STUDENT LEARNING OUTCOMES RUBRIC

Student learning outcomes define the academic expectations of the Engaged Learning project. The outcomes are in line with the Reflection Exercises (R) and SMU University Curriculum (UC).

Review the rubric as it contains the outcomes per phase and the levels of competency. Whether you are a student developing a proposal or engaged in your project, a faculty mentor advising a student during any of the project phases, a member of the Engaged Learning Advisory Committee, or the SMU community at large, this rubric will help you understand how the project is assessed.

Students who complete projects at the Accomplishing level and above receive UC credit for Capstone (C) and Oral Communication (O) requirements.

OUTCOMES	1 - ABSENT	2 - BEGINNING	3 - DEVELOPING	4 - ACCOMPLISHING	5 - EXCELLING
PERFORMANCE (to be completed by the mentor)					
1. The student engages in the activity through a personal effort, applying academic learning to the project through a cumulative understanding of interdisciplinary or disciplinary practice. (R 1, 2 and 4; UC-C1)	Does not engage in activity through a personal effort.	Engages in activity as part of group, but no evidence of a cumulative understanding of interdisciplinary or disciplinary practice or application of academic learning.	Engages in activity through personal effort, but only moderate evidence of a cumulative understanding of interdisciplinary or disciplinary practice or application of academic learning.	Engages in activity through personal effort, applying academic learning resulting in a cumulative understanding of interdisciplinary or disciplinary practice.	Engages in activity through personal effort, applying extraordinary amount of academic learning resulting in high level of cumulative understanding of interdisciplinary or disciplinary practice.
PRESENTATION (to be completed by the ELAC Selection Panel and the Office of Engaged Learning)					
2. The student communicates the outcome of the activity, selecting and using appropriate forms of evidence. (R 1 and 3; UC-O1)	Does not participate in presentation.	Communicates outcome poorly, with minimal forms of poorly-selected evidence.	Communicates outcome, selecting and using some forms of evidence but not all are appropriate.	Communicates outcome, selecting and using appropriate forms of evidence.	Communicates outcome, selecting and using appropriate forms of evidence in a succinct well-delivered presentation.
3. The student designs verbal messages to suit the audience. (R 3; UC-O2)	Does not participate in presentation.	Designs at least one verbal message but not suitable to audience.	Designs a few verbal messages minimally suitable to the audience.	Designs verbal messages somewhat suitable to the audience.	Designs and demonstrates a mastery of verbal messages to suit the audience.
4. The student enhances the presentation through visual tools. (UC-O3)	Does not participate in presentation.	Uses visual tools that do not enhance the presentation.	Uses visual tools that minimally enhance the presentation.	Uses visual tools that enhance the presentation.	Enhances the presentation through well-chosen, exceptional visual tools.
FINAL PRODUCT (to be completed by the mentor)					
5. The student produces a well-articulated record or artifact showing original achievement in research, synthesis, creative endeavor, exploration or other production. (R-1, UC-C2)	Does not produce a final report.	Produces record or artifact with no original achievement.	Produces record or artifact with some original achievement, but report needs development.	Produces a well-articulated record or artifact with original achievement suitable for publication in the university's Engaged learning Collections.	Produces a well-articulated record or artifact with original achievement to be published or exhibited through a peer review journal or other professional avenue.