

**Colorado State University Pueblo  
Center for Honors and Leadership**

**Academic Program Assessment Plan  
Minor: University Honors Program**

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## INTRODUCTION

### Introduction to 2025-2026 Assessment Plan:

When the Honors Program and President's Leadership Program came together as the Center for Honors and Leadership in 2019, considerable thought was given to the question 'why is it intuitive that these two programs be yoked?'

The answer that emerged is this: the Honors and Leadership Minors are places for students to explore the academic and professional life they seek - and to build projects and experiences in complement to their major that chart a professional pathway through CSU Pueblo and beyond.

Since the founding of the CHL in 2019, the goal of Honors assessment has been to unify the Honors curriculum around this goal and to develop in each course the best student work (assessment artifacts) that ensure this goal is being met.

Admittedly, the process has been a bit messy and yet, each year we have moved the ball downfield. Each year, we have tightened the specific work to be done in each class and imagined more deeply how each class best supports the other and a student's professional pathway past graduation. In this regard, the continual improvement of the Honors curriculum since 2019 has been robust and intentional.

Reflecting on the 2025-2026 academic year concluding and looking forward to 2026-27, our goal into the future is to better leverage Google Sites as a platform for Honors students to create their professional portfolio. Successive steps in the portfolio design are:

- **HONR 101/201** (first course; this may be taken in either order): design one's professional digital personae, including biography (created in HONR 101) and/or 30-second Elevator Speech and Professional Statement (created in HONR 201)
- **HONR 101/201** (second course): design one's Honors Program Plan, outlining anticipated work in Honors elective courses, and in future HONR 380, 310, and 481 courses.
- **HONR 380** (Service Learning): Explore the work of an on-campus office or organization, or community nonprofit, government, or business organization that provides relevant experience aligned with a student's professional and/or personal interests (60 hours in scope).
- **HONR 310** (Group Project): Design and implement project work (90 hours in scope) that aligns with a student's professional and/or personal interests. Honors students often structure their Group Project with the organization they partnered with for Service Learning.
- **HONR 481** (Honors Senior Thesis/Project): Design and implement project work or, as appropriate, complete an academic thesis project in one's discipline aligned with the students professional and/or personal interests (90 hours in scope).

NOTE: Project work in HONR 310 and 481 must include Student Learning Outcomes (SLOs) identified by the student as well as a tangible deliverable with a defined impact for an organization or an identified community. In their final project report and presentation, students assess their SLOs, and reflect on the impact of their project, plans for sustainability, the ethical framework in which their work was completed, and personal values employed in working within that ethical framework.

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*In an ongoing effort to align our assessment processes most directly with continuous improvement of our curriculum, the Honors Assessment plan was re-written in May 2024 and updated in May 2025 and May 2026.*

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### **The CSU Pueblo Honors Program - Overview**

- Honors at CSU Pueblo is offered as a curricular **minor** that may be added to any major.
  - Honors is housed within the **Center for Honors and Leadership**, a unit of the Provost's Office.
  - The Center also supports the University's **President's Leadership Program** and Leadership minor, the **Certificate in Community Impact**, and administers the University's **Minor in Nonprofit Administration** for the College of Humanities, Arts, and Social Sciences.
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### **Highlighted Accomplishments of the CHL and Honors in 2025-26:**

- Supported the **McNair Scholars Program** (which supports graduate school preparation and placement for underserved populations), with CHL leadership serving on the McNair Executive Steering Program.
- In our second year as the exclusive partner program for the CSU Pueblo Foundation **Reisher Scholars Program** (full-ride, rising Sophomore or transfer students), enrolled a record number of Reisher students in the CHL, including nine Reisher students graduating in our inaugural Certificate in Community Impact class.
- Held successful annual **CHL Student Retreat**, Friday-Sunday, August 15-17, at Silver Cliff Ranch in Nathrop, Colorado, with over 60 students attending
- CHL revised curriculum and received approval from University CAP Board to update the **Minor in Nonprofit Administration**. President's Leadership Program Director Shelly Moreschini taught the introductory course, MAE 472, in Spring 2026 with 10 students enrolling. The CHL now manages and advises the Minor in Nonprofit Administration for the College of Humanities, Arts, and Social Sciences (CHASS). The Minor is now offered as an approved CHL program for Reisher Scholars. One CHL student graduated with the Minor in Spring 2026.
- Continued to revise **HONR 101/201 curriculum**, reformatting e-books and other supporting materials in the combined Google site begun in Spring 2025:  
<https://sites.google.com/view/csupueblohonors2025/home>

## The Center for Honors and Leadership

### Origin

- The President's Leadership Program (PLP) staff long envisioned combining efforts with the Honors Program under a shared administrative unit.
- The Center for Honors and Leadership (CHL) was established by the Provost in Spring/Summer 2019, bringing this vision to fruition.

### Staff:

- David Volk, CHL Director and Honors Academic Coordinator
- Shelly Moreschini, CHL Administrative Director, President's Leadership Program (PLP) Director
- Trish Orman, PLP Academic Coordinator

#### Additional staff for 2024-2025 included:

- Shanna Farmer (United Way of Pueblo Co. President/CEO), Adjunct Instructor (PLP 260)
- Steven Trujillo (Pueblo Housing Authority Exec. Dir.), Adjunct Instructor (PLP 360)

### CHL Mission and Goals

(orig. 2019, rev. 2021, rev. 2025)

#### Mission Statement

The Colorado State University Pueblo Center for Honors and Leadership (CHL) equips students to be purposeful in the design of their college experience. Our courses are experiential and focus academically on self-leadership, ethics, service learning, and community impact. The CHL supports life-long academic and professional planning for each student.

Housing the University's Honors and Leadership Minors, the Certificate in Community Impact, and overseeing the College of Humanities, Arts, and Social Sciences' Nonprofit Administration Minor, the CHL bolsters the unique strengths and identities of each program while maximizing synergies and opportunities that develop and enhance all. The CHL services the University community at large in support of other leadership and scholarly activities promoted to all students.

#### CHL Program Goals

- To foster collaboration and natural synergies between all programs the Center oversees, while sustaining the unique strengths and purpose of each
  - To promote experiential learning across all curricula
  - To help each CHL student identify and plan CSU Pueblo experiences that explore and support lifelong academic and professional goals
  - To ground the work of our students in community impact and service to others
  - To embed the study and understanding of ethics in each CHL course
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## The CSU Pueblo Honors Program

### Honors Mission and Goals

(rev. 2024)

#### Mission Statement

The University Honors Program at Colorado State University Pueblo provides enhanced learning opportunities within an intellectual community of scholars, engaging students as citizens of the wider university community, and beyond. The Program provides special opportunities for close interaction with faculty in thought-provoking seminars and intensive guided research, scholarship, and/or creative activity. Honors work is experiential and emphasizes community impact for most students. The 21-credit minor course of study is designed to challenge and expand students' critical thinking skills across the four years of study.

#### Honors Program Goals

- To provide opportunities for enriched work and personal growth
- To offer individual project work that permits challenging study of advanced material and increased interaction with faculty who serve as academic and pre-professional mentors
- To provide students with an interdisciplinary approach to academic research, scholarship, and/or creative work, through seminars and experiential learning, culminating in Honors projects supervised by faculty in a student's particular discipline or area of interest
- To produce civic-minded and socially responsible citizens skilled at critical thinking with superior communication and leadership skills, technical expertise, and of strong character and integrity

### Fulfillment of University Mission

The CSU Pueblo Mission Statement, Values Statement, and Guiding Principles as published here:

<https://www.csupueblo.edu/vision2028/index.html>

The **National Collegiate Honors Council** (NCHC) notes that:

*"The central goal of Honors education is academic enrichment ..." including "... close contact with faculty, small courses, seminars or one-on-one instruction, course work shared with other [Honors] students, individual research projects, internships, foreign study, and campus or community service."*

Meeting NCHC goals, the CSU Pueblo Honors Program directly benefits the University in the following areas:

- **Scholarship:** The CSU Pueblo Honors Program provides not only enriched coursework, but also extended opportunities to participate with faculty in research, scholarship, and creative works projects. These provide Honors students a competitive advantage for graduate education and increase the undergraduate research output of the university.
- **Service Learning:** Students gain professional experience through service opportunities that promote civic responsibility and their ties to the broader Pueblo community, the region, and beyond.

- **University Culture:** The University Honors Program also enriches the intellectual and social environment of the institution, fostering a culture of excellence across the university. Most CHL students are involved in a number of other curricular and extracurricular campus activities.
  - **Recruiting/Retention:** CHL programs are attractive programs that aid University recruiting. CHL students are retained at a higher level than the University as a whole and serve as ambassadors and peer mentors in promoting CHL recruiting and retention.
  - **Lifelong Professional Planning:** CHL programs focus on lifelong academic and professional planning for each student, supporting successful graduate education and/or career placement for students after completion of their baccalaureate degree.
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**STUDENT LEARNING OUTCOMES**

The Honors curriculum is driven by CHL-level Student Learning Outcomes (SLOs) that apply to both the Honors and Leadership minors, as well as SLOs unique to the Honors Program.

CHL and Honors Program SLOs are designed around the *Significant Learning Course Design* model of Dr. Dee Fink, identifying the following 25-year goal for graduates of our programs:

... to be well-established in their careers and functioning as leaders in their field and community, building upon work initiated in their CSU Pueblo Honors and/or Leadership minor.

Toward this end, both CHL minors are structured around an overarching CHL-level goal:

**Overarching Goal of CHL Programs**

**Lifelong Professional and Academic Training**  
 Complementing and expanding the work of any major, the CHL connects students to opportunities on-campus and in the community that provide a “jumpstart” on their professional work, leading to a desired placement after graduation, and preparing them to be leaders in their academic field and in their community.

Specific outcomes toward this goal (with minimum, preferred, and exemplary standards) are mapped to each Honors course below and on the following pages.

**First of HONR 101/201 (may be taken in either order): [Revised Spring 2025]**  
**Exploration and Abstract Design of Future Honors Work**  
 Students will develop an Honor Experiences Plan that identifies the types of mentors they seek and the types of pre-professional experiences they will explore in support of their future Honors Studies (100% of students in their first course (HONR 101/201) should meet minimum expectation by the end of the course)

Certificate in Community Impact students should meet the **Preferred** goal below and, additionally: Students will formulate a community impact statement that outlines the community problem they seek to address, the organizations and other contacts they seek to work with, as well as an overview of the work they seek to complete through their certificate studies. Students will identify personal learning outcomes to frame and guide their work.

<b>Minimum</b>	<b>Preferred (Minimum for Certificate)</b>	<b>Exemplary</b>
Student identifies the qualities and specialties they would seek in a mentor and the types of pre-professional experiences they would like to complete in their Honors studies ahead.	Student identifies specific organization(s) and mentor(s) they would be interested in working with in their Honors Studies ahead.	Student makes initial contact with mentor(s) and/or organization(s) and begins to design specific work they seek to complete in their future Honors Study.

<p><b>Second of HONR 101/201 (may be taken in either order): [Revised Spring 2025]</b>  <b>Initial Concrete Design of Future Honors Work</b>                  Students will make initial contact with a mentor and update their Honor Experiences Plan to identify the specific pre-professional experiences they plan to complete in their Honors Studies                  (100% of students in their second course (HONR 101/201) should meet minimum expectation by the end of the course)</p>		
<p><b>Minimum</b>                  Student initiates contact with mentor(s) and/or organization(s) and begins to identify the type of work they seek to complete in their future Honors Study.</p>	<p><b>Preferred</b>                  Student initiates two or more meetings with mentor(s) and/or organization(s) they seek to work with in HONR 380.</p>	<p><b>Exemplary</b>                  Student initiates meetings with mentor(s) and/or organization(s) and designs specific work they seek to complete in HONR 380, HONR 310, and/or HONR 481.</p>

<p><b>HONR 380</b>                  Students will engage in a “shadowship” type experience with an on-campus or community organization and reflect on the information learned related to their professional future                  (100% of HONR 380 students should meet minimum expectation by the end of the course)</p>		
<p><b>Minimum</b>                  Student completes a 60-hour “shadowship” experience and is able to describe the impact the organization is having in the community (or their academic field) OR is able to relate their shadowship experience to their own personal and/or professional goals.</p>	<p><b>Preferred</b>                  Student completes a 60-hour “shadowship” experience and is able to describe the impact the organization is having in the community (or their academic field) AND is able to relate their shadowship experience to their own personal and/professional goals.</p>	<p><b>Exemplary</b>                  Student completes 60-hour “shadowship” experience, is able to relate the impact the organization is having in the community (or their academic field) to their own personal and/or professional goals, AND designs additional project work to be completed in HONR 310/481, based upon their HONR 380 work.</p>

<p><b>HONR 310</b>                  Students will coordinate a project with an on-campus or community organization (or design an appropriate personal project in consultation with mentor(s)) that results in the creation of a tangible product with community and/or professional impact.                  (100% of HONR 310 students should meet minimum expectation by the end of the course)</p>		
<p><b>Minimum</b>                  Student completes a 90-hour project resulting in a tangible product with a defined community and/or professional impact.</p>	<p><b>Preferred</b>                  Student completes a 90-hour project resulting in a tangible product with a defined community and/or professional impact, and (1) designs additional project work to be completed in HONR 481 based upon the HONR 310 work; OR (2) is recognized publicly for the impact of their work in HONR 310, OR (3) presents publicly on the impact of their HONR 310 work to an audience outside of the CHL.</p>	<p><b>Exemplary</b>                  Student completes 90-hour project resulting in a tangible product with a defined community and/or professional impact, and (1) designs additional project work to be complete in HONR 481 based upon their HONR 310 work; AND (2a) is recognized publicly for the impact of their HONR 310 work, OR (2b) presents publicly on the impact of their HONR 310 work to an audience outside of the CHL.</p>

<p><b>HONR 481</b>                  Students will complete a research project, or other scholarship/creative activity that furthers their lifelong academic and professional goals.                  (100% of HONR 481 students should meet minimum expectation by the end of the course)</p>		
<p><b>Minimum</b>                  Student completes a 90-hour Senior Honors Thesis/Project, reflects on successes and challenges of the project, and describes the relevancy of the work to their future personal, academic, and/or professional goals.</p>	<p><b>Preferred</b>                  Student completes a 90-hour Senior Honors Thesis/Project, describes the relevancy of the work to their future personal, academic, and/or professional goals, AND is (2a) recognized publicly for the impact of their HONR 481 work, OR (2b) presents publicly on the impact of their HONR 481 work at an appropriate venue supporting the work to an audience outside of the CHL.</p>	<p><b>Exemplary</b>                  Student completes a 90-hour Senior Honors Thesis/Project, describes the relevancy of the work to their future personal, academic, and/or professional goals, AND is (2a) is recognized publicly for the impact of their HONR 481 work, OR (2b) presents publicly to an audience outside of the the CHL on the impact of their work AND (3a) designs for the sustainability of the work after graduation, OR (3b) designs future continuing and related work after graduation.</p>

**CHL-Level Student Learning Outcomes** (apply to both Honors and Leadership minors)

Four CHL-Level SLOs support the overarching goal of our curricula:

- **Experiential education:** CHL Students will engage experientially in their learning, understanding the principles of experiential education pedagogy, and provide meaningful reflection on their learning experiences.
- **Community Impact:** CHL students will actively connect their learning to the broader community and provide meaningful reflection on the impact of their work.
- **Ethics and social responsibility:** CHL students will behave ethically in all performance categories, including classroom, extracurricular, community-based service-learning, and independent research areas, and provide meaningful reflection on the ethical issues and challenges of their work.
- **Critical Thinking:** In their work, CHL students will formulate and develop arguments with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution as needed.

**Honors Program Student Learning Outcomes:**

Two SLOs shape the unique structure of the Honors Program within the CHL:

- **Interdisciplinary learning:** Honors students will integrate knowledge from diverse perspectives, disciplines, and skill sets, both theoretical and applied, honing them into arguments and/or strategies.
- **Independent research, creativity, and scholarship:** Honors students will apply discipline-specific and cross-discipline-based knowledge to design, execute, and report on a particular problem-solving strategy, assess its impact, reflect on potential “next steps” for future exploration, and identify how the work aligns with their lifelong academic and professional goals.

**Curriculum Map:**

CHL-Level and Honors Program SLOs are mapped to each Honors course on the following page.

	CHL Student Learning Outcomes (Honors and Leadership)				Honors SLOs	
	Experiential Learning (experiential education, EE)	Community Impact	Ethics	Critical Thinking	Inter-Disciplinary Learning	Independent Research, Scholarship, Creative Work
<b>HONR 101/201 [first course]</b> (introductory)	Describe the EE learning cycle	Identify the area you seek to impact in your community	Define your personal values in making ethical decisions	Identify relevant sources of information in Honors work	Identify how knowledge is propagated in various disciplines	Identify areas of interest for future, independent Honors work
<b>HONR 101/201 [second course]</b> (reinforcement)	Define the value of EE in future project work	Identify partner organizations for the community impact you seek in future Honors work	Identify ethical frameworks in which you operate academically and professionally	Evaluate relevant sources of information for applicability in future Honors work	Identify how various disciplines contribute collectively to understanding of specific issues	Begin to plan future independent Honors work
<b>HONR 380</b> (apply)	Reflect on the value of EE in learning about partner organizations	Describe the impact your partner organization is making in the community	Describe the ethical frameworks in which your partner organization functions	Evaluate how partner organization manages the challenges it faces and maximizes its impact	Evaluate how knowledge of various disciplines impact work of partner organization	Collaborate with partner organizations and mentors in planning future independent Honors work
<b>HONR 310</b> (apply)	Reflect on the value of EE and group work in impacting partner organization, community	Leverage group work with your partner organization to make an impact in the community	Describe the ethical frameworks in which you completed your group work	Describe and assess the problem solving strategies engaged in group project work	Evaluate how knowledge of various disciplines impact your group project work	Create durable product in collaboration and contribution to partner organization
<b>HONR 481</b> (mastery)	Reflect on the value of EE in attaining personal academic and professional goals	Assess the impact of your work and develop sustainability plan for continued impact	Identify the future ethical frameworks you expect to work within and the personal values you employ in navigating those	Describe and assess problem solving strategies engaged in independent Honors work	Evaluate how knowledge of various disciplines impact your independent Honors work and lifelong professional goals	Leverage independent Honors work toward lifelong professional goals

## Communication

- Annual Assessment Plans and Reports are published on the University website.
- Updated CHL-Level and Honors Student Learning Outcomes are posted to the program website and shared with CHL students in an annually updated CHL Student Handbook.
- Beginning Fall 2025, all students document their Honors work on individual Google Sites maintained and updated across their Honors experience. The Honors Program shares these links in the Honors Program e-book used in all Honors courses and shared with the public in various communications and venues.

**Honors Program/Courses Website** used in Honors courses:

<https://read.bookcreator.com/88eKHITubcPD1Qg9ctdgKjYKDI3/T90GrubITQ2Nb0DJYELtyw/FqmR80fS Qxm9FmAWw-9r9g>

## Curriculum

The Honors curriculum is outlined in detail in the student course e-book (above).

The link provided opens to the specific pages detailing the CHL and Honors program, including program highlights, accomplishments, and details of all CHL curricula (including the Certificate in Community Impact first appearing in the 2025-26 Catalog).

## Assessment History (since formation of the CHL, 2019)

- **2019, 2020:** Assessment in Honors focused on the culminating Senior Thesis/Project and the development of new rubrics to assess Honors SLOs.
- **2021:** New attention was given to the overall academic rigor of theses/projects, their community impact, and students' personal reflection on their work (a crucial component of experiential education pedagogy). Academic rigor was added as a dimension of the Critical Thinking SLO assessment; Community impact and personal reflection were added as dimensions of the Independent Learning SLO in Assessment Plan
- **2022:** Honors Senior Thesis/Project Rubric (Appendix B) revised to include on-going assessment of academic rigor, community impact, and personal reflection and theses/projects assessed with these rubrics for first time
- **2022:** Community Impact (formerly Community Engagement) Rubric (see Appendix C) designed and implemented, selected as the first CHL-Level SLO to assess within the Honors minor
- **2022:** Staff determined it was necessary to codify the way Honors students document their project work. Because Honors projects are completed by students across all majors and departments, the diversity of work is substantial. As a result, the way in which students had structured, documented, and reflected upon their work has been inconsistent, complicating assessment efforts. The Honors Project Documentation Guidelines (Appendix A) (provided in HONR 310 and HONR 481) standardized use of Google Sites in documenting work in personalized websites and outlined required reflection questions that emphasize and support learning outcomes and facilitate program assessment.
- **2023:** After feedback received in Program Assessment review and arising in staff conversations, a need to assess additional Honors student work other than the HONR 481 theses/projects was acknowledged. Assessing only the capstone work failed to identify direct opportunities for program improvement across the entire curriculum. Additionally, no artifacts for assessment were being collected from students who did not complete the program, missing potentially critical data on program success and opportunities for improvement.

- **2023:** Honors Project Documentation Guidelines (Appendix A) revised (continuous revisions anticipated)
- **2024:** With introduction of Certificate in Community Impact cohort and revised structure of HONR 101/201, curriculum map and assessment measures for those courses were rewritten.
- **2025:** Began to utilize Google Sites more intentionally for students to create an Honors/Professional Portfolio across their Honors curriculum (HONR 101, 201, 380, 310, 481).

## APPENDICES

### Appendix A

The current **Guidelines for Upper Division Honors Project/Thesis Documentation** is available at this link:

[https://drive.google.com/file/d/1rc6siTO04N10VcPg0MRVq8uiqj5umybV/view?usp=drive\\_link](https://drive.google.com/file/d/1rc6siTO04N10VcPg0MRVq8uiqj5umybV/view?usp=drive_link)

### Appendix B

**Rubric** for assessing HONR 481 Senior Honors Theses/Projects

The following rubric was initially developed in Spring 2020 for assessment Honors Senior Theses/Projects and revised in 2020-2021 to include specific assessment of academic rigor, community impact, and personal reflection.

NOTE: the rubric is designed not only to codify minimum standards for the Honors Senior Thesis/Project, but also to define and identify exemplary work when students exceed (and potentially far exceed) minimum expectations. As a result, the minimum scores desired for assessment purposes may appear comparatively low.

#### **HONORS SENIOR THESIS/PROJECT RUBRIC**

##### **Academic Rigor/Quality**

- 0: Poor. The impact of the work is negated by errors in judgment, grammar, presentation, methodology, structure, execution, etc. [For project work, this may be interpreted as failure to meet goals stated at the outset of the work, which could have been mitigated with greater student effort.]
- 1: Fair: The work is generally persuasive, but undermined by errors in judgment, grammar, presentation, methodology, structure, execution, etc. [For project work, this may be interpreted as meeting some of the goals stated at the outset of the work, but failing to achieve others, which could have been mitigated with greater student effort.]
- 2: Good: The work is persuasive and any errors in judgment, grammar, presentation, methodology, structure, execution, etc., are minimal and insignificant to the overall impact of the work. [For project work, this may be interpreted as meeting the major goals stated at the outset of the work, and any failure of meeting goals is minimal and/or not resulting from a lack of student effort.]
- 3: Excellent: The work is persuasive, adding an important contribution to the field recognized in the faculty review. [For project work, this may be interpreted as meeting the goals stated at the outset of the work as the result of successful student effort.] **(Desired outcome, at minimum)**
- 4: Exemplary: The work is persuasive, adding an important contribution to the field recognized by an independent, off-campus entity. [For project work, this may be interpreted as completion of goals stated at the outset of the work and external, public recognition of the importance of the work].

**Critical Thinking** (including recognition of Ethics and Interdisciplinary Learning as appropriate)

- 0: Absent. Principally reporting on the scholarship of others, the work provides little or no assessment, reflection upon, or independent conclusions. [For project work, this may be interpreted as failure to meet goals stated at the outset of the work, which could have been mitigated with greater student effort and forethought.]
- 1: Minimal: Principally reporting on the scholarship of others, the conclusions presented are principally reporting those of others as well. [For project work, this may be interpreted as meeting some of the goals stated at the outset of the work, but failing to achieve others, which could have been mitigated with greater student effort and forethought.]
- 2: Acceptable: The student provides independent conclusions and reflection on the scholarship considered. [For project work this may be interpreted as meeting the major goals stated at the outset of the work, and any failure of meeting goals is minimal and/or not resulting from a lack of student effort or forethought.] **(Desired outcome, at minimum)**
- 3: Exceeds Expectations: The student not only draws independent conclusions from the scholarship considered, but outlines (or presents) 'next steps' for further query/exploration. [For project work, this may be interpreted as meeting the goals stated at the outset of the work as the result of successful student effort, and a clear plan developed for sustaining the work beyond the student's contribution.]
- 4: Exemplary work: An independent, off-campus entity recognizes the student's original contribution to the field. [For project work, this may be interpreted as completion of goals stated at the outset of the work and external, public recognition of the importance of the work].

**Interdisciplinary Learning**

- 0: Absent. The work (research or project work) is not interdisciplinary
- 1: Minimal: The work (research or project work) draws principally on one discipline with implied relationships to other disciplines.
- 2: Acceptable: The work draws principally on one discipline, but the student acknowledges how other disciplines inform the research, conclusions, and/or impact. [For project work, consider impact.] **(Desired outcome, at minimum)**
- 3: Exceeds Expectations: The work actively engages an interdisciplinary approach which the student acknowledges and describes in the work itself (research or project work).
- 4: Exemplary work: The work is recognized independently for the impact it has across multiple disciplines.

**Independent research/creativity/scholarship**

- 0: Absent. The work summarizes the work of others without presenting independent research/creativity/scholarship. [For project work, this may be interpreted as failure to successfully implement project work that includes a scope of independent work, e.g. a student completes an internship, but fails to take independent responsibility or initiative in the work - simply completing ordinary tasks assigned with minimal impact toward the goals of the organization].
- 1: Minimal: The work principally provides some independent analysis or application that builds on the work of others. [For project work, this may be interpreted as implementing project work that includes minimal scope of independent work, e.g. a student completes an internship, but takes minimal independent responsibility or initiative in the work; the majority

of their work, for instance, simply completes ordinary tasks assigned with minimal impact toward the goals of the organization].

- 2: Acceptable: Drawing inspiration or direction from the work of others, the student provides independent conclusions or original creative work that is an independent contribution to the field or the organization for which the work was accomplished. [For project work, this includes creation of original contribution - document, creative work, media presentation, other media, etc., that the student initiates] **(Desired outcome, at minimum)**
- 3: Exceeds Expectations: The work is recognized in the immediate community in which it is created (i.e., on-campus conference presentation or other recognition) for the independent contribution it makes in the field. [For project work, independent contribution is recognized.]
- 4: Exemplary work: The student is recognized beyond the immediate community in which it is created (i.e., off-campus conference presentation or other recognition) for the independent contribution it makes in the field. [For project work, independent contribution is recognized.]

#### **Impact (scope)**

- 0: Little or none. The scope of the work is limited to the student's classroom experience.
- 1: Minimal: The work is acknowledged within the campus and/or immediate community in which the work was accomplished.
- 2: Acceptable: The work demonstrates an impact and importance within the campus and/or immediate community in which the work was accomplished. **(Desired outcome, at minimum)**
- 3: Exceeds Expectations: The work demonstrates an impact and importance beyond the campus community and/or immediate community in which the work was accomplished.
- 4: Exemplary work: The work is recognized independently for its impact and importance beyond the campus and/ immediate community in which the work was accomplished.

#### **Personal Reflection** (this may be provided as a separate statement from the work itself or portion of the thesis/project presentation)

- 0: None. The student provides no reflection on the work that connects the endeavor to their larger academic and/or professional/personal goals.
- 1: Minimal: The student provides minimal description of how the work connects to their larger academic and/or professional/personal goals.
- 2: Sufficient: The student describes the impact and potential of the work (including list of "next steps") as part of their lifelong academic and/or professional goals. **(Desired outcome, at minimum)**
- 3: Exceeds Expectations: The student describes plans *underway* for continuation of "next steps"
- 4: Exemplary Work: The work has been recognized independently outside of the classroom experience by an entity that is planned to collaborate with the student on continuing "next steps."

**Appendix C****Rubric** for assessing Community Impact

The following **Community Impact Rubric** was designed and used in 2021-22 to assess the first of the CHL SLOs finalized in 2021-22:

<b>Community Impact Rubric</b>	
<b>1 (lowest)</b>	From CHL classes and programs attended, students identify community impact opportunities related to their academic and professional goals. (Supported in HONR 101)
<b>2</b>	Students initiate research into the community impact opportunities they would like to pursue related to their academic and professional goals, and/or complete interviews with appropriate contacts they have identified. (Initiated in HONR 201)
<b>3</b>	Students complete a community impact experience led by a campus or community organization. (For traditional STEM research, lab experience.) (Supported in HONR 380)
<b>4 (desired outcome, at minimum)</b>	Students complete community impact work, taking a leadership role with a campus or community organization. (For traditional STEM research, leadership role in a lab experience.) (Supported in HONR 310 and HONR 481)
<b>5 (highest)</b>	Students complete community impact work and plan for the long-term sustainability of the impact beyond the project term. (Supported in HONR 481)