

QEP Student Learning Outcomes (SLO)

Integrative Learning Value Rubric

Criteria	Advanced 4 points	Accomplished 3 points	Adequate 2 points	Beginner 1 point	N/A 0 points	Comments Section
SLO 1- The student will be able to connect applied experiences derived from participation in high-impact practices with relevant knowledge acquired in the University setting.	Meaningfully synthesizes connections among experiences outside to deepen understanding of relevant fields of study and to broaden own points of view	Effectively selects and develops examples of applied experiences to illuminate concepts/theories/frameworks from relevant fields of study.	Compares applied experiences and knowledge gained in the University setting to infer differences, as well as similarities, and acknowledge perspectives	Identifies connections between skills, abilities, theories, or methodologies gained in the University setting and applied experiences.		
SLO 2- The student will be able to adapt and apply skills, abilities, theories, or methodologies acquired in the University setting to address novel situations or problems in applied settings	Independently, adapts and applies skills, abilities, theories, or methodologies gained in the University setting to active learning contexts to solve ill-defined problems or explore complex issues in original way	Adapts and applies skills, abilities, theories, or methodologies gained in the University setting to new situations that involve well defined problems or exploring issues that are routine in nature.	Uses skills, abilities, theories, or methodologies gained in the University setting to contribute understanding of problems or issues.	Uses, in only a basic way, skills, abilities, theories or methodologies gained in one situation in a new situation		
SLO 3- The student will be able to demonstrate the ability to engage in meaningful self-reflection that leads to self-awareness and a sense of competence to effectively respond to new and challenging	Based on experiences in multiple and diverse contexts, envisions an evolving and more competent self and states personal development intentions to build on past integrative experiences.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks.)	Articulates strengths and challenges (based on participation in specific high-impact practice) to increase effectiveness in different contexts (represents the beginning of increased self-awareness).	Describes own performance with general descriptors of success and failure.		
Total:						