

Undergraduate Research Student Learning and Development Outcomes Rubric – Draft 4

| Knowledge acquisition, integration, construction, and application | 5-4 Exemplary | 3-2 Satisfactory | 1-0 Unacceptable | Score |
|--|--|---|--|--------------|
| Possesses a problem-centered focus | Explains the underlying issues of the problem | Defines the problem | Identifies the topic | |
| Analyzes issues from several perspectives | Analyzes the information in depth and supports the main points | Collects information and performs basic analysis | Collects no viable information | |
| Evaluates the relative importance of different factors and identifies the most significant | Addresses and analyzes perspectives drawn from several sources and identifies own experience; discusses credibility of sources | Identifies perspectives drawn from several sources, differentiates among theories, facts, and beliefs | Uses a single source or view, depends upon synthesis of others | |
| Synthesizes and negotiates meaning | Integrates observations, inferences, and relationships to create meaning | Explores relationships among inferences and observations | Observes and records most evident aspects of issue | |
| Justifies conclusions | Uses previous information and concepts to address the multiple issues and decisions in the new setting | Addresses previous information and concepts that have application to the new situation | Displays limited awareness of previous information that applies to the situation | |
| Demonstrates understanding of the processes of scholarly exploration and discovery | Presents a plan for exploring a problem; applies research methods | Shows understanding of research methods | Depends upon others to guide scholarly exploration | |

| Cognitive complexity | 5-4 Exemplary | 3-2 Satisfactory | 1-0 Unacceptable | Score |
|--|--|--|--|-------|
| Employs critical thinking in problem solving | Identifies the salient arguments pro and con; thoughtfully analyzes, evaluates major alternative points of view; draws warranted and judicious conclusions | Describes some supporting details from the source; makes connections to sources; demonstrates a basic ability to analyze; states more than one perspective | Misinterprets source material; fails to identify strong and relevant counter-arguments; draws unwarranted conclusions; justifies few results | |
| Generates novel, unusual, and potentially remote views and actions | Creates a detailed conclusion or complex solution that is complete, well-supported, consistent, and often unique | Offers a conclusion or simple solution that is mostly consistent with the evidence presented | Attempts a solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution | |
| Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion | Addresses and analyzes perspectives drawn from several sources and identifies own experience; clearly explains abstract ideas and their implications | Identifies perspectives drawn from several sources, defines abstract ideas | Uses a single source or view; does not explain abstract ideas | |
| Demonstrates reflective thinking | Clearly explains the experience and articulates insights and reasons for judgment | Makes some observations but does not articulate the meaning | No meaningful observations or conclusions | |
| Understands the impact and consequences of research | Interprets the outcomes and implications of research and discusses potential directions for the future | Discusses research outcomes with little interpretation | Lacks ability to interpret research | |

| Intrapersonal development | 5-4 Exemplary | 3-2 Satisfactory | 1-0 Unacceptable | Score |
|--|---|---|--|--------------|
| Demonstrates self-awareness, self-insight, and self-understanding of personal values, needs, motives, behavior, and impact on others | Realistically assesses skills and abilities and articulates plans to strengthen them; defines values system to guide decision making; acknowledges strengths and considers how to strengthen weaknesses | Realistically assesses skills and abilities; makes decisions but lacks understanding of the connection to values; places value on strengths | Has unrealistic view of skills and abilities; lacks interest in what guides decisions; has unrealistic view of strengths | |
| Is open/receptive to feedback and constructive criticism and uses it effectively for self-understanding and personal/professional growth | Seeks others' opinions and tries to understand reasoning | Listens and respects others' views | Is "I" centered | |
| Is sensitive to diverse values and feelings and is accepting and open-minded | Holds a broad perspective about diversity and actively seeks diversity in personal and professional life | Demonstrates personal interest in diversity | Shows no interest in diversity, except when it is advantageous to self | |
| Models healthy behavior, is emotionally mature and stable, and possesses ego-strength and confidence in ability | Accepts responsibility for self and encourages others; uses strong verbal and non-verbal behavior to convey confidence | Accepts responsibility for self; appears comfortable and confident | Is not a self-starter; depends upon reassurance from others; is uncertain about abilities | |
| Makes ethical decisions | Explains ethical action and the underlying principle | Explains ethical action but is unable to elaborate | Is unable to identify ethical issue | |
| Exhibits ability to function independently | Works independently | Works with minimal assistance | Relies on considerable assistance | |

| Interpersonal development | 5-4 Exemplary | 3-2 Satisfactory | 1-0 Unacceptable | Score |
|--|---|---|--|--------------|
| Develops and maintains satisfying relationships | Maintains relationships by thinking of others before self | Develops satisfactory relationships | Actively discourages relationships by behavior | |
| Treats others with respect | Treats others with respect even at own expense | Shows respect | Fails to respect others | |
| Exhibits ability to work interdependently | Works in an interdependent manner; breaks things down on everyone's level; asks questions for clarification | Uses a collaborative approach without analyzing the situational factors | Does not value collaborative efforts | |
| Challenges appropriately the abusive use of stereotypes by others | Examines impact of stereotypes and acts as advocate for others | Shows concern about stereotypical abuse | Does not show concern about stereotyping | |
| Listens and responds empathically | Able to see and feel what others see and feel; responds to show understanding | Knows and feels that others see and feel differently; has difficulty in showing understanding | Has little or no empathy; sees things through own ideas and feelings | |
| Expresses self without violating others | Presents self with composure; shows concern for others | Expresses self but sometimes misses the impact on others | Speaks mind without concern for others | |
| Knows how to recognize and express anger appropriately in order to reach goals, solve problems, and protect health | Shows skill in dealing with difficult or delicate situations, keeping others' feelings in mind | Sometimes deals with difficult or delicate situations and considers others' feeling | Fails to deal with difficult situations; is mostly concerned with own feelings | |

| Humanitarian and civic engagement | 5-4 Exemplary | 3-2 Satisfactory | 1-0 Unacceptable | Score |
|--|---|--|---|--------------|
| Participates in service/volunteer activities | Takes responsibility for helping the group achieve its goal | Chooses activities to contribute to achieving group goal | Takes no responsibility for achieving group goal | |
| Comprehends the dynamics of a group | Interprets dynamics and offers alternatives for solving problems | Interprets some of the dynamics but offers no solutions for problems | Does not interpret dynamics | |
| Exhibits democratic principles as a leader | Creates an empowering environment in which all team members contribute equitably to shared team goals | Focuses on the exercise of leadership and fails to address collaborative efforts | Operates independently of the group | |
| Exhibits the ability to visualize a group purpose and desired outcomes | Has a vision and detailed ideas about the outcomes | Has a clear vision for the group | Has an incomplete or vague notion of the group purpose | |
| Exhibits behaviors that advance a healthy community | Actively contributes to the welfare of the community | Behaves in the interest of community | Shows no concern for community | |
| Works cooperatively with others | Always does the assigned work and volunteers to help others | Does assigned work | Relies on others to do the work | |
| Seeks the involvement of others | Listens actively and provides a summary of important discussions | Listens actively and shows understanding by paraphrasing | Asks for ideas or suggestions but neglects to consider them | |
| Demonstrates ability to be an effective team member in managing projects | Performs all tasks very effectively; participates enthusiastically; is reliable | Performs assigned tasks but sometimes needs reminders; is generally reliable | Often does not perform assigned tasks; relies on others to accomplish tasks | |

| Humanitarian and civic engagement (cont.) | 5-4 Exemplary | 3-2 Satisfactory | 1-0 Unacceptable | Score |
|---|--|--|---|--------------|
| Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards and norms | Makes informed choices and synthesizes the potential gains and limitations of the dynamic of change and its impact | Is generally able to participate in change efforts but lacks ability to provide leadership | Displays limited understanding of the dynamics of change and its impact | |
| Appropriately challenges the unfair, unjust, and uncivil behavior of other individuals and groups | Consistently listens and recognizes the problems; makes appropriate input to help the group overcome difficulties | Usually listens and considers other points of view | Is unconcerned about behaviors of (and to) others | |
| Practical competence | 5-4 Exemplary | 3-2 Satisfactory | 1-0 Unacceptable | Score |
| Makes the connections between classroom and out-of-classroom learning | Evaluates experience to determine what can be learned | Attempts to learn from experience | Fails to learn from experience | |
| Writes coherently and effectively | Develops ideas cogently and organizes them logically; has clear and specific introduction and conclusion. | Develops coherent ideas; has clear overall organization relating most ideas together; has a good introduction and conclusion. | Does not develop ideas; has an uneven and ineffective overall organization; has unclear introduction and conclusion | |
| Effectively makes presentations or gives performances | Has clear opening statement that catches the audience's interest; has an excellent delivery; uses body language effectively; uses media to enhance speech; delivers a well-documented and persuasive conclusion. | Makes opening statement is relevant to topic; has an appropriate pace and volume of delivery; has no distracting mannerisms; looks at slides to keep on track with presentation; summarizes main points in conclusion. | Makes no opening statement; is hard to understand; demonstrates one or more distracting mannerisms; relies heavily on media; has no conclusion or it is poor. | |

| Practical competence (cont.) | 5-4 Exemplary | 3-2 Satisfactory | 1-0 Unacceptable | Score |
|--|--|--|--|--------------|
| Applies previously understood information and concepts to a new situation or setting | Uses previous information and concepts to address the multiple issues and decisions in the new setting | Addresses previous information and concepts that have application to the new situation | Displays limited awareness of previous information that applies to the situation | |
| Overcomes obstacles that hamper goal achievement | Achieves goals and finds ways to overcome obstacles | Sets achievable goals | Achieves goals with ongoing assistance | |
| Articulates long-term goals and objectives | Sets long-term goals that based upon analysis of values | Sets personal long-term goals | Shows little concern for long-term goals | |
| Initiates actions toward achievement of goals | Initiates actions that deal with the most important issues | Has at least one action to achieve goals | Has no action or proposes infeasible action | |