



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

AAC&U Liberal Education & America's Promise (LEAP) Outcomes Mapped onto 2010 CIRP Surveys

Knowledge of Human Culture and the Natural Worlds				
Outcome	The Freshman Survey	Your First College Year	College Senior Survey	Faculty Survey
Science	+ Goal: Making a theoretical contribution to science + Frequency: Look up scientific research articles and resources	+CIRP Construct: Satisfaction with Coursework + Goal: Making a theoretical contribution to science + Frequency: Look up scientific research articles and resources	+CIRP Construct: Satisfaction with Coursework + Goal: Making a theoretical contribution to science + Frequency: Look up scientific research articles and resources	
Social Sciences		+CIRP Construct: Satisfaction with Coursework	+CIRP Construct: Satisfaction with Coursework	
Mathematics	+ Self-rated mathematical ability	+CIRP Construct: Satisfaction with Coursework + Self-rated mathematical ability	+CIRP Construct: Satisfaction with Coursework + Self-rated mathematical ability	
Humanities		+CIRP Construct: Satisfaction with Coursework	+CIRP Construct: Satisfaction with Coursework + Change: Foreign language ability	
Arts	+ Self-rated artistic ability + Self-rated creativity + Goal: Becoming accomplished in one of the performing arts + Goal: Creating artistic works	+CIRP Construct: Satisfaction with Coursework + Self-rated artistic ability + Self-rated creativity + Goal: Becoming accomplished in one of the performing arts + Goal: Creating artistic works	+CIRP Construct: Satisfaction with Coursework + Self-rated artistic ability + Self-rated creativity + Goal: Becoming accomplished in one of the performing arts + Goal: Creating artistic works + Career importance: Creativity and initiative	+ HPW: Other creative products/performances + Importance, goal for students: Develop creative capacities + Instructional techniques/methods: Recitals/demonstrations

Intellectual and Practical Skills				
Outcome	The Freshman Survey	Your First College Year	College Senior Survey	Faculty Survey
Written & oral communication	<p>+ CIRP Construct: Habits of Mind</p> <p>+ Self-rated writing ability</p> <p>+ Self-rated public speaking ability</p> <p>+ Self-rated ability to discuss and negotiate controversial issues</p> <p>+ Frequency: Revise your papers to improve your writing</p> <p>+ Frequency: Support your opinions with a logical argument</p> <p>+ Goal: Writing original works</p>	<p>+ CIRP Construct: Habits of Mind</p> <p>+ Self-rated writing ability</p> <p>+ Self-rated public speaking ability</p> <p>+ Self-rated ability to discuss and negotiate controversial issues</p> <p>+ Frequency: Revise your papers to improve your writing</p> <p>+ Frequency: Support your opinions with a logical argument</p> <p>+ Goal: Writing original works</p> <p>+ Frequency: Made a presentation in class</p> <p>+ Frequency: Contributed to class discussions</p>	<p>+CIRP Construct: Habits of Mind</p> <p>+ Self-rated writing ability</p> <p>+ Self-rated public speaking ability</p> <p>+Self-rated ability to discuss and negotiate controversial issues</p> <p>+ Frequency: Revise your papers to improve your writing</p> <p>+ Frequency: Support your opinions with a logical argument</p> <p>+ Goal: Writing original works</p> <p>+ Frequency: Made a presentation in class</p> <p>+ Frequency: Contributed to class discussions</p> <p>+Frequency: Professors provided an opportunity to publish</p> <p>+ Took a class that required: One or more 10+ page papers</p> <p>+ Took a class that required: Multiple short papers</p>	<p>+ Importance, goal for students: Promote ability to write effectively</p> <p>+ Instructional techniques/methods: Multiple drafts of written work</p> <p>+ Instructional techniques/methods: Reflective writing/journaling</p> <p>+ Evaluation methods: Student presentations</p> <p>+ Instructional techniques/methods: Term/research papers</p> <p>+ Evaluation methods: Essay exams</p> <p>+ Frequency, encourage students: Revise their papers to improve their writing</p>
Inquiry, critical, and creative thinking	<p>+ CIRP Construct: Habits of Mind</p> <p>+ Frequency: Ask questions in class</p> <p>+ Frequency: Seek solutions to problems and explain to others</p> <p>+ Frequency: Seek alternative solutions to a problem</p> <p>+ Frequency: Integrated skills and knowledge from different sources and experiences</p> <p>+ Frequency: Explore topics on your own, even though it was not</p>	<p>+ CIRP Construct: Habits of Mind</p> <p>+ Change: Critical thinking skills</p> <p>+ Change: Problem solving skills</p> <p>+ Frequency: Ask questions in class</p> <p>+ Frequency: Seek solutions to problems and explain to others</p> <p>+ Frequency: Seek alternative solutions to a problem</p> <p>+ Frequency: Integrated skills and knowledge from different sources and experiences</p> <p>+Frequency: Explore topics on your own, even though it was not</p>	<p>+ CIRP Construct: Habits of Mind</p> <p>+ Change: Critical thinking skills</p> <p>+ Change: Problem solving skills</p> <p>+ Frequency: Ask questions in class</p> <p>+ Frequency: Seek solutions to problems and explain to others</p> <p>+ Frequency: Seek alternative solutions to a problem</p> <p>+ Frequency: Integrated skills and knowledge from different sources and experiences</p> <p>+ Frequency: Explore topics on your own, even though it was not</p>	<p>+ Worked with undergraduates on a research project</p> <p>+ HPW: Research and scholarly writing</p> <p>+ Importance, goal for students: Develop ability to think critically</p> <p>+ Instructional techniques/methods: Class discussions</p> <p>+ Frequency, encourage students: Support their opinions with a logical argument</p> <p>+ Frequency, encourage students: Seek solutions to problems and explain them to others</p>

	<p>required for a class</p> <ul style="list-style-type: none"> + Frequency: Integrate skills and knowledge from different sources and experience + Goal: making a theoretical contribution to science + Goal: Creating artistic work 	<p>required for a class</p> <ul style="list-style-type: none"> + Frequency: Integrate skills and knowledge from different sources and experience + Goal: making a theoretical contribution to science + Goal: Creating artistic work + Frequency: Discussed course content with students outside of class + Enrolled in honors or advanced courses + Frequency: Worked on a professor's research project + Self-rated ability to see the world from someone else's perspective +Frequency: Applied concepts from courses to everyday life + Change: Ability to conduct research + Frequency: That your courses inspired you to think in new ways + Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry 	<p>required for a class</p> <ul style="list-style-type: none"> + Frequency: Integrate skills and knowledge from different sources and experience + Goal: making a theoretical contribution to science + Goal: Creating artistic work + Frequency: Discussed course content with students outside of class + Enrolled in honors or advanced courses + Frequency: Worked on a professor's research project + Self-rated ability to see the world from someone else's perspective +Frequency: Applied concepts from courses to everyday life <p>+ Frequency: Challenged a professor's ideas in class</p> <p>+ Frequency: An opportunity to apply classroom learning to "real life" issues</p> <p>+ Career Importance: Creativity and initiative</p>	<p>+Frequency, encourage students: Ask questions in class</p>
Quantitative literacy	<p>+CIRP Construct: Habits of Mind</p> <ul style="list-style-type: none"> + Self-rated mathematical ability 	<p>+ CIRP Construct: Habits of Mind</p> <ul style="list-style-type: none"> + Self-rated mathematical ability 	<p>+CIRP Construct: Habits of Mind</p> <ul style="list-style-type: none"> + Self-rated mathematical ability 	
Information literacy	<p>+ CIRP Construct: Habits of Mind</p> <ul style="list-style-type: none"> + Self-rated computer skills + Frequency: Evaluate the quality 	<p>+ CIRP Construct: Habits of Mind</p> <ul style="list-style-type: none"> + Self-rated computer skills + Frequency: Evaluate the quality 	<p>+ CIRP Construct: Habits of Mind</p> <ul style="list-style-type: none"> + Self-rated computer skills + Frequency: Evaluate the quality 	<ul style="list-style-type: none"> + Taught an exclusively web-based course at this institution + Agree: Faculty are rewarded for efforts to use instructional

	<p>or reliability of information you received</p> <p>+ Frequency: Look up scientific research articles and resources</p>	<p>or reliability of information you received</p> <p>+ Frequency: Look up scientific research articles and resources</p> <p>+ Frequency: Used the Internet for research or homework</p> <p>+ Frequency: Accessed your campus' library resources electronically</p> <p>+ Self-rated: Ability to conduct research</p>	<p>or reliability of information you received</p> <p>+ Frequency: look up scientific research articles and resources</p> <p>+ Frequency: Used the Internet for research or homework</p> <p>+ Frequency: Accessed your campus' library resources electronically</p> <p>+ Frequency: Used the library for research or homework</p>	<p>technology</p> <p>+ Stress: Keeping up with information technology</p> <p>+ Instructional techniques/methods: Electronic quizzes with immediate feedback in class</p> <p>+ Frequency, encourage students: Evaluate the quality or reliability of information they receive</p> <p>+ Frequency, encourage students: Look up scientific research articles and resources</p>
Teamwork	<p>+ Self-rated cooperativeness</p> <p>+ Self-rated ability to work cooperatively with diverse people</p> <p>+ Frequency: Work with other students on group projects</p>	<p>+ CIRP Construct: Leadership</p> <p>+ Self-rated leadership ability</p> <p>+ Self-rated cooperativeness</p> <p>+ Self-rated ability to work cooperatively with diverse people</p> <p>+ Change: Ability to work as part of a team</p> <p>+ Frequency: Tutored another student</p> <p>+ I have effectively led a group to a common purpose</p> <p>+ Participated: Leadership training</p> <p>+ Been a leader in an organization</p> <p>+ Frequency: Worked on a professor's research project</p> <p>+ Frequency: Worked with classmates on group projects during class</p> <p>+ Frequency: Worked with classmates on group projects outside of class</p>	<p>+ CIRP Construct: Leadership</p> <p>+ Self-rated cooperativeness</p> <p>+ Self-rated ability to work cooperatively with diverse people</p> <p>+ Frequency: Tutored another college student</p> <p>+ I have effectively led a group to a common purpose</p> <p>+ Participated: Leadership training</p> <p>+ Been a leader in an organization</p> <p>+ Frequency: Worked on a professor's research project</p> <p>+ Frequency: Worked with classmates on group projects during class</p> <p>+ Frequency: Worked with classmates on group projects outside of class</p> <p>+ Career Importance: Leadership potential</p>	<p>+ Agree: Faculty here respect each other</p> <p>+ Instructional techniques/methods: Cooperative learning (small groups)</p> <p>+ Instructional techniques/methods: Group projects</p> <p>+ Satisfaction: Social relationships with other faculty</p>
Integration of learning	<p>+ CIRP Construct: Habits of Mind</p>	<p>+ CIRP Construct: Habits of Mind</p> <p>+ Change: General knowledge</p> <p>+ Change: Knowledge of a particular field or discipline</p>	<p>+ CIRP Construct: Habits of Mind</p> <p>+ Change: General knowledge</p> <p>+ Change: Knowledge of a particular field or discipline</p>	<p>+ Taught an interdisciplinary course</p> <p>+ Importance, goal for students: Instill a basic appreciation of the liberal arts</p>

	<ul style="list-style-type: none"> + Self-rated academic ability + Frequency: Integrated skills and knowledge from different sources and experiences + Frequency: Explore topics on your own, even though it was not required for a class 	<ul style="list-style-type: none"> + Self-rated academic ability + Frequency: Integrated skills and knowledge from different sources and experiences + Frequency: Explore topics on your own, even though it was not required for a class + Frequency: Applied concepts from courses to everyday life + Frequency: Discussed course content with students outside of class + Frequency: Worked on a professor's research project + Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community) + Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry + Frequency: That your courses inspired you to think in new ways 	<ul style="list-style-type: none"> + Self-rated academic ability + Frequency: Integrated skills and knowledge from different sources and experiences + Frequency: Explore topics on your own, even though it was not required for a class + Frequency: Applied concepts from courses to everyday life + Frequency: Discussed course content with students outside of class + Frequency: Worked on a professor's research project <ul style="list-style-type: none"> + Frequency: An opportunity to apply classroom learning to "real-life" issues + Frequency: Worked on independent study projects + Participated: An internship program + Participated: Study abroad + Participated in an Undergraduate research program (e.g., MARC, MBRS, REU) + Completed a culminating experience for your degree (e.g., capstone course/ project, thesis, comp exam) 	<ul style="list-style-type: none"> + Importance, goal for students: Prepare students for graduate or advanced education + Engaged in academic research that spans multiple disciplines + Institutional priority: To promote the intellectual development of students + Frequency, encourage students: Integrate skills and knowledge from different sources and experiences
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Personal and Social Responsibility				
<u>Outcome</u>	<u>The Freshman Survey</u>	<u>Your First College Year</u>	<u>College Senior Survey</u>	<u>Faculty Survey</u>
Civic Responsibility and engagement	<p>+CIRP Construct: Social Agency</p> <p>+ Frequency: Demonstrated for/against a cause</p> <p>+ Frequency: Publicly communicated my opinion about a cause (e.g., blog, email, petition)</p> <p>+ Frequency: Performed volunteer work</p> <p>+ Frequency: Worked on a local, state, or national political campaign</p> <p>+ Frequency: Performed community service as a part of a class</p> <p>+ Frequency: Voted in a student election</p> <p>+ HPW: Volunteer work</p> <p>+ Frequency: Discussed politics</p> <p>+ Frequency: Helped raise money for a cause or campaign</p> <p>+ Goal: Influencing the political structure</p> <p>+ Goal: Becoming involved in programs to clean up the environment</p> <p>+ Goal: Participating in a community action program</p> <p>+ Goal: Becoming a community leader</p> <p>+ Goal: Influencing social values</p>	<p>+CIRP Construct: Social Agency</p> <p>+CIRP Construct: Civic Awareness</p> <p>+ Change: Understanding of the problems facing your community</p> <p>+ Change: Understanding of national issues</p> <p>+ Change: Understanding of global issues</p> <p>+ Frequency: Demonstrated for/against a cause</p> <p>+ Frequency: Publicly communicated my opinion about a cause (e.g., blog, email, petition)</p> <p>+ Frequency: Performed volunteer work</p> <p>+ Frequency: Worked on a local, state, or national political campaign</p> <p>+ Frequency: Performed community service as a part of a class</p> <p>+ Frequency: Voted in a student election</p> <p>+ HPW: Volunteer work</p> <p>+ Frequency: Discussed politics</p> <p>+ Frequency: Helped raise money for a cause or campaign</p> <p>+ Goal: Influencing the political structure</p> <p>+ Goal: Becoming involved in programs to clean up the environment</p> <p>+ Goal: Participating in a community action program</p> <p>+ Goal: Becoming a community leader</p> <p>+ Goal: Influencing social values</p>	<p>+CIRP Construct: Social Agency</p> <p>+CIRP Construct: Civic Awareness</p> <p>+ Change: Understanding of the problems facing your community</p> <p>+ Change: Understanding of national issues</p> <p>+ Change: Understanding of global issues</p> <p>+ Frequency: Demonstrated for/against a cause</p> <p>+ Frequency: Publicly communicated my opinion about a cause (e.g., blog, email, petition)</p> <p>+ Frequency: Performed volunteer work</p> <p>+ Frequency: Worked on a local, state, or national political campaign</p> <p>+ Frequency: Performed community service as a part of a class</p> <p>+ Frequency: Voted in a student election</p> <p>+ HPW: Volunteer work</p> <p>+ Frequency: Discussed politics</p> <p>+ Frequency: Helped raise money for a cause or campaign</p> <p>+ Goal: Influencing the political structure</p> <p>+ Goal: Becoming involved in programs to clean up the environment</p> <p>+ Goal: Participating in a community action program</p> <p>+ Goal: Becoming a community leader</p> <p>+ Goal: Influencing social values</p>	<p>+CIRP Construct: Civic Minded Values</p> <p>+CIRP Construct: Civic Minded Practice</p> <p>+ CIRP Construct: Social Agency</p> <p>+CIRP Construct: Institutional Priority- Civic Engagement</p> <p>+ Taught a service learning course</p> <p>+ Advised student groups involved in service/volunteer work</p> <p>+ Collaborated with the local community in research/teaching</p> <p>+ Conducted research or writing focused on international/global issues</p> <p>+ HPW: Community or public service</p> <p>+ Importance, goal for students: Instill in students a commitment to community service</p> <p>+ Instructional techniques/methods: Community service as part of coursework</p> <p>+ Importance: Participating in a community action program</p> <p>+ Agree: Colleges should encourage students to be involved in community service activities</p> <p>+ Institutional priority: To help students learn how to bring about change in society</p> <p>+ Institutional priority: To provide resources for faculty to engage in community-based teaching or research</p> <p>+ Institutional priority: To create and sustain partnerships with surrounding communities</p>

	<ul style="list-style-type: none"> + Goal: Helping others who are in difficulty 	<ul style="list-style-type: none"> + Goal: Helping others who are in difficulty + Participated: Student government + Participated in volunteer or community service work 	<ul style="list-style-type: none"> + Goal: Helping others who are in difficulty + Participated: Student government + Career Importance: Working for social change + Agree: Realistically, an individual can do little to bring about changes in our society + Fall Plans: Participating in an organization like the Peace Corps, Americorps/VISTA, or Teach for America + Fall Plans: Participating in a community service organization + Fall Plans: Doing volunteer work 	<ul style="list-style-type: none"> + Agree: Realistically, an individual can do little to bring about changes in society + Agree: Colleges have a responsibility to work with their surrounding communities to address local issues + Goal: Helping others who are in difficulty + Engaged in public service/professional consulting without pay
Ethical Reasoning	<ul style="list-style-type: none"> + Goal: Helping others who are in difficulty + Goal: Developing a meaningful philosophy of life 	<ul style="list-style-type: none"> + Goal: Helping others who are in difficulty + Goal: Developing a meaningful philosophy of life + Witnessed academic dishonesty/cheating 	<ul style="list-style-type: none"> + Goal: Helping others who are in difficulty + Goal: Developing a meaningful philosophy of life 	<ul style="list-style-type: none"> + Importance, goal for students: Develop moral character + Experience close alignment between your work and your personal values. + Importance: Mentoring the next generation of scholars + Importance: Developing a meaningful philosophy of life
Intercultural knowledge and actions	<p>+CIRP Construct: Pluralistic Orientation</p> <ul style="list-style-type: none"> + Self-rated understanding of others + Self-rated ability to see world 	<p>+CIRP Construct: Pluralistic Orientation</p> <p>+CIRP Construct: Positive Cross-Racial Interaction</p> <p>+CIRP Construct: Negative Cross-Racial Interaction</p> <ul style="list-style-type: none"> + Change: Knowledge of people from different races/cultures + Change: Understanding of global issues + Self-rated understanding of others + Self-rated ability to see world 	<p>+ CIRP Construct: Pluralistic Orientation</p> <p>+CIRP Construct: Positive Cross-Racial Interaction</p> <p>+CIRP Construct: Negative Cross-Racial Interaction</p> <ul style="list-style-type: none"> + Change: Knowledge of people from different races/cultures + Change: Understanding of global issues + Self-rated understanding of others + Self-rated ability to see world 	<p>+ CIRP Construct Institutional Priority-Commitment to Diversity</p> <ul style="list-style-type: none"> + Taught an ethnic studies course + Taught a women’s studies course + Conducted research or writing focused on racial or ethnic minorities + Conducted research or writing focused on women and gender issues + Conducted research or writing

	<p>from someone else's perspective + Self-rated tolerance of others with different beliefs + Self-rated openness to having my own views challenged + Self-rated ability to work cooperatively with diverse people</p> <p>+ Goal: Improving my understanding of other countries and cultures + Goal: Helping to promote racial understanding</p> <p>+ Frequency: Socialized with someone of another racial/ethnic group</p>	<p>from someone else's perspective + Self-rated tolerance of others with different beliefs + Self-rated openness to having my own views challenged + Self-rated ability to work cooperatively with diverse people + Frequency interacted with students from racial/ethnic group other than own:</p> <ul style="list-style-type: none"> - Dined or shared a meal - Had meaningful and honest discussions about race/ethnic relations outside of class - Had guarded, cautious interactions - Shared personal feelings and problems - Had intellectual discussions outside of class - Studied or prepared for class - Socialized or partied <p>+ Goal: Improving my understanding of other countries and cultures + Goal: Helping to promote racial understanding + Had a roommate of different race/ethnicity + Ease of developing close relationships with:</p> <ul style="list-style-type: none"> - Male students - Female students - Students of a different racial/ethnic group <p>+ Frequency: Socialized with someone of another racial/ethnic group + Agree: My college experiences have exposed me to diverse opinions, cultures, and values</p>	<p>from someone else's perspective + Self-rated tolerance of others with different beliefs + Self-rated openness to having my own views challenged + Self-rated ability to work cooperatively with diverse people + Frequency interacted with students from racial/ethnic group other than own:</p> <ul style="list-style-type: none"> - Dined or shared a meal - Had meaningful and honest discussions about race/ethnic relations outside of class - Had guarded, cautious interactions - Shared personal feelings and problems - Had intellectual discussions outside of class - Studied or prepared for class - Socialized or partied <p>+ Goal: Improving my understanding of other countries and cultures + Goal: Helping to promote racial understanding + Had a roommate of different race/ethnicity</p>	<p>focused on international/global issues + Importance, goal for students: Enhance students' knowledge of and appreciation for other racial/ethnic groups + Importance: Helping to promote racial understanding + Importance, goal for students: Teach students tolerance and respect for different beliefs + Agree: My values are congruent with the dominant institutional values + Institutional priority: To create a diverse multi-cultural campus environment + Stress: Subtle discrimination + Agree: Racial and ethnic diversity should be more strongly reflected in the curriculum + Agree: A racially/ethnically diverse student body enhances the educational experiences of all students</p>
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		+ Goal: Engaging with members of my own racial/ethnic group	+ Change: Ability to get along with people of different races/cultures + Taken an ethnic studies course + Taken a women's studies course + Attended a racial/cultural awareness workshop + Participated: An ethnic/racial student organization + Participated: Study-abroad + Agree: Racial discrimination no longer a major problem in America	
Propensity for lifelong learning	+ CIRP Construct: Habits of Mind + Self-rated drive to achieve + Frequency: Explore topics on your own, even though it was not required for a class + Frequency: Seek alternative solutions to a problem + Frequency: Support your opinions with a logical argument + Frequency: Seek solutions to problems and explain them to others + Frequency: Evaluate the quality or reliability of information you receive + Frequency: Integrated skills and knowledge from difference sources and experiences + Frequency: Accept mistakes as part of the learning process + HPW: Studying/homework + Goal: Becoming an authority in my field + Goal: Obtaining recognition from my colleagues for	+ CIRP Construct: Habits of Mind + Self-rated drive to achieve + Frequency: Explore topics on your own, even though it was not required for a class + Frequency: Seek alternative solutions to a problem + Frequency: Support your opinions with a logical argument + Frequency: Seek solutions to problems and explain them to others + Frequency: Evaluate the quality or reliability of information you receive + Frequency: Integrated skills and knowledge from difference sources and experiences + Frequency: Accept mistakes as part of the learning process + HPW: Studying/homework + Goal: Becoming an authority in my field + Goal: Obtaining recognition from my colleagues for	+ CIRP Construct: Habits of Mind + Self-rated drive to achieve + Frequency: Explore topics on your own, even though it was not required for a class + Frequency: Seek alternative solutions to a problem + Frequency: Support your opinions with a logical argument + Frequency: seek solutions to problems and explain them to others + Frequency: Evaluate the quality or reliability of information you receive + Frequency: Integrated skills and knowledge from difference sources and experiences + Frequency: Accept mistakes as part of the learning process + HPW: studying/homework + Goal: Becoming an authority in my field + Goal: Obtaining recognition from my colleagues for	+ Goal: Becoming an authority in my field + Frequency, encourage students: Explore topics on their own, even though it was not required for a class

	<p>contributions to my special field + Frequency: Studied with other students</p> <p>+ Reason to attend college: To gain a general education and appreciation of ideas</p> <p>+ Reason to attend college: To make me a more cultured person</p> <p>+ Reason to attend college: To learn more about things that interest me</p>	<p>contributions to my special field + Frequency: Studied with other students</p> <p>+ Frequency: Tutored another student</p> <p>+ Frequency: Discussed politics</p> <p>+ Frequency: Discussed course content with students outside of class</p> <p>+ Frequency: Worked with classmates on group projects during class</p> <p>+ Frequency: Worked with classmates on group projects outside of class</p> <p>+ Frequency: Applied concepts from courses to everyday life</p> <p>+ Frequency: That your courses inspired you to think in new ways</p>	<p>contributions to my special field + Frequency: Studied with other students</p> <p>Frequency: Tutored another college student</p> <p>+ Frequency: Discussed politics</p> <p>+ Frequency: Discussed course content with students outside of class</p> <p>+ Frequency: Worked with classmates on group projects during class</p> <p>+ Frequency: Worked with classmates on group projects outside of class</p> <p>+ Frequency: Applied concepts from courses to everyday life</p> <p>+ Frequency: An opportunity to apply classroom learning to “real-life” issues</p> <p>+ Frequency: Worked on independent study projects</p>	
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Integrative and Applied Learning				
<u>Outcome</u>	<u>The Freshman Survey</u>	<u>Your First College Year</u>	<u>College Senior Survey</u>	<u>Faculty Survey</u>
Synthesis and advanced accomplishment	<ul style="list-style-type: none"> + CIRP Construct: Habits of Mind + CIRP Construct: Pluralistic Orientation + Self-rated ability to see the world from some else's perspective + Self-rated openness to having my own views challenged + Self-rated ability to discuss and negotiate controversial issues + Self-rated ability to work cooperatively with diverse people + Frequency: Explore topics on your own, even though it was not required for a class + Frequency: Integrated skills and knowledge from different sources and experiences 	<ul style="list-style-type: none"> + CIRP Construct: Habits of Mind + CIRP Construct: Pluralistic Orientation + Self-rated ability to see the world from some else's perspective + Self-rated openness to having my own views challenged + Self-rated ability to discuss and negotiate controversial issues + Self-rated ability to work cooperatively with diverse people + Frequency: Explore topics on your own, even though it was not required for a class + Frequency: Integrated skills and knowledge from different sources and experiences + Change: General knowledge + Change: Understanding of the problems facing your community + Change: Understanding of national issues + Change: Understanding of global issues + Enrolled in an honors or advanced course + Frequency: Worked on a professor's research project + Frequency: Worked with classmates on group projects during class + Frequency: Worked with classmates on group projects outside of class + Frequency: Made a presentation in class + Frequency: Applied concepts 	<ul style="list-style-type: none"> + CIRP Construct: Habits of Mind + CIRP Construct: Pluralistic Orientation + Self-rated ability to see the world from some else's perspective + Self-rated openness to having my own views challenged + Self-rated ability to discuss and negotiate controversial issues + Self-rated ability to work cooperatively with diverse people + Frequency: Explore topics on your own, even though it was not required for a class + Frequency: Integrated skills and knowledge from different sources and experiences + Change: General knowledge + Change: Understanding of the problems facing your community + Change: Understanding of national issues + Change: Understanding of global issues + Enrolled in honors or advanced courses + Frequency: Worked on a professor's research project + Frequency: Worked with classmates on group projects during class + Frequency: Worked with classmates on group projects outside of class + Frequency: Made a presentation in class + Frequency: Applied concepts 	

		from courses to everyday life	from courses to everyday life + Frequency: worked on independent study projects + Frequency Tutored another college student + Participated in an undergraduate research program (e.g., MARC, MBRS, REU) + Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam) + Participated: An internship program Participated: Study-abroad + Frequency: An opportunity to work on a research project + Frequency: An opportunity to apply classroom learning to “real life” issues	
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