**HONORS COLLEGE LEARNING OUTCOMES***

#***HCLCK***
***HONORS COLLEGE; Leadership, Civic engagement, Knowledge creation***

***LEADERSHIP*:** Students will learn to take initiative, work effectively in teams to achieve a common purpose, involve and motivate others, and demonstrate self-leadership and commitment.
***Program Level Outcome***

| **Program Level Outcome** | **Mature** | **Proficient** | **Developing** | **Underdeveloped** |
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| **Honors Curriculum and Co-Curriculum reflects emphasis on leadership skills** | Leadership activities in research, creative, or service activities are readily apparent and pervade the Honors curriculum. | Leadership activities in research, creative, or service activities are mostly apparent and appear at appropriate steps in the Honors curriculum. | Some leadership activities in research, creative, or service activities are available in the Honors curriculum, but are not an integral part of the sequence. | Very few or no leadership activities in research, creative, or service activities are available in the Honors curriculum. |

***Course Level Outcomes***

| **Course Level Outcomes** | **Mature** | **Proficient** | **Developing** | **Undeveloped** |
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| **Takes initiatives** | Actively seeks opportunities and takes initiatives by volunteering and actively participating in class activities and/or individual assignments and/or team projects. | Takes initiatives when faced with a viable opportunity by participating in class activities and/or individual assignments and/or team projects. | Takes initiatives when needed for completing in class activities and/or individual assignments and/or team projects. | Does not take initiative but participates in class activities and/or individual assignments and/or team projects. |
| **Facilitates team process by making substantial contributions to** | Leads and motivates team members towards consensual | Is hesitant but able to lead, and motivate team members in consensual | Requires significant assistance in leading and motivating team | Is not able to lead or motivate a team to develop a consensus, although s/he |

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| **team meetings and activities.** | solutions for moving forward by articulating the merits of alternative ideas or proposals. | solutions by offering alternative solutions or courses of action that build on the ideas of others. | members in consensual solutions by offering new suggestions to advance the work of the team. | shares ideas but does not advance the work of the team. |
| **Commitment** | Exhibits enthusiasm and motivates self and others to achieve goals.<br><br>Works passionately and leads the team towards achieving the common goal by working collaboratively. | Has ability to generate energy and harness skills of self and others to achieve goals.<br><br>Expresses passion and intensity towards team and is able to bring out those things in said group to achieve result in a timely fashion. | Understands the specific mentality and skills that are needed to motivate self and others.<br><br>Adequately uses passion, intensity and time to direct others and achieve outcomes. | Does not yet possess adequate skills to motivate self or others.<br><br>Needs more thorough understanding of how to use passion, intensity, and time to direct group and achieve intended outcomes. |
| **Self-leadership is demonstrated by ownership of his/her educational process** | Excels in articulating goals and achievements to advance career path by continuing education towards Graduate, or Professional school. | Contributes to a plan of action to support strategies and actions that will lead to successful graduation. | Provides input and participates in developing milestones for four year educational plan. | Does not use relevant information to plan individual educational goals. |

***CIVIC ENGAGEMENT:*** Students will learn how make a difference in the civic life of our communities and promote the quality of life in local and global communities, through both political and non-political processes

**HONORS COLLEGE LEARNING OUTCOMES***

**Program level outcome: The curricular design demonstrates a pervasive emphasis on civic engagement.**

| Mature | Proficient | Developing | Undeveloped |
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| Nearly all Honors syllabi and pedagogic practices reflect a pervasive emphasis on civic engagement. | Most Honors syllabi and pedagogic practices reflect a pervasive emphasis on civic engagement. | Some but not most Honors syllabi and pedagogic practices reflect an emphasis on civic engagement. | Few or no Honors syllabi and pedagogic practices reflect an emphasis on civic engagement. |

**Course Level Outcomes:**

| | Mature | Proficient | Developing | Undeveloped |
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| **Incorporates awareness of the diversity of communities and cultures in responses and solutions.** | Demonstrates evidence of adjustment in attitudes and beliefs because of working within/ learning from diversity of communities and cultures. Promotes engagement with diversity. | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. | Has awareness that own beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. | Expresses attitudes and beliefs as an individual, from a one sided-view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. |
| **Synthesizes academic knowledge with civic engagement activities as well as with personal experien**ce | Connects knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. | Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government. | Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government. | Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant connections to civic engagement and to one's own participation in civic life, politics, and government. |
| **Reflects on civic identity and** | Provides evidence of experience in civic | Provides evidence of experience in civic engagement activities and | Evidence suggests involvement in civic engagement activities is | Provides little evidence of her/his experience in civic engagement |

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| **commitment** | engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action. | describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment. | generated from expectations or course requirements rather than from a sense of civic identity. | activities and does not connect experiences to civic identity. |
| **Structures communica-tion strategies for civic engagement** | Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action. | Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages bases on others' perspectives. | Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages bases on others' perspectives. | Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages bases on others' perspectives. |
| **Achieves civic goal working across or within community contexts and structures** | Demonstrates a high ability and commitment to work collaboratively across and within community contexts and structures and achieves a significant civic goal. | Demonstrates some ability and commitment to work collaboratively across and within community contexts and structures and achieves a civic goal. | Participates in activities that involve community contexts and structures and helps to achieve a civic goal. | Participates peripherally in activities that involve community contexts and structures and helps to achieve a civic goal, but demonstrates little commitment or involvement. |

***CREATIVE THINKING*:** Students will be able to combine or synthesize existing ideas, images, or expertise in original and imaginative ways characterized by a high degree of innovation, divergent thinking, and risk taking**.**

***Program Level Outcome***

**HONORS COLLEGE LEARNING OUTCOMES***

| | **Mature** | **Proficient** | **Developing** | **Undeveloped** |
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| **The Honors College curriculum demonstrates a pervasive emphasis on CREATIVE THINKING.** | Nearly all Honors syllabi and pedagogic practices reflect a pervasive emphasis on developing creative thinking skills. | Most Honors syllabi and pedagogic practices reflect a pervasive emphasis on developing creative thinking skills. | Some Honors syllabi and pedagogic practices reflect a pervasive emphasis on developing problem solving skills. | Few or no Honors syllabi and pedagogic practices reflect a pervasive emphasis on developing problem solving skills. |

***Course Level Outcomes***

| | **Mature** | **Proficient** | **Developing** | **Undeveloped** |
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| **Taking Risks/ Innovative thinking** | Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.<br><br>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. | Incorporates new directions or approaches to the assignment in the final product.<br><br>Creates a novel or unique idea, question, format, or product. | Considers new directions or approaches without going beyond the guidelines of the assignment. | Stays strictly within the guidelines of the assignment. |
| **Embracing Contradictions.** | Integrates alternate, divergent, or contradictory perspectives or ideas fully. | Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way. | Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way. | Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas. |

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| **Connecting, Synthesizing, Transforming.** | Transforms ideas or solutions into entirely new forms. | Synthesizes ideas or solutions into a coherent whole. | Connects ideas or solutions in novel ways. | Recognizes existing connections among ideas or solutions. |

***PROBLEM SOLVING*: Students will learn to develop, implement, and evaluate a solution that addresses an open-ended question or achieves a desired goal.**

***Program Level Outcome***

| | **Mature** | **Proficient** | **Developing** | **Undeveloped** |
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| **The Honors College curriculum demonstrates a pervasive emphasis on developing problem solving skills.** | Nearly all Honors syllabi and pedagogic practices reflect a pervasive emphasis on developing problem solving skills. | Most Honors syllabi and pedagogic practices reflect a pervasive emphasis on developing problem solving skills. Some minor areas/activities in which recall, understanding, and retention-level skills, as opposed to problem solving skills, are apparent. | Some but not most Honors syllabi and pedagogic practices reflect a pervasive emphasis on developing problem solving skills. A significant number of areas/activities in which recall, understanding, and retention-level skills as opposed to problem solving skills, are apparent. | Few or no Honors syllabi and pedagogic practices reflect a pervasive emphasis on developing problem solving skills. A pervasive emphasis on recall, understanding, and retention-level skills is readily apparent and few problem solving activities are required. |

***Course Level Outcomes***

| | **Mature** | **Proficient** | **Developing** | **Undeveloped** |
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| **Defines a clear and insightful problem statement.** | Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. | Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. | Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. | Demonstrates a limited ability in identifying a problem statement or related contextual factors. |
| **Formulates multiple solutions/ hypotheses that are sensitive to contextual factors.** | Proposes multiple solutions/hypotheses that indicate a deep comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as to all of the ethical, logical, and cultural dimensions of the problem. | Proposes multiple solutions/hypotheses that indicate some comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as to some of the ethical, logical, and cultural dimensions of the problem. | Proposes one solution/hypothesis that is "off the shelf" rather than individually and specifically designed to address the specific contextual factors of the problem. | Proposes a solution/hypothesis that is difficult to evaluate due to vagueness, impracticality, or because the solution is only indirectly related to the problem. |
| **Systematically and comprehensively evaluates solutions.** | Evaluation of solutions is systematic, deep and elegant, containing thorough and insightful explanations that consider all relevant factors: the history of the problem, a review of the logic/reasoning, the feasibility of each | Evaluation of solutions is systematic, adequate to the task, and considers some of the relevant factors: the history of the problem, a review of the logic/reasoning, the feasibility of each solution, and the potential impacts of each | Evaluation of solutions is non-systematic and brief, and considers only a few of the relevant factors: the history of the problem, a review of the logic/reasoning, the feasibility of each solution, and the potential | Evaluation of solutions is superficial, incomplete, and mostly ignores the relevant factors: the history of the problem, a review of the logic/reasoning, the feasibility of each solution, and the potential impacts of |

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| | solution, and the potential impacts of each solution. | solution. | impacts of each solution. | each solution. |
| **Implements an effective solution.** | Implements an effective solution in a manner that thoroughly and deeply addresses the multiple contextual factors of the problem. | Implements a solution in a manner that somewhat addresses most of the multiple contextual factors of the problem. | Implements a solution in a manner that mostly ignores the relevant contextual factors of the problem. | Fails to implement a solution that works or that does not directly address the problem and/or completely ignores the relevant contextual factors of the problem. |
| **Evaluates outcomes comprehensively, accurately, and objectively.** | Evaluation of outcomes is comprehensive, accurate, and objective and includes thorough and specific suggestions for further work. | Evaluation of outcomes is predominately comprehensive, accurate, and objective and includes some suggestions for further work. | Evaluation of outcomes is limited and/or pedestrian and/or biased; suggestions for further work are limited and superficial. | Evaluation of outcomes is superficial or inaccurate and omits suggestions for further work. |

***INQUIRY, ANALYSIS AND RESEARCH*:** Students develop an understanding of and appreciation for modes of inquiry in different disciplines. They undertake effective inquiry that demonstrates open-mindedness and uses a systematic process that involves rigorous assessment of evidence, data, and social contexts. At advanced levels, students formulate relevant research questions and produce original research, scholarly or creative projects.

**Program level outcome:**

The Honors curriculum exhibits commitment through stated course objectives and actual course activities and assignments to developing skills and dispositions of inquiry and analysis; with significant opportunities to develop research skills and complete an original project.

| **Mature** | **Proficient** | **Developing** | **Undeveloped** |
|---|---|---|---|
| Nearly all Honors syllabi and pedagogic practices | Most Honors syllabi and pedagogic practices reflect a | Some but not most Honors syllabi and pedagogic practices | Few or no Honors syllabi and pedagogic practices |

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| reflect a pervasive emphasis on inquiry and analysis, with opportunities for independent research. | pervasive emphasis on inquiry and analysis, with research opportunities appearing at appropriate steps in the Honors curriculum. | reflect an emphasis on inquiry and analysis; research opportunities are available but not an integral part of the sequence. | reflect an emphasis on inquiry, analysis and research opportunities. |

**Course Level Outcomes:**

| | **Mature** | **Proficient** | **Developing** | **Undeveloped** |
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| **Demonstrates awareness of and appreciation for modes of inquiry in different disciplines** | Connects knowledge and approaches of inquiry/ creative thinking from one's own academic study/field/ discipline to many other disciplines and modes of inquiry represented in the University. | Analyzes knowledge and approaches of inquiry/creative thinking from one's own academic study/field/ discipline making relevant connections to some other disciplines and modes of inquiry represented in the University. | Begins to connect knowledge and approaches of inquiry/creative thinking from one's own academic study/field/ discipline to a few other disciplines and modes of inquiry represented in the University. | Begins to identify knowledge and approaches of inquiry/creative thinking from one's own academic study/field/ discipline and develop awareness of alternative approaches and disciplines in the University |
| **Identifies a topic for inquiry and the appropriate disciplinary framework for exploring the topic** | Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic. Methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines. | Identifies a focused and manageable topic that appropriately addresses relevant aspects of the topic. Appropriate disciplinary methodology or theoretical frameworks are incorporated. | Identifies a topic that while manageable, is too narrowly focused and leaves out relevant aspects of the topic. Elements of the methodology or theoretical framework may be missing or incorrectly developed. | Identifies a topic that is far too general and wide-ranging as to be manageable and doable. Inquiry design demonstrates a misunderstanding of appropriate methodology or theoretical framework. |
| **Explores and** | Synthesizes in- | Presents in-depth | Presents | Presents information |

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| **synthesizes issues, objects or works through the collection and analysis of evidence** | depth information from relevant sources representing various points of view/ approaches; sources of bias are identified; appropriate quantitative of symbolic tools are utilized. | information from relevant sources representing various points of view/approaches. | information from relevant sources representing limited points of view/approaches. | from irrelevant sources representing limited points of view/approaches. |
| **Analyzes important patterns among gathered evidence related to a focused issue** | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. | Lists evidence, but it is not organized and/or is unrelated to focus. |
| **Develops a logical and nuanced conclusion based on critical evaluation of the inquiry** | States a conclusion that is a logical extrapolation from the inquiry findings and demonstrates creative or nuanced interpretation. | States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. |
| **Critically evaluates the inquiry process and conclusions to identify both limitations and implications of the work** | Insightfully discusses in detail relevant and supported limitations and implications of the work for practice, implementation, or other real-world use, including discussion of connections to local, national, global, or civic issues. | Discusses relevant and supported limitations and implications of the work for practice, implementation, or other real-world use, with some connection to local, national, global or civic issues. | Presents relevant and supported limitations and implications of the work for practice, implementation, or other real-world use, but may be discussed somewhat mechanically or may lack consideration of qualifications or ramifications. | Presents limitations and possible implications of the work for practice, implementation, or other real-world use but they are possibly irrelevant and/or unsupported; significance of findings is unclear. |

Adapted from AACU values Rubrics and Greg Lanier, Honors Rubrics