

NTR 692 Nutrition Thesis Performance Evaluation Rubric

This rubric is to evaluate the implementation (e.g., intervention, displays, data collection) of the research study.

This is evaluated during the 2nd credit registration for NTR 692.

Performance Level	Planning ¹	Decision Making	Job Knowledge ¹
Exceeds Expectations	<p><i>Meets expectations and...</i></p> <ul style="list-style-type: none"> • Submits an Action Plan outlining a strategy, goals and objectives - and adheres to it well. 	<p><i>Meets expectations and...</i></p> <ul style="list-style-type: none"> • Demonstrates strong project management skills by identifying nearly all problems as they arise, and offering alternative solutions for consideration. 	<p><i>Meets expectations and...</i></p> <ul style="list-style-type: none"> • Makes thoughtful and pertinent suggestions to Thesis Advisor for improvement of instrument(s), methods, participant selection, or other aspects of the research process.
Meets Expectations	<ul style="list-style-type: none"> • Manages time efficiently and effectively. • Emails or discusses some plans, but does not submit a formal Action Plan to Thesis Advisor. • Accepts responsibilities. • Anticipates unexpected developments will occur and approaches a solution with flexibility. • Organized. • Allows adequate time for committee member reviews. • Demonstrates preparation prior to meetings with Thesis Advisor. • Student appropriately and tactfully asks about status of timeline, if advisor is completing a component (e.g., IRB proposal). 	<ul style="list-style-type: none"> • Ability to recognize most problems, and demonstrates the ability to make sound decisions under stress, consistently exercises good judgment, and looks at problems objectively. 	<ul style="list-style-type: none"> • Knowledgeable of theoretical foundations of research study. • Knowledgeable of basic instrument design principles. • Knowledgeable of procedures to complete the IRB proposal. • Possesses amount of knowledge necessary to complete stated Action Plan objectives in an accurate and efficient manner. • Able to contribute to development/refinement of research instrument(s) and discussion of methods. • All items (e.g., education, data collection instruments) are accurate and reflect the hypothesis/es. • Able to discuss potential types of problems with validity and reliability of methods/instruments.
Below Expectations (grade of C or less)	<ul style="list-style-type: none"> • Does not complete or adhere to the Action Plan (in any form). • Because of poor planning of the student, Thesis Advisor must develop the timeline to help enable student completion. 	<ul style="list-style-type: none"> • Does not offer any suggestions to problems that arise. • Does not identify problems as they arise. 	<ul style="list-style-type: none"> • Cannot answer questions or offer suggestions about foundational theory, methods, and/or instrument design. • Work submitted demonstrates lack of knowledge and/or lack of linkage with supporting literature.

NOTE:

1. These factors weigh most heavily in final course grade.

Performance Level	Dependability¹	Initiative	Resourcefulness
Exceeds Expectations	<i>Meets expectations and...</i> <ul style="list-style-type: none"> • Assumes responsibility for nearly all aspects of research project planning in a manner in which the Thesis Advisor does not have to remind student of any aspects of protocol. 	<i>Meets expectations and...</i> <ul style="list-style-type: none"> • Takes independent action to achieve pre-approved goals. 	<i>Meets expectations and...</i> <ul style="list-style-type: none"> • Creative or inventive in approach, offering “new” ideas to Thesis Advisor and committee members.
Meets Expectations	<ul style="list-style-type: none"> • Reliably completes assigned work in a timely, thorough, and accurate manner. • Shows consistency in attaining goals. • Demonstrates good follow through when communicating and acting. • Takes notes during discussions with Thesis Advisor, and sends a follow-up synopsis to Advisor. 	<ul style="list-style-type: none"> • Ability to act promptly. • Willingness to take independent action. • Acts to adhere to the Action Plan timeline. • Does not hesitate to ask questions – which are pertinent and reflect forethought. • Schedules regular meetings with Thesis Advisor to report progress and discuss issues. 	<ul style="list-style-type: none"> • Ability to appropriately utilize resources to determine alternative courses or plans of action in event of change (i.e., ingenious, inventive) – and discusses these alternatives with Thesis Advisor prior to any implementation. • Practical approach. Creative suggestions are feasible from fiscal and time management viewpoints. • Capable.
Below Expectations (grade of C or less)	<ul style="list-style-type: none"> • Thesis Advisor needs to remind student of deadlines or required submissions (e.g., survey, thesis chapters). 	<ul style="list-style-type: none"> • Does not act until Thesis Advisor instructs. • Does not take initiative to schedule regular meetings with Thesis Advisor in order to report progress. • Student does not provide a status report in over a month. 	<ul style="list-style-type: none"> • Cannot “find” the answer. • Expects the Thesis Advisor or committee members to provide explicit directions.

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Performance Level	Adaptability	Industriousness	Professional Practice ¹
Exceeds Expectations	<p><i>Meets expectations and...</i></p> <ul style="list-style-type: none"> • Flexible attitude response to new assignments and change. 	<p><i>Meets expectations and...</i></p> <ul style="list-style-type: none"> • Very productive and efficient. 	<p><i>Meets expectations and...</i></p> <ul style="list-style-type: none"> • Demonstrates a positive and pleasant attitude throughout research process to all those involved in the process.
Meets Expectations	<ul style="list-style-type: none"> • After demonstrating some inflexibility, student adjusts plans, procedures, protocols, instruments, etc. as needed to meet new assignment or changes. 	<ul style="list-style-type: none"> • Demonstrates diligence (i.e., thorough and attentive to detail). Attention to detail is shown for both procedures and creation of items (e.g., educational materials, data collection instruments). • Demonstrates strong effort towards meeting research objectives, making it evident the student takes the work seriously. 	<ul style="list-style-type: none"> • Considerate of time and demands of others assisting the student in the research process. • Allows adequate time for requests for information or feedback (e.g., proofreading, pilot test, critique) from others. • Advocate for the research study and the university. • Personal appearance is consistent with the image of the organization when communicating with external affiliations or participants. • Performs in an ethical manner, including ensuring confidentiality of study participants.
Below Expectations (grade of C or less)	<ul style="list-style-type: none"> • Rigid stance, demonstrating reluctance to make changes in protocol, affiliations, or instruments. May become defensive about the need for changes. 	<ul style="list-style-type: none"> • Thesis Advisor finds numerous non-content based errors (e.g., spelling, grammar) in work submitted by student for distribution off campus (e.g., survey, newsletter). More than two revisions (three submissions) are required to correct these errors. • Takes a long time and/or exercises a great deal of effort with poor or low results. 	<ul style="list-style-type: none"> • Demonstrates negativity towards the research process, project or external affiliations to the Advisor or those external to the study. • Complains of amount or type of work to be done. Complains about nature of the study. • Argumentative with Thesis Advisor or committee members about requirements. • Violates confidentiality of participants².

NOTES:

1. These factors weigh most heavily in final course grade.
2. Violation of confidentiality will result in a course grade of "F".

Performance Level	Interpersonal Skills¹	Verbal Communication	Written Communication
Exceeds Expectations	<i>Meets expectations and...</i> <ul style="list-style-type: none"> • Solicits feedback for improvement throughout the research process. 	<ul style="list-style-type: none"> • Demonstrates “A” quality work or effort in oral discussions or presentations active participation in discussions and meetings, and ability to listen. 	<ul style="list-style-type: none"> • Quality of assignments and communication related to study (e.g., Action Plan, proposal, nature of email notes, letters and reports, survey or other data collection tools, educational materials) is an “A” or better.
Meets Expectations	<ul style="list-style-type: none"> • Communicates in a tactful and cooperative manner. • Ability to submit ideas and receive constructive feedback/criticism in a professional manner. • Works well as a team member. 	<ul style="list-style-type: none"> • Demonstrates “B” quality work or effort in oral discussions or presentations active participation in discussions and meetings, and ability to listen. 	<ul style="list-style-type: none"> • Quality of assignments and communication related to the study is a “B” or better. • Demonstrates ability to use written correspondence effectively. • Written communications adhere to university Academic Honesty Policy.
Below Expectations	<ul style="list-style-type: none"> • Demonstrates negativity or is argumentative when receiving feedback. • Demonstrates negativity towards any person involved in the research process or externally to others about the process. • Not tactful or respectful when communicating with others. • Makes snide, sarcastic or cynical remarks about others involved in the research process or the process itself. 	<ul style="list-style-type: none"> • Demonstrates “C” quality work or effort in oral discussions or presentations active participation in discussions and meetings, and ability to listen. 	<ul style="list-style-type: none"> • Quality of assignments and communication related to the study is a “C” or less. • Over three major revisions needed for any given assignment. • Plagiarism³

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2. Violation of confidentiality will result in a course grade of “F”.
3. Plagiarism will result in a course grade of “F”.