

The Senior Honors Project
Senior Honors Project Assessment Rubrics
John Carroll University
Honors Program

This set of rubrics seeks to assist primary advisors, advisees, and Honors Program readers in applying the standards of the Senior Honors Project (SHP) to the project in the student's chosen discipline. Optimally, these rubrics can facilitate a discussion between advisor and student regarding their expectations before, during, and upon completion of the SHP, ensuring that these expectations are clearly articulated and constructive, formative feedback can be given.

The Honors Program standards are outlined in greater detail in the materials available online at: <http://sites.jcu.edu/honors/pages/forms/> - scroll down to "Senior Honors Project." In order to gain a sense of the scope and content of past SHPs, sample proposals are available at: <http://sites.jcu.edu/honors/pages/forms/library-of-sample-proposals/>; finished projects can be viewed at: <http://collected.jcu.edu/honorspapers/>.

The process and final product of the SHP (the latter usually taking the form of a research paper) should reflect the standards of a high-quality, independent undergraduate research project in the student's chosen discipline. In order to establish these standards, primary advisors are asked to use these rubrics as a starting point for translating general Honors Program expectations into discipline-specific ones. To offer one example, disciplines across the University may establish varying standards with respect to the extent that students should be able to research independently. While some independence will be expected in all disciplines, advisors should clarify with their SHP advisees in advance what is appropriate given the discipline and project in question.

After establishing discipline-specific standards, primary advisors are encouraged to review these standards with advisees at appropriate intervals during completion of the project. This process can help structure formative feedback to the advisee, reiterate the criteria for assessing the final project, and guide the Honors Program reader in his or her review of the student's completed work.

Finally, in order to provide meaningful feedback to the Honors Program, primary advisors are asked to submit a completed copy of these rubrics, with comments where relevant, after final approval of the SHP. Advisors are encouraged to provide (brief) evidence of how a student exceeds, meets, or does not meet expectations. Feedback regarding the rubrics and the Senior Honors Project are also welcome.

Student's Name:
Project Title:
Primary Advisor:
Semester/Year:

A. The Proposal. Please refer to the "Proposal Guidelines" document for a detailed outline of the required components of the SHP proposal.

		Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
1.	The proposal narrative provides all required information (items a.-g.) coherently. Individual components that do or do not meet criteria may be indicated in the appropriate column(s).			
2.	Thesis statement, working hypothesis or tentative argument is clear and coherent.			
3.	Proposal demonstrates awareness of the scholarly context in which the project is set, such as previous work in the area, historical background, and/or limitations.			
4.	Proposal demonstrates knowledge of the relevant scholarly issues and questions regarding the research.			
5.	Proposal demonstrates knowledge of the appropriate research approach or methodology required to complete project.			
6.	Conclusions drawn in the proposal are logical and reflect an informed evaluation.			
7.	The language is formal and uses correct English grammar and phrasing.			
8.	Proposal provides background information to render the project accessible to an educated lay audience.			
9.	Bibliography is current, adequate, and properly formatted.			
10.	Timeline is realistic and includes all requisite components of the project.			

B. General Project Execution.

		All of the time	Most of the time	Some of the time	Infrequently or not at all
1.	Student is punctual to and prepared for meetings with advisor(s).				
2.	Student sets and meets deadlines for completion of individual assignments.				
3.	Student is able to work independently on research and analysis to the degree appropriate for the project.				
4.	Student is able to synthesize new material and integrate it effectively.				
5.	Student is able to process advisor's criticism appropriately.				
6.	Student models academic integrity with respect to his or her and others' intellectual property.				
7.	Student is able to troubleshoot problems and seek help when necessary.				

C. The Senior Honors Project (Final Product).

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
1. Content Mastery			
1a. Project demonstrates strong foundations in the knowledge of the discipline(s).			
1b. Project reflects skillful and appropriate use of the research methods of the discipline(s).			
1c. Project is completed according to disciplinary ethics and standards of academic integrity.			
2. Critical Inquiry and Analysis			
2a. Thesis presented clearly and comprehensively.			
2b. Evidence is applied and analyzed thoroughly and accurately.			
2c. Scholarly sources are integrated and analyzed appropriately.			
2d. Conclusions are logical and reflect informed evaluation.			
3. Integrative Thinking			
3a. Project demonstrates effective discipline-based and/or cross-disciplinary problem-solving.			
3b. Project reflects an original and/or important undergraduate-level contribution to discipline(s).			
4. Rhetorical Eloquence			
4a. Project demonstrates a thorough understanding of audience and purpose.			
4b. Project communicates meaning with clarity, sophistication, and accuracy.			