

**Student Learning Outcome Assessment Plan  
HES –Human Nutrition and Dietetics**

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**Department Mission:** The mission of the Didactic Program at the University of Arkansas is to produce graduates who have the academic preparation necessary for success in a supervised practice program in nutrition and dietetics, graduate school and other career opportunities.

**Program Goals**

- a) The program will produce graduates to be competent for entry into supervised practice and other post-graduate professional programs through high-quality educational offerings.
- b) 80% of students will complete the program within 12 semesters which is 150% of the 8 semester degree program.
- c) 65% of students who apply for a supervised practice program within 12 months of graduation will be accepted.

**Student Learning Outcomes**

**Student Learning Outcome 1:** Apply knowledge in the areas of evidence based guidelines, systematic reviews, and scientific literature in the Nutrition Care Process model and other areas of dietetics practice.

**A. Assessment Measures**

Demonstrate the ability to assimilate the principles and methods of assessment, diagnosis, identification and implementation of intervention strategies for Medical Nutrition Therapy.

- 1. **Direct Measures:** Students are assigned 4 case studies in each course (NUTR 4263 & NUTR 4273) and will be graded using a rubric by the course instructor. (See Appendix – Rubrics.)
- 2. **Indirect Measure:** On average, Dietetic Internship Directors will rate graduates' ability in Medical Nutrition Therapy as above average or excellent upon survey completed one year following graduation. Survey is administered by the DPD Director and only Dietetic Internship Directors with graduates of the University of Arkansas DPD Program are surveyed.

**B. Acceptable and Ideal Targets for Direct Measures**

Acceptable: 80% of all students will achieve an 80% or better on all case studies as graded using the "Evaluation of written case study (NUTR 4263 & 4273) rubric".

Ideal: 95% of all students will achieve a 90% or better on all case studies as graded using the "Rubric - Evaluation of Written Case Study (NUTR 4263 & 4273)" (see Appendix – Rubrics).

- C. **Key Personnel:** Instructors of NUTR 4263 & 4273.
- D. **Summary of Findings** –No data collected.
- E. **Recommendations**–Data will be collected beginning fall of 2016

**Student Learning Outcome 2:** Solve problems by applying evidence based guidelines in the delivery of programs and services to individuals, groups and populations.

**A. Assessment Measures**

Integrate the role of the environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

**Direct Measures**

1. Students demonstrate problem-solving skills in the capstone projects and/or case studies embedded in NUTR 3213, 4243, 4263, 4273 & 4223. The projects and case studies will be scored by the course instructors utilizing a course specific rubric during the semester (see Appendix – Rubrics).
2. This student learning outcome will also be assessed using results from the ServSafe Exam given to students in FDSC 2503.

**B. Acceptable and Ideal Targets**

**1. Case Studies**

**Acceptable:** 80% of all students will achieve an 80% or better on all case studies as graded using the “Rubric: Evaluation of Written Case Study (NUTR 4263 & 4273)” and “Rubric: Life Cycle Project – Fact Sheet NUTR 4223/5223” (see Appendix – Rubrics).

**Ideal:** 95% of all students will achieve a 90% or better on all case studies as graded using the “Rubric: Evaluation of Written Case Study (NUTR 4263 & 4273)” and “Rubric: Life Cycle Project – Fact Sheet NUTR 4223/5223” (see Appendix – Rubrics).

**2. ServSafe Exam**

**Acceptable:** 95% of students will pass the ServSafe Exam within the FDSC 2503 course.

**Ideal:** 100% of students will pass ServSafe Exam within the FDSC 2503 course

- C. **Key Personnel:** Instructors of NUTR 3213, 4243, 4263, 4273 & 4223
- D. **Summary of Findings** —No data collected.
- E. **Recommendations** - Data will be collected beginning fall of 2016

**Student Learning Outcome 3:** Implement critical thinking to strategically apply the physical and biological science foundations as well as the behavioral and social science foundations to the dietetics profession.

**A. Assessment Measures**

Demonstrate the ability to develop, examine, question, and explore perspectives or alternatives to identified problems and issues within the field of human nutrition and dietetics.

**Direct Measures:** Critical thinking skills of NUTR 4223, 4263, 4103, & 4273 are assessed using the “Rubric: Critical Thinking Skills (NUTR 4223, 4263, 4103, & 4273)” (see Appendix – Rubrics).

**B. Acceptable and Ideal Targets for Direct Measures**

Acceptable: 70% or more of all students will earn a 15 (or above) out of 20 possible points using the rubric for NUTR 4223, 4263, 4103 & 4273 courses.

Ideal: 95% or more of all students will earn a will earn a 15 (or above) out of 20 possible points using the rubric for NUTR 4223, 4263, 4103 & 4273 courses.

**C. Key Personnel:** Instructors of NUTR 4223, 4263, 4213, 4103 & 4273

**D. Summary of Findings**–No data collected.

**E. Recommendations** -Data will be collected beginning fall of 2016

**Student Learning Outcome 4:** Demonstrate effective and professional communication in a range of situations: 1) Oral communication in one-on-one, group, and formal presentation settings, and 2) Written communication to convey clearly ideas and thoughts.

**A. 1) Assessment Measures - Oral**

Demonstrate effective education and counseling skills sufficient for entry into pre-professional practice and the ability to use professional oral communication skills and technology to successfully communicate.

**Direct Measures:** Nutrition courses (NUTR) 3213, 4103, 4223, and 4243 all include capstone experiences which require the completion of an oral report. An oral communication rubric will be used by human nutrition/dietetics faculty to assess oral communication skills (see Appendix – Rubrics).

**Indirect Measures**

- a) Oral communication skills will be also be assessed through peer evaluations at the completion of NUTR 4223 and NUTR 4243
- b) Student interviewing and counseling skills will be assessed through peer evaluation at the completion of NUTR 3213.

**B. Acceptable and Ideal Targets for Direct and Indirect Measures - Oral:**

**Direct Measure**

Acceptable: 80% of students will score 300 points out of 400 total points averaging a 75%.

Ideal: 90% of students will score 358 points out of the 400 total points averaging a 90%.

**Indirect Measure A**

Acceptable: On average, 80% of students will rate their ability to communicate orally effectively as a 3.5 or greater out of a 5.0 scale on peer evaluations at the completion of each course.

Ideal: On average, 80% of students will rate their ability to communicate orally effectively as a 3.5 or greater out of a 5.0 scale on peer evaluations at the completion of each course.

### **Indirect Measures B**

Acceptable: On average, 80% or more of students in NUTR 3213 will rate their ability to interview & counsel on a pre-professional entry level as a 3.0 or higher out of a 5.0 scale on self-reporting evaluations at the completion of the course.

Ideal: On average, 95% or more of student in NUTR 3213 will rate their ability to interview & counsel on a pre-professional entry level as a 3.5 or higher out of a 5.0 scale on self-reporting evaluations at the completion of the course.

**C. Key Personnel:** Instructors for NUTR 3213, 4223, 4243 and 4103.

**D. Summary of Findings** —No data collected.

**E. Recommendations** -Data will be collected beginning fall of 2016

### **A. 2) Assessment Measures - Written**

Demonstrate effective education and counseling skills sufficient for entry into pre-professional practice and the ability to use professional written communication skills and technology to successfully communicate.

**Direct Measures:** Nutrition courses (NUTR) 3213, 4103, 4223, and 4243 all include capstone experiences which require the completion of a written report. A “Written Communications” rubric will be used by human nutrition/dietetics faculty to assess written communication skills (see Appendix – Rubrics).

### **B. Acceptable and Ideal Targets for Direct Measures -Written**

#### **Direct Measure**

Acceptable: 80% of the students would score 15 points out of the 20 points total averaging a 75%

Ideal: 90% of the students would score 22 points out of the 25 total points averaging a 90%

**C. Key Personnel:** Instructors for NUTR 3213, 4223, 4243 and 4103.

**D. Summary of Findings** –No data collected.

**E. Recommendations** - Data will be collected beginning fall of 2016

**Student Learning Outcome 5:** Implement professional practice expectations in beliefs, values, attitudes and behaviors for the pre-professional level of practice.

### **A. Assessment Measures**

Demonstrate knowledge of: governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; interdisciplinary relationships in various practice settings; and the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice; and billing/coding of dietetics/nutrition services for purposes of obtaining reimbursement from public or private insurers.

**Direct Measure:** The Core Competencies of professional practice expectations are concentrated within assignments, exams, quizzes, case studies and presentations across NUTR 3213, 4243, 4263 and 4273. The following rubric will be utilized in these courses with at least one assignment.

**Indirect Measure:** Dietetic Internship Directors will rate students' knowledge in governance of dietetics practice, interdisciplinary relationships, public policy, and billing and coding.

**B. Acceptable and Ideal Targets**

**Direct Measure**

**Acceptable:**

- i. 80% of the students would score 15 points out of the 20 points total averaging a 75% enrolled in NUTR 3213 for the Code of Ethics Case Study.
- ii. 80% of the students would score 15 points out of the 20 points total averaging a 75% enrolled in NUTR 4263 on the billing and coding Case Study.

**Ideal:**

- i. 90% of the students would score 18 points out of the 20 total points averaging a 90% enrolled in NUTR 3213 for the Code of Ethics Case Study.
- ii. 90% of the students would score 18 points out of the 20 points total averaging a 75% enrolled in NUTR 4263 on the billing and coding Case Study

**Indirect Measures:**

**Acceptable:** On average, Dietetic Internship Directors will rate graduates' knowledge in governance of dietetics practice, interdisciplinary relationships, public policy, and billing & coding as above average or excellent upon survey.

**Ideal:** On average, Dietetic Internship Directors will rate graduates' knowledge in governance of dietetics practice, interdisciplinary relationships, public policy, and billing & coding as excellent upon survey.

**C. Key Personnel:** Faculty for NUTR 3213, 4243, and 4263

**D. Summary of Findings** – No data collected.

**E. Recommendations** - Data will be collected beginning fall of 2016

**Overall Recommendations**

No data collect from academic year 2015-2016

**Action Plan**

- Rubrics will be re-tooled and implemented during the next year.
- All of the student learning outcomes objectives will be introduced, practiced, reinforced and mastered throughout the Human Nutrition/Dietetics curriculum.
- NUTR faculty/adjunct faculty will utilize rubrics, keep grade records, copies of student projects and case studies and their associated rubrics.
- Survey of Dietetic Internship Directors will be conducted during summer, beginning summer of 2016, to evaluate appropriate student learning outcomes of program graduates.
- The information contained in this report will be disseminated to the Human Nutrition/Dietetics faculty and results will be discussed at the fall faculty meeting.
- Any curriculum changes or adjustments desired by the faculty or recommended by the Dietetics advisory board will be discussed at that time as well. This process will ensure that all faculty in the area are aware of curriculum issues and changes.

- Any curriculum changes or adjustments will be in line with the ACEND Future Education Model currently under national review.

**Supporting Attachments**

See Appendix A – Rubrics (below).

## **Appendix – Rubrics**

**Rubric: Evaluation of Written Case Study (NUTR 4263 & NUTY 4273)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

<b>Rubric: Evaluation of Written Case Study (NUTR 4263 &amp; NUTY 4273)</b>		
<b>Criteria</b>	<b>Max. Points</b>	<b>Score</b>
<b><i>Format, grammar, spelling and completed by specific deadline</i></b>		
Typewritten; correct grammar and spelling; appropriate paragraph division; and suitable sentence structure	4	
If used, references are appropriate scientific literature and respected medical sources		
Completed by specific deadline	4	
<b><i>Background Information about Disease/Condition/Treatment</i></b>		
Summary information about the disease or condition is clear, concise, and adequately thorough including important facts, signs and symptoms, diagnostic criteria, and usual medical treatment	8	
Medical Nutrition Therapy that standardly occurs for the disease/condition is discussed.	12	
<b><i>Patient Information</i></b>		
History of present problem is adequately described including medical diagnosis, pertinent medical problems and nutrition related problems.	4	
Pertinent Medications are listed along with and explanation of why the patient is on the medication, if necessary		
Potential drug/nutrient interactions are listed, if necessary		
Pertinent Lab values are listed and appropriately discussed relative to nutrition status and medications		
Anthropometrics are listed and appropriately discussed relative to nutrition status (height, weight, UBW, IBW, % weight change, BMI)	12	
Nutrient analysis	8	
<b><i>Nutrition Care Process</i></b>		
Nutrition assessment includes assessment of nutritional status, nutritional requirements, weight changes, and evaluation of any previous nutrition intervention.	12	
Nutrition diagnosis is appropriate and accurately stated (PES)	12	
Nutrition intervention, monitoring, and evaluation appropriately match with the diagnosis and nutrition problems of the patient.	8	
Goals are appropriate and measurable to determine if outcomes are met	8	
Plans are appropriate, adequately thorough, and fit with patient goals	8	
<b>Total Score</b>	<b>100</b>	

**Comments:**

**Rubric: Life Cycle Project – Fact Sheet (NUTR 4223/5223)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

<b>Rubric: Life Cycle Project – Fact Sheet (NUTR 4223/5223)</b>		
<b>Points Possible</b>	<b>Points Earned</b>	<b>Criteria</b>
10		Fact Sheet is 2 pages long; Must print in color Number of copies for class will be discussed later (but before due date of 11/20)
20		Appropriate topic (ie: Must deal with a specific age group & a specific disease/condition with nutrition implications)
20		Appropriate appearance for target audience (RD/medical professionals); NOT just a general overview
40		Content based on good science and primary sources. Sources must be within the last 5 years.
60		Used a minimum of 6 references as shown on description sheet (Must include 3 original studies from peer reviewed journals!) NUMBER OF REQUIRED REFERENCES IS DOUBLED FOR NUTR 5223
		3 (6) original studies from professional, peer-reviewed journals
		1 (2) source from a government website
		1 (2) source from the AND web site or related site
		1 (1) other professional web site
20		Neat appearance; Font size & style appropriate; correct spelling, grammar, & punctuation.
10		Use of visuals appropriate & interesting (children's clip art is not appropriate). Interesting reading format; not too many words, but not too few.
20		Work is cited appropriately. JAND format is preferred.
<b>200</b>		<b>Total Points</b>
<b>% Deducted if not met</b>		<b>Required Elements</b>
10%	late penalty	10% deduction for each day that final project is late (project due Friday 11/20 at 10:45 am)
30%	Publisher	Used Publisher (Note: Playing around in Publisher may take a lot longer than you expect!!!) Allow yourself plenty of time!! Do NOT use Word or any other program. You must use Publisher!
		<b>TOTAL SCORE</b>
<b>COMMENTS:</b>		

**Rubric: Critical Thinking Skills (NUTR 4223, 4263, 4103, & 4273)**

	<b>Capstone</b>	<b>Milestones</b>		<b>Benchmark</b>
	4	3	2	1
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Rubric: Oral Communication**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

Assessment Guide: 1= not competent 2=minimally competent 3=competent 4=highly competent

Assign one whole number to each objective.

<b>Rubric: Oral Communication</b>					
<b>Objective</b>	<b>Not Competent</b>	<b>Minimally Competent</b>	<b>Competent</b>	<b>Highly Competent</b>	<b>Not Applicable</b>
Chooses and narrows a significant topic appropriate for the audience and occasion	1	2	3	4	N/A
Communicates specific purpose to audience in a clear manner	1	2	3	4	N/A
Balances purpose and occasion with audience needs and expectations	1	2	3	4	N/A
Provides a clear, easily identified organization appropriate to topic, audience, purpose and occasion	1	2	3	4	N/A
Demonstrates appropriate understanding of the topic, discipline, or genre	1	2	3	4	N/A
Provides appropriate supporting evidence	1	2	3	4	N/A
Uses language appropriate to the audience and occasion	1	2	3	4	N/A
Uses vocal variety (pitch, pace, inflection, volume)	1	2	3	4	N/A
Uses physical behaviors (gestures, postures, movement, eye contact) that support the verbal message	1	2	3	4	N/A

**Comments:**

**Rubric: Oral Communication**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

Assessment Guide: 1= not competent 2=minimally competent 3=competent 4=highly competent

Assign one whole number to each objective.

<b>Rubric – Written Communications</b>					
<b>Objective</b>	<b>Not Competent</b>	<b>Minimally Competent</b>	<b>Competent</b>	<b>Highly Competent</b>	<b>Not Applicable</b>
Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	1	2	3	4	N/A
Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding and shaping the whole work	1	2	3	4	N/A
Demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting and stylistic choices	1	2	3	4	N/A
Demonstrate skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	1	2	3	4	N/A
Use graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free	1	2	3	4	N/A

**Comments:**

Rubric: Ethics				
	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
<b>Understanding Different Ethical Perspectives/Concepts</b>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<b>Application of Ethical Perspectives/Concepts</b>	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
<b>Evaluation of Different Ethical Perspectives/Concepts</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

Student ID: \_\_\_\_\_

### Comprehensive Written Exam Rubric

Instructions for scoring: Use the check boxes for detailed feedback, then make global judgments for each criterion rating and overall assessment.

Criterion	Does not meet expectations = 1	Meets expectations = 2	Exceeds expectations = 3	Score
1. Mastery of theories and concepts in the field demonstrated	<input type="checkbox"/> Arguments are sometimes incorrect, incoherent, or flawed <input type="checkbox"/> Objectives are poorly defined <input type="checkbox"/> Demonstrates limited critical thinking skills <input type="checkbox"/> Reflects limited understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates limited understanding of theoretical concepts <input type="checkbox"/> Documentation is weak	<input type="checkbox"/> Arguments are coherent and reasonably clear <input type="checkbox"/> Objectives are clear <input type="checkbox"/> Demonstrates acceptable critical thinking skills <input type="checkbox"/> Reflects understanding of subject matter and literature <input type="checkbox"/> Demonstrates understanding of theoretical concepts <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Arguments are superior <input type="checkbox"/> Objectives are well defined <input type="checkbox"/> Exhibits mature, refined critical thinking skills <input type="checkbox"/> Reflects mastery of subject matter and associated literature. <input type="checkbox"/> Demonstrates mastery of theoretical concepts <input type="checkbox"/> Documentation is excellent	
2. Organization of material or discussion	<input type="checkbox"/> Organization is weak. <input type="checkbox"/> Confused or ineffective argument <input type="checkbox"/> Few linkages made between sections	<input type="checkbox"/> Organization present but hard unclear occasionally. <input type="checkbox"/> Reader can link sections sometimes but not clear how all material relates to question(s)	<input type="checkbox"/> Design, organization excellent <input type="checkbox"/> Reader can easily follow discussion and flow	
3. Quality of writing	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical and spelling errors apparent <input type="checkbox"/> Organization is poor <input type="checkbox"/> Style is not appropriate to discipline	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors apparent <input type="checkbox"/> Organization is logical <input type="checkbox"/> Style is appropriate to discipline	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors apparent <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Style is exemplary	
4. Policy applications	<input type="checkbox"/> Limited understanding of application to public policy problems <input type="checkbox"/> Weak or missing formulation of potential solutions	<input type="checkbox"/> Acceptable understanding of application to public policy problems <input type="checkbox"/> Formulation of potential solutions but some are naive	<input type="checkbox"/> Exceptional potential for application to public policy Exceptional and creative formulation of solutions	
Additional criterion #2:				
Additional criterion #3:				
<b>Overall judgment</b>	<input type="checkbox"/> <b>Does not meet expectations</b>	<input type="checkbox"/> <b>Meets expectations</b>	<input type="checkbox"/> <b>Exceeds expectations</b>	

Adapted from materials found at <http://web.uri.edu/assessment/uri/rubrics/>

**Comments:**