

EvaluateUR’s Outcome Categories and Outcome Components

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| **Outcome Categories** | **Outcome Components** |
| **Communication** | * Understands and uses discipline-specific language * Expresses ideas orally in an organized, clear, and concise manner * Writes clearly and concisely using correct grammar, spelling, syntax, and sentence structure |
| **Creativity** | * Displays insight about the topic being investigated * Shows ability to approach problems from different perspectives * Uses information in ways that demonstrate intellectual resourcefulness * Effectively connects multiple ideas/approaches |
| **Autonomy** | * Demonstrates an ability to work independently and identify when guidance is needed * Accepts constructive criticism and uses feedback effectively * Uses time well to ensure work gets accomplished * Sets and meets project deadlines |
| **Ability to Deal**  **with Obstacles** | * Is not discouraged by unforeseen problems and perseveres when encountering challenges or setbacks * Shows flexibility and a willingness to take risks and try again * Trouble-shoots problems and searches for ways to do things more effectively |
| **Intellectual Development** | * Recognizes that problems are often more complicated than they first appear * Approaches problems with an understanding that there can be more than one right explanation or even none at all * Displays accurate insight into the limits of his/her own knowledge and an appreciation for what isn’t known |
| **Critical Thinking and Problem Solving** | * Challenges established thinking when appropriate * Looks for the root causes of problems and develops or recognizes the most appropriate corrective actions * Recognizes flaws, assumptions and missing elements in arguments |
| **Practice and Process of Inquiry** | * Demonstrates ability to formulate questions and hypotheses within the discipline * Demonstrates ability to properly identify and/or generate reliable data * Shows understanding of how knowledge is generated, validated and communicated within the discipline |
| **Nature of Disciplinary Knowledge** | * Shows understanding of the way practitioners think within the discipline and view the world around them * Shows understanding of the criteria for determining what is valued as a contribution in the discipline * Shows awareness of important contributions in the discipline and who was responsible for those contributions * Reads and applies information obtained from professional journals and other sources * Is aware of professional societies in the discipline |
| **Content Knowledge and Methods** | * Displays knowledge of key facts and concepts * Displays a grasp of relevant research methods and is clear about how these methods apply to the research project being undertaken * Demonstrates an appropriate mastery of skills needed to conduct the project |
| **Ethical Conduct** | * Recognizes that it is unethical to create, modify, misrepresent, omit, eliminate or misreport data or findings, or to misrepresent authorship * Behaves with a high level of collegiality and treats others with respect |
| **Career Goals** | * Is clear about academic and/or professional/work plans * Is aware of how research skills relate to academic and/or professional/ work plans |

EvaluateUR Benefits

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| **Students**  1. Are introduced to a comprehensive list of competencies and skills that include but going beyond subject area knowledge that they will need to pursue graduate work and/or succeed in the workplace  2. Are provided with regular feedback about their progress through repeated assessments and follow-up conversations with mentors  3. Obtain a realistic picture of their strengths and weaknesses across all competencies and skills they should strive to achieve  4. Develop or enhance their metacognitive skills  5. Gain greater self-awareness and confidence as they track their academic growth  6. Strengthen their applications to graduate programs or resumes for entering the workplace |
| **Mentors**  1. Are able to observe their research student over an extended period of time and have multiple opportunities to familiarize themselves with student work  2. Are able to make more consistent and reliable assessments of their students’ academic strengths and weaknesses  3. Are able to focus mentoring efforts on specific areas where students may need extra guidance thereby making the research more productive |
| **Undergraduate Research Directors**  1. Obtain support for campus assessment efforts  2. Are provided with statistical analyses of assessment score data that constitute a highly reliable and explicit portrait of student growth in knowledge and skills across a wide range of outcomes. The data demonstrate the impact of undergraduate research to campus administrators and/or external funding source(s)  3. Are provided with evidence that can be used to present their program impact/outcomes at professional meetings and can be published in journals |



**Completed before the orientation session**

Initial Reflection: Open-ended questions that provide students with an opportunity to describe their prior research experiences and how they think about the research process and how they might approach their research project and any obstacles that might occur. This survey is reviewed by the research mentor and the mentor completes a short online feedback form that is sent to the student.

**Immediately following the orientation session and before research begins**

Student and mentor meet to review all the outcome components and how they relate to the student’s research. Based on their knowledge at the time, the student and mentor assign scores to each component. There is an option for the student and mentor to add project-specific outcomes that reflect the student’s project. The student and mentor submit Assessment 1 and will immediately receive an email with a link that takes them to a Score Report that shows how each scored each outcome component. Any component with a score difference of 2 or more is highlighted.

**Mid-point of the research project**

A few days before the mid-point is reached the mentor receives an email asking if the research is on track. If it is, Assessment 2 is released. The student and mentor complete this assessment independently. After both have submitted Assessment 2, the student and mentor receive an email with link to the Score Report. The student and mentor should meet to have a conversation about Assessment 2 and use the Score Report to be sure to consider items where there is a difference in assigned score(s).

**End of the research project**

Repeat process done at mid-point.