

Work Exhibit Rubrics

Grade will be based on the work of each student as a member of the team.

	Exceptional	Proficient	Emerging	Needs Improvement
100 points possible				
Appropriateness for Intended Users	The style, form, and function of the product are well-suited for the intended direct user; the benefits of the product to alleviating a problem of college students are supported by either strong evidence or sound logic	The style, form, and function of the product are appropriate for the intended direct user; the benefits of the product to alleviating a problem of college students are apparent but are not supported by either evidence or sound logic	The style, form, and function of the product are marginally appropriate for the intended direct user; the benefits of the product to alleviating a problem of college students are not readily apparent	The style, form, and function of the product are not appropriate for the intended direct user; the benefits of the product to alleviating a problem of college students are not apparent
32 points possible				
Connections to Guiding Framework	All elements of the guiding framework are overtly linked to this product; the product is highly relevant to a problem of college students	All elements of the guiding framework can be linked to this product; the product is relevant to a problem of college students	Some elements of the guiding framework can be linked to this product; the relevance of the product to a problem of college students is not clear	Only one or no elements of the guiding framework can be linked to this product; the product is not relevant to a problem of college students
28 points possible				
Professional Communication	Clearly communicates a specific purpose using engaging means. Conveys a logical progression within and between ideas. In the Q&A portion of the exhibit, interacts with the audience in ways that convey adept listening skills and insight.	Clearly communicates a specific purpose using appropriate means. Conveys a logical progression within and between ideas. In the Q&A portion of the exhibit, interacts with the audience in ways that convey good listening skills.	Communicates a purpose, but it takes the audience significant work to understand it or the means used are not appropriate. The progression within and between ideas is not completely logical. In the Q&A portion of the exhibit, interacts with the audience in ways that convey that listening was not prioritized before responding.	The purpose either is not communicated or it is communicated in an inappropriate way. The progression within and between ideas is not logical. In the Q&A portion of the exhibit, interacts with the audience in ways that convey that listening was not prioritized before responding.
16 points possible				
Integrity with Plan	The end product strongly aligns with the team goals and intentions as conveyed when work began in earnest OR if the end product does not strongly align, the rationale for the change is well-grounded and the adaptation is savvy	The end product aligns with the team goals and intentions as conveyed when work began in earnest OR if the end product does not align, the rationale for the change is reasonable and the adaptation is appropriate	The end product is weakly aligned with the team goals and intentions as conveyed when work began in earnest AND either no rationale for the change is given or the rationale for the change is either not well-grounded or is inappropriate	The end product does not align with the team goals and intentions as conveyed when work began in earnest AND either no rationale for the change is given or the rationale appears to have resulted from haphazardness or lack of effort
12 points possible				
Appeal	The product is safe and also attractive or interesting in ways that compel exploration and use	The product is safe and also attractive or interesting in ways that support its use	Either the product appears to be compromised in terms of safety or it lacks a fundamental draw such that one feels no regret at not pursuing its use	The product is unattractive or dangerous and prompts avoidance
8 points possible				
Asset/Growth-Based Work Plan	--	Submitted Asset/ Growth-Based Work Plan two weeks before completing assignment	--	Did not submit Asset/ Growth-Based Work Plan prior to completing assignment
4 points possible				



Course Outcomes

Upon successful completion of this course, the student will be able to:

- Frame, articulate, and develop potential solutions to unstructured problems utilizing all elements of the Guiding Framework
- Apply critical thinking skills to separate facts from inferences, critique information, and identify appropriate conclusions
- Identify and evaluate both academic and informal research sources and appropriately cite your own academic work using information literacy skills

Description

Like everyone, you have problems. There are some areas in life that create particularly challenging problems for college students. For this project you will work with three other teammates to identify a problem that college students have, and together—using all elements of the Guiding Framework—you will create a product that can be used to support college students to help them solve their problem. Your course instructor will assign students to teams.

The Problem

Your team will identify one problem for which you will develop a product. The problem that your team chooses to work on should be related to one of the following issues for college students:

- Mental Health
- Personal Finance Management
- Civic Engagement
- Work-Life Balance
- Food Insecurity
- Democratic Citizenship
- Self-Advocacy

The Product

Your Product and Its Format

Your product is a product that your team will design specifically to address the needs of those who are going to use the product. The product could take whatever format your team wants it to take: poster, presentation, game, how-to guide, cooking demonstration, exercise program, public service announcement, podcast, or something else. The format that your product takes should be aligned with the needs, interests, and circumstances of those who are going to use it.

Direct User

While you'll be designing the product with the ultimate goal of supporting college students, college students don't have to be the direct users of the product. If you'd like, you can develop your product to help someone else who will use it (or who will use what they learn from it) to support college students. Some examples of non-college student direct users of your product are these: community members who care about the well-being of college students (for example, doctors, nurses, or clergy members), college professors, or staff members who work with students at a college.

Approach

Your product needs to use all elements of the Guiding Framework. Use information that you already have and conduct additional research so you can solidly connect the four different elements of the Guiding Framework to your product.

