Undergraduate Research Student Learning and Development Outcomes Rubric – Draft*

Knowledge acquisition, integration, construction, and application	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Understanding knowledge from a range of disciplines	Possesses knowledge of human cultures and the physical world; possesses knowledge of [a specific] one or more subjects	Possesses knowledge of a specific discipline but lacks indepth knowledge of other disciplines	Displays limited knowledge of disciplines	
Connecting knowledge to other knowledge, ideas, and experiences	Uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text, observations, and databases	Identifies perspectives drawn from several sources	Uses a single source or view; depends upon synthesis of others	
Constructing knowledge	Personalizes learning; makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one's own capacity to create new understandings from learning activities and dialogue with others	Explores relationships among sources of information and observations; lacks confidence in new insights	Observes and records most evident aspects of an issue	
Relating knowledge to daily life	Seeks new information to solve problems; relates knowledge to major and career decisions; makes connection between classroom and out-of-classroom learning; articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios	Addresses previous information and concepts that have application to the new situation	Displays limited awareness of previous information that applies to the situation; fails to make connections between classroom and out-of-classroom learning	

Cognitive complexity	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Critical thinking	Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions	Describes some supporting details from sources; 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	
Reflective thinking	Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions	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	
Effective reasoning	Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives	Identifies perspectives drawn from several sources; defines abstract ideas; discusses research outcomes with little interpretation	Uses a single source or view; limited or no explanation of abstract ideas	
Creativity	Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem	Identifies mental, emotional, and creative elements of a problem	Is unable to formulate new approaches to problems	
Intrapersonal development	**5-4 Exemplary**	**3-2 Satisfactory**	**1-0 Unacceptable**	**Score**
Realistic self-appraisal, self-understanding, and self-respect	Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employees self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of other	Realistically assesses skills and abilities; makes decisions but lacks understanding of the connection to values; places value on strengths; listens and respects others' views; shows respect	Has unrealistic view of skills and abilities; demonstrated limited interest in what guides decisions; has unrealistic view of strengths; is "I" centered; fails to respect others	
Identity development	Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to important aspects of self	Accepts responsibility for self; appears comfortable and confident; expresses self but sometimes misses the impact on others	Is not a self-starter; depends upon reassurance and motivation from others; is uncertain about abilities	
Commitment to ethics and integrity	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness; accepts personal accountability	Is dependable, honest, trustworthy, and accountable; identifies ethical action but is unable to elaborate	Is unable to identify ethical issue	
Spiritual awareness	Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors; critiques, compares, and contrasts various belief systems; explores issues of purpose, meaning, and faith	Articulates personal belief system; has limited understanding of role of spirituality	Has unexamined belief system	

Interpersonal development	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Meaningful relationships	Exhibits healthy mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior	Develops satisfactory relationships; shows concern about stereotypical abuse; shows respect	Actively discourages relationships by behavior; does not show concern about stereotyping; is unconcerned about behaviors of (and to) others; fails to respect others	
Interdependence	Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts supervision and direction as needed	Uses a collaborative approach without analyzing the situational factors	Does not demonstrate value for collaborative efforts; speaks mind without concern for others	
Collaboration	Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view	Knows and feels that others see and feel differently; has difficulty in showing understanding; does assigned work; usually listens and considers other points of view	Has little or no empathy; sees things through own ideas and feelings; relies on others to do the work	
Effective leadership	Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or groups member; communicates a vision, mission, or purpose that encourages commitment and action in others	Focuses on the exercise of leadership but limited or no collaborative efforts; Has a vision for the group but lacks ideas for implementation and/or outcomes; sometimes deals with difficult or delicate situations and considers others' feeling	Has an incomplete or vague notion of the group purpose; operates independently of the group; 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
Understanding and appreciation of cultural and human differences	Interprets dynamics and offers alternatives for solving problems	Demonstrates personal interest in diversity; interprets some of the dynamics but offers no solutions for problems	Shows no interest in diversity, except when it is advantageous to self; does not interpret dynamics	
Global perspective	Creates an empowering environment in which all team members contribute equitably to shared team goals	Participates in developing shared team goals	Show little or no interest in working in a team	
Social responsibility	Has a clear vision and detailed ideas about the outcomes	Demonstrates personal commitment to social responsibility	Shows little or no concern for social responsibility	
Sense of civic responsibility	Actively contributes to the welfare of the community	Behaves in the interest of community	Shows little or no concern for community	

Practical competence	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Pursuing goals	Sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement	Sets achievable goals; develops coherent ideas; has clear overall organization relating most ideas together; has a good introduction and conclusion.	Achieves goals with ongoing assistance; undeveloped ideas; has an uneven and ineffective overall organization; has unclear introduction and conclusion	
Communicating effectively	Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking, or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately	Makes opening statement 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 weak or no opening statement; is hard to understand; demonstrates one or more distracting mannerisms; relies heavily on media; has no conclusion or it is poor.	
Technological competence	Demonstrates technological literacy and skills, demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations	Has technical skills for communicating and solving problems	Requires technical supervision; demonstrates lack of information about intellectual property and privacy laws	
Managing personal affairs	Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances	Understands the importance of time management and financial management strategies	Lacks skill in managing time and resources	
Managing career development	Takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes the importance of transferable skills	Uses different types of career information resources	Fails to recognize that career planning is a life-long process	
Demonstrating professionalism	Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one's work and one's work environment	Completed a definition of professionalism and identified examples of professional behavior	Lacks understanding of professionalism	
Maintaining health and wellness	Engages in behaviors and contributes to environments that promote health and reduce risk; articulates the relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities	Applies a limited understanding of healthful living to set achievable goals for a personal wellness plan	Fails to demonstrate or apply an understanding of healthy living	
Living a purposeful and satisfying life	Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values	Has a commitment to planning for personal happiness and fulfillment	Fails to consider personal balance and future goals	