

# Competency Assessment Rubric

The assessment of the individual student competency development is an important task for members of the Honors staff and council. In June, representatives of the Honors staff and faculty review students' efolios and learning plans to assess their development process. Based on guidelines created throughout the academic year, the staff and faculty evaluate the work of the student within each competency to determine which level the student has reached in their development. To gauge student development, the following competency rubrics are used during the reviewing process as guidelines. Competencies are demonstrated at the level indicated by the asterisks.

## Leadership

Upon graduation, honors students will have demonstrated the ability to utilize personal leadership values and guide groups toward a common goal.

Theme	Leadership Competency	Rubric			
		Emerging	Developing		Mastering
		<i>Level One</i>	<i>Level Two</i>	<i>Level Three</i>	<i>Level Four</i>
Values	<i>Students will identify and utilize leadership values as members of campus and community organizations</i>	Identifies personal leadership values	Reflects upon personal leadership strengths and weaknesses	Critiques leadership models or style(s) within group contexts	Uses personal theories and values of leadership within campus or community organizations*
Teams	<i>Students will identify roles within teams and utilize them within campus or community organizations.</i>	Identifies various types of roles within group and team settings	Reflects upon roles within group and team settings	Practices group member skills and abilities to work together toward a common goal	Articulates a general leadership philosophy to guide future collaboration within groups*

Key: Red = First-Year, Yellow = Sophomore, Blue = Junior, Green = Senior

## Research

Upon graduation, honors students will have demonstrated the ability to exhibit information literacy skills, synthesize and integrate ideas, produce original research or creative works, and contribute to knowledge.

Theme	Research Competency	Rubric			
		Emerging	Developing		Mastering
		<i>Level One</i>	<i>Level Two</i>	<i>Level Three</i>	<i>Level Four</i>
Information Literacy	<i>Students will exhibit information literacy skills</i>	Develops ability to access information effectively, efficiently, and critically	Demonstrates knowledge of the ethical use of information.	Develops ability to evaluate and incorporate selected information into knowledge base.	Demonstrates ability to use information effectively and ethically to accomplish a specific research goal*
Information Synthesis	<i>Student will exhibit the ability to synthesize and integrate ideas</i>	Develops ability to organize others' ideas	Develops ability to evaluate and synthesize diverse perspectives on a given topic	Exhibits ability to draw upon multiple sources to present a coherent and integrated thesis statement or hypothesis	Demonstrates ability to reflect upon how the paper/project led to new knowledge and understanding about the research process.*
Original Research	<i>Student will produce original or creative achievement</i>	Identifies research question or creative proposal that extends knowledge or practice of their disciplines	Develops research question or creative proposal that extends knowledge or practice of their disciplines	Conducts primary research or engages in creative practice that extends the knowledge or practice of their disciplines	Exhibits completed research or creative work that extends knowledge or practice of their disciplines*
Dissemination of Results	<i>Student will contribute to knowledge</i>	Identifies appropriate venues for dissemination	Prepares and submits an abstract or proposal for the appropriate venue	Disseminates the results of their research or creative achievement*	Publishes the results of their research or creative achievement through a peer-reviewed venue

## Global Citizenship

Upon graduation, honors students will have demonstrated the ability to lead and serve in a multicultural world through increased self-awareness of one's own culture and its relationship to others, deepened understanding of other cultural perspectives, attainment of second language proficiency, and demonstrated awareness of culture-language connections in communication.

	Level 1	Level 2	Level 3	Level 4
Self-awareness	Demonstrates emerging realization of oneself as a member of a culture.	Shows emerging awareness of the varied contexts and boundaries of one's own culture and its cultural rules and biases.	Recognizes new perspectives about own cultural rules and biases and compares and contrasts own culture with others and their cultures.	Perceives one's personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; shows awareness of what one does not understand and why understanding is so hard.
Knowledge and Understanding	Asks simple or surface questions about other cultures.  Demonstrates beginning understanding of other cultures based on brief encounters with others (e.g., culture nights).	Asks questions about other cultures that result in increased understanding of the complexity of elements important to members of an/other culture/s (e.g., history, values, politics, etc.) through increased, longer interactions with others (e.g., IELI tutoring).	Asks deeper questions about other cultures and seeks out answers to these questions.  Begins to <i>initiate</i> and develop interactions with culturally different others.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.  Continuously seeks out opportunities to interact with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.
Communication	Has an emerging level of understanding of cultural differences in verbal and nonverbal communication.	Through practice with a second language, identifies some cultural differences in verbal and nonverbal communication and the connection between language and culture.	Through increased practice with a second language, recognizes and participates in cultural differences in verbal and nonverbal communication and draws connections between multiple experiences and issues related to language and culture.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and provides a thoughtful account of what learning a second language has taught one about culture, the world and the complexity of relations between groups of people.

Has met language requirement (course work or demonstrated proficiency)?  Yes  No

**Note:** Level 1 is a beginning level of competence (minimum expected level for first-year students); Level 4 denotes expected performance for graduation from the Honors Program.