

**Table X-3** University *Ignite* Research Rubric

	Student Learning Outcomes	Mastery	Practicing	Introductory	Novice
<b>SLO 1</b>	Define and/or articulate a research problem	Research question is clear, complete, and reveals critical thinking skills. Related questions focus topic accurately. Literature search reflects a broad-based knowledge of the nature of research.	Research question is focused on a reasonable topic, but could be more fully developed. Most related questions for topic development are appropriate, but are also somewhat unfocused at times. Literature search covers appropriate information sources and indicates basic knowledge of the nature and process of research.	Research question is vague with little theoretical underpinnings. Related questions do not address basic research focus. Literature search is basic but not comprehensive, or focused. Student conducts literature search with some inappropriate or missing sources of information; explanations are unclear, broad-based or incohesive.	No appropriate research question. Related questions do not address research focus, nor are they researchable. No literature review of appropriate sources of information; no analysis or synthesis of published research findings.
<b>SLO 2</b>	Design a course of action to solve a research problem using, as appropriate, multidisciplinary approaches	Method of organizing information is clear and accessible. Research strategy enriches understanding of the problem.	Method of organizing information is generally clear, but include lapses in accessibility, reflecting a developing ability to organize information. Research strategy generally aids in understanding the problem and offers a solution, which may be viable and reasonable, but remains somewhat underdeveloped.	Method of organizing information is somewhat clear but is not accessible. Research strategy leads to some understanding of the problem and offers an underdeveloped, and often facile solution.	Method of organizing information is haphazard and unclear. No research strategy, leading to no understanding of the problem. No reasonable, viable solution.
<b>SLO 3</b>	Apply ethical principles in research	Researcher acknowledges and addresses the ethical implications of the research question. Citations and documentation indicate rigorous adherence to ethical research processes and principles.	Researcher acknowledges and addresses some of the ethical implications of the research question, but some remain unexamined. Minor lapses in citations and documentation indicate general adherence to ethical research processes and principles.	Researcher fails to acknowledge or address most of the ethical implications of the research question. Significant lapses in citations and documentation indicate little understanding about the importance of adherence to ethical research processes and principles.	Researcher does not acknowledge or address any ethical implications of the research question. Lack of citations and documentation indicate no adherence to ethical research processes and principles.
<b>SLO 4</b>	Conduct research independently and/or collaboratively	Researcher investigations reflect sophisticated methods. Researcher rigor evident from correct application of standards. Principles and skills of research data analysis reveals thorough understanding. Organizes and synthesizes evidence to reveal insightful patterns related to focus.	Researcher investigations reflect standard methods with some gaps. Standards of rigor to research reveals basic understanding. Principles and skills of research data analysis reveals basic understanding. Organizes evidence to reveal important patterns related to focus.	Researcher investigations reflect standard methods. Standards or rigor superficially present. Principles and skills of research data analysis requires substantial guidance. Organizes evidence but organization is not effective in revealing important patterns.	Researcher investigations reflect inappropriate methods. No standards of rigor to any aspect of research present. Principles and skills of research data analysis ineffective, revealing little understanding. Lists evidence but is not organized and/or unrelated to focus.
<b>SLO 5</b>	Reach decisions or conclusions based on the analysis and synthesis of evidence	Researcher offers reasonable, appropriate conclusions based upon thorough and insightful analysis and synthesis of evidence/data. Conclusions are presented in logical, transparent order.	Researcher offers generally reasonable, appropriate conclusions based upon relatively thorough analysis and synthesis of evidence/data. Conclusions are presented in a fairly logical order, but priorities may be awry.	Researcher offers conclusions that may be based upon somewhat haphazard or cursory analysis of evidence/data. The conclusions are not typically based upon a careful synthesis of evidence/data, but may arise from hasty generalization, and are presented in fairly haphazard order.	Researcher offers no conclusions or conclusions based upon no evidence or data. Conclusions, if they are offered, are presented in no logical order.
<b>SLO 6</b>	Communicate research results	Work demonstrates a thorough understanding of context, audience, and purpose, and carefully adheres to the assigned task. Work relays meanings clearly, succinctly, and adheres scrupulously to the conventions of the language and the specific discipline.	Work demonstrates adequate understanding of context, audience, and purpose, and generally adheres to the assigned task. Work relays meanings relatively clearly, but reveals some minor lapses in the conventions of the language and/or discipline.	Work demonstrates some awareness of context, audience, purpose, but may reveal problems in those areas. The work generally adheres to the assigned task, but may stray from that purpose at times. Works generally relays meanings, but reveals some significant lapses in the conventions of the language and/or the specific discipline.	Work demonstrates little, if any, understanding of context, audience, purpose. Work strays from the assigned task. Work reveals significant lapses in the conventions of the language and/or the specific discipline.