

## Culminating Reflection Project Rubric:

Faculty Thesis Advisors are asked to assess the quality of the Culminating Reflective Project using the rubric provided below. It is essential to note that while Faculty Advisors **are** asked to determine whether or not selected learning experiences are appropriate for inclusion in the Culminating Reflective Project they are **not** asked to assess or evaluate the selected learning experiences or artifacts themselves. Rather, the assessment should focus on the author's description and discussion of these experiences as they pertain to the author's personal, academic, and professional growth.

In general, students will be evaluated on the following criteria:

- Writing and communication skills
- Ability to identify and exhibit key outcomes or skills related to their chosen field
- Coherence of rationale/motivation for specific projects
- Persuasiveness of argument that is supported by evidence
- Demonstration of self-awareness regarding personal development
- Adherence to University standards regarding thesis format and style

If a student is unsatisfactory or needs improvement in any area, the thesis is not passing. Must work with the faculty thesis advisor until it reaches satisfactory levels in each area.

### Document Content:

Criteria:	Level 1: Unsatisfactory	Level 2: Needs Improvement	Level 3: Satisfactory	Level 4: Excellent
<b>Connectivity of Skills and Outcomes</b>	Relevant professional goals and skills are not clearly identified or analyzed.	Relevant professional goals and skills are identified but not explained or analyzed in relation to either undergraduate studies or personal, professional, and academic goals--lacking connectivity.	Relevant professional goals and skills are identified, analyzed, and explained in relation to undergraduate studies or personal, professional, and academic goals, but not all. Incomplete connections from one to the other.	Relevant professional goals and skills are clearly identified, analyzed, and explained in relation to both undergraduate career and long term personal, professional, and academic goals. Connections are strong.

<b>Rationale/ Motivation for Specific Projects</b>	No clear rationale or a weak rationale for the learning experiences included; The provided rationale is insufficient to justify the inclusion of the selected learning experiences.	Some rationale presented, begins to motivate the selected learning experiences, but motivation is not provided for all of the selected learning experiences.	Rationale makes clear why all of the selected learning experiences are worth discussing.	Persuasive and compelling rationale provided for why all of the selected learning experiences and artifacts are included.
<b>Context of Selected Learning Experiences</b>	Author does not provide sufficient information for the reader to appreciate or understand the context of the selected learning experiences.	Author provides some context for the selected learning experiences within individual courses or learning experiences, including a description of the assignment and criteria for success, but does not do so for each selected learning experience.	Author provides context for all of the selected learning experiences within individual courses or learning experiences, including a description of the assignment and criteria for success for each selected learning experience.	Author not only provides context for all of the selected learning experiences, including a description of the assignment and criteria for success for each selected learning experiences but also relates work to broader academic context beyond an individual course or learning experience.
<b>Progress Towards Self-Actualization</b>	Author does not take a clear or defensible position on their own personal, academic, and professional growth or their	Author states that personal, academic, and professional growth has occurred, but does not support this	Author effectively demonstrates self-awareness of their personal, academic, and professional growth that has	Author presents an introspective and insightful discussion of own personal, academic, and professional growth during

	position is that growth did not occur. Author does not demonstrate any progress towards meeting their own full potential.	position or does not exhibit self-awareness regarding this growth beyond acquiring specific class content or knowledge.	occurred during undergraduate studies.	undergraduate studies, with creative and unique insights regarding meeting their own full potential.
<b>Argument</b>	Arguments are weak, invalid, or not included--perhaps a simple assertion is provided.	Some arguments valid and well supported, some are not.	The main arguments are valid, systematic, and well supported.	The main arguments are valid, systematic, well supported, and contextualized effectively.
<b>Use of Evidence to Support Argument</b>	The author mostly relies on assertions or opinions rather than evidence.	Some appropriate use of evidence but use is uneven throughout the manuscript.	Feasible evidence appropriately selected, presented, and described without being overinterpreted.	Evidence is appropriately selected and the author fully exploits the richness of the data/evidence/ideas.

### Writing Mechanics:

<b>Organization</b>	Needs significant reorganization.	Structure is of inconsistent quality, may have choppy transitions, redundancies, or discontinuities.	Structure supports the argument, clearly ordered sections fit together well.	Structures enhances the argument: strong sections, seamless flow.
<b>Clarity, Style, Readability</b>	Gets in the way of reading for content.	Style is inconsistent or uneven.	Effective prose style, follows relevant scholarly conventions, emergence of voice.	Mastery of the genre, including elegant style, established voice.

<b>Grammar, Spelling, Usage</b>	Significantly impairs readability.	Frequent or serious errors.	Some minor errors.	Virtually no errors.
<b>Adherence to Thesis Format</b>	Manuscript does not follow the prescribed format for either the document layout or the correct referencing format.	An attempt is made at following the prescribed format, but major errors or oversights are present. The document may be in the correct layout or use the correct referencing format, but does not successfully do both.	Manuscript follows most of the prescribed format, but minor errors or oversights are present.	Manuscript follows the prescribed format entirely, including legal permissions, document layout and correct referencing format.