Cooperative. 151 pp.

Score your rubric by analyzing your activity. Leave criteria blank that do not apply and add new or additional criteria at the bottom.

Criteria	4 (Highly engaged; high impact)	3	2	1 (Disengaged; low impact)	Not Applicable
Time on task	Focus on purposeful tasks is required on an almost daily basis			Time spent on task has little focus and is intermittent	
Faculty Interaction	Interactions with faculty that are frequent, and about substantive matters, and occur over extended periods of time			Interactions with faculty are infrequent and about trivial or unrelated matters	
Peer Interaction	Interactions with peers are frequent and in a supportive and collaborative manner to solve problems			Interactions with peers are infrequent and about trivial or unrelated matters	
Exposure to Diversity	Meaningful interactions with diverse people occur on a frequent, intense, or prolonged basis			Interactions with diverse people are infrequent, brief, and shallow	
Frequent Feedback	Quality constructive feedback is provided frequently during and after a task			Feedback is rarely or never provided and is of low quality	
High Level Thinking	Meaningful synthesis between academic knowledge and real world experiences is required			Required knowledge does not connect academic knowledge with real world experiences	
Activity Integration	The activity is purposefully integrated with the curricular program			The activity does not connect with the curricular program	

