# Rubric for Evaluation of Student Work Using Proactive CARE Analysis

First-year students should achieve the Meets level. Second-year students (those who have been engaging in Proactive CARE for at least one semester) demonstrate mastery at the Exceeds level.

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| --- | --- | --- | --- |
|  | Below | Meets | Exceeds |
| Consider |  |  |  |
| Analyze |  |  |  |
| Review |  |  |  |
| Evaluate |  |  |  |

### Potential Student Learning Outcomes for Proactive CARE at the beginning level

Consider:

(M) Students should be able to identify stakeholders who would be directly affected by the project.

(E) Students should be able to identify stakeholders who would be indirectly affected by the project.

(M) Students should be able to compare different values of different stakeholders.

(E) Students should be able to determine the influence that various stakeholders have.

Analyze:

(M) Students should be able to identify the rights of stakeholders who would be directly affected by the project.

(E) Students should be able to identify the rights stakeholders who would be indirectly affected by the project.

(M) Students should be able to determine their obligations to different stakeholders.

(E) Students should be able to illustrate how those obligations are related to personal, institutional, and legal values.

Review:

(M) Students should be able to identify the responsibilities, authority, practices, and policies related to the project.

(E) Students should be able to illustrate those aspects of the project that are tied to those responsibilities, authority, practices, and policies.

(M) Students should be able to predict how others may react to the project.

(E) Students should be able to determine ways to address how others may react to the project.

Evaluate:

(M) Students should be able to identify the direct effects of the project, especially on identified stakeholders.

(E) Students should be able to identify the secondary impacts of the project on all stakeholders.

### Potential Student Learning Outcomes for Proactive CARE at the advanced level

Consider:

(M) Students should be able to assess relative impacts of systems on stakeholders affected by the project.

(E) Students should be able to design alternatives to mitigate harmful impacts on stakeholders who are affected by the project.

(M) Students should be able to identify historical factors and injustices that impact different stakeholders.

(E) Students should be able to develop alternatives that address historical factors and injustices.

Analyze:

(M) Students should be able to identify conflicts among ethical principles that have a strong bearing on the project.

(E) Students should be able to prioritize with justification the values, technical considerations, and trade-offs present in the project.

(M) Students should be able to determine shortcomings of the system relative to different stakeholders.

(E) Students should be able to design modifications to the system to address those shortcomings.

Review:

(M) Students should be able to prioritize with justification the responsibilities, authority, practices, and policies related to the project.

(E) Students should be able to create alternatives within the project that address those responsibilities, authority, practices, and policies.

(M) Students should be able to determine likely positive and negative impacts of the project, along with their significance.

(E) Students should be able to determine ways both within and outside of the project that lead to the project having a positive impact.

Evaluate:

(M) Students should be able to create a plan the monitors areas of concern surrounding the project.

(E) Students should be able to create evaluation scheme to accompany that plan.