

Rubric for Honors Student Learning Outcomes - University of Northern Colorado (Revised 2016)

SLO	Mastery	Developing Level	Introductory Benchmark
<p>1. Creative and Critical Thinking: Is able to think and speak analytically with a unique sense of self in order to synthesize and demonstrate learning from multiple mediums.</p>	<p>Is able to approach problems with multiple perspectives and with a reflective consideration of possible outcomes. Is willing to take risks and use innovative methods to explore issues and problems. Breathes new life into assignments and projects with unique interpretations and products. Thinks analytically but also with a unique sense of self and an eye for creative potentiality in order to synthesize ideas. Can use multiple vantage points in order to create products that speak to a wide range of experiences and perspectives or are original in concept or design.</p>	<p>Experiments with varying perspectives and approaches when considering assignments and conversations. Is beginning to take risks and recognizes the value of multiple connections when speaking or creating a product.</p>	<p>Can identify the problem or topic at hand and engages by methods and means familiar to student's experience. Stays relatively close to assignment's guidelines and begins to make connections between assignment and big picture ideas.</p>
<p>2. Inquiry Analysis and Integrative learning: Connects and extends knowledge from one's own academic focus to the world beyond UNC</p>	<p>Can synthesize the connections between information gleaned from classroom setting and practical/worldly applications. Research is unique to student's experience, yet creatively infuses other aspects and nuances from the program. Able to explore complex issues in thoughtful and unique ways.</p>	<p>Beginning to connect own life to field of study, and honing ideas for research based on these connections. Can make connections between multiple perspectives and is demonstrating increasing self-awareness through evaluative conversations regarding the process.</p>	<p>Can articulate likes and dislikes in terms of academic focus, but is still discovering interests in field of study. Has basic/limited comprehension of methodology and theoretical framework.</p>
<p>3. Written and Oral Communication: Can communicate one's thoughts on paper and in speech effectively with a scholarly voice by using evidentiary support and critical reasoning, within philosophical, analytical and theoretical frameworks appropriate to the discipline. Uses appropriate citation and attribution for the discipline and joins in the scholarly discourse.</p>	<p>Has working knowledge of domain-specific vocabulary necessary to complete a task. There is clear organization to research and clear parameters regarding scope of project. Use of language is masterful and creative, and overall project is compelling to the reader. Supports conclusions with appropriate detail. Delivery techniques are natural and authentic and display depth of knowledge and personal interest toward the topic.</p>	<p>Creates connections between multiple modalities and sources in order to communicate. Attributes material to correct sources accurately and fluidly. Able to convey viewpoints with compelling arguments, narratives and support. Delivery techniques are becoming more natural and authentic.</p>	<p>Can identify the problem or topic at hand and engages by methods and means familiar to student's experience. Stays relatively close to assignment's guidelines and begins to make connections between assignment and big picture ideas.</p>
<p>4. Intercultural Competence and Global Learning: Is cognizant of and engages with a diverse range of cultures, religions and beliefs.</p>	<p>Has sense of global identity that takes into account multiple viewpoints and experiences. Has a sense of responsibility to self and bigger picture of the complexity of the challenges present in our world. Uses an informed knowledge base in order to address problems and act from the role of advocate.</p>	<p>Understands and evaluates the impact of humanity on the world from multiple perspectives. Is learning about the history and power structures of various countries and institutions in order to understand the context of issues present in the world before attempting to solve them. Critically compare and discuss different points of view and assess stated and unstated assumptions.</p>	<p>Recognizes the differences between cultures has a developing sense of what it means to be a global citizen. Senses the connection between the choices of the individual and the larger impact of those choices on the local/global levels. Can identify and explain various perspectives on an issue, and demonstrate how various cultural and identity factors impact the perspectives on issues.</p>
<p>5. Community/Civic Engagement and Problem-Solving: Invests in the community and empowers self and others to make a positive impact on the community in a systems-approach.</p>	<p>Works to make a positive difference in the community, local and/or global, and demonstrates commitment to achieving civic aims that cross boundaries and bring together all who are impacted. Demonstrates a self-starting attitude and initiative and refers to previous learning as a source of knowledge and strength. Can define a problem and its systemic aspects and identify potential solutions in a way that involves all stakeholders in a positive manner in the search for resolution.</p>	<p>Can identify multiple ways of solving an issue and articulate them in a way that involves others. Evaluates the potential outcomes for viability and applies past learning in most situations that demonstrates a knowledge of how the past informs the present. Reflects on own attitudes and biases and begins to connect own work in academia with work in community. Clear sense of civic identity and responsibility is developing. Pursues extracurricular/additional activities that mutually support educational and community engaged goals.</p>	<p>Understands meaning of civic engagement and can articulate own participation in community activities, but still discovering how this connects to own identity and formulation of core values. Understands the value of working with a team and is beginning to draw out the opinions of others when problem-solving. Sees a general path towards the academic ends they have in mind and begins to make strides towards achieving those ends.</p>