

NREM Outcome # 11: Demonstrate creativity and innovation in identifying and pursuing opportunities that produce environmental, social, or economic value

Dimension	Exemplary	Competent	Emerging	Undeveloped
Creating: Students demonstrate creativity and innovation in a variety of situations	Creates novel and/or unique ideas, questions, formats, or products to generate new knowledge. Develops ideas that cross disciplines, geographical, or other boundaries for new applications.	Develops novel and/or unique ideas, questions, formats, or products. Generates some new knowledge that may cross boundaries for applications.	Experiments with creating novel or unique ideas, questions, formats, or products. Generates limited new knowledge, rarely crosses boundaries for new applications.	Reformulates a collection of available ideas. Rarely generates new knowledge. Does not address potential new situations for applications.
Promoting natural resources: Students identify and pursue opportunities that promote understanding of natural resource issues	Identifies and assesses multiple approaches for meeting a need; pursues opportunities and potentially risky approaches; demonstrates deep personal understanding of natural resource issues, uses the best option(s) to successfully promote others' understanding of those issues.	Identifies and/or assesses multiple approaches that may meet a need; may not effectively pursue opportunities and take risks; demonstrates moderate understanding of natural resource issues, works to promote others' understanding of those issues.	Identifies one or more approaches that may or may not meet a need; does not pursue opportunities or take risks; demonstrates some understanding of natural resource issues, is less able to assist others in understanding those issues.	Identifies approaches that might meet a need; follows established procedures and examples without creative insight or taking risks; lacks understanding of how to promote understanding of natural resource issues.
Persisting: Students demonstrate persistence when working with individuals who have diverse interests	Identifies and embraces diverse interests of others; creates structures and processes to support and incorporate diverse ideas; remains committed to change processes.	Identifies and considers diverse interests; uses known processes to incorporate diverse ideas; pursues change processes.	Identifies or considers diverse interest; has some difficulty using known processes to include diverse ideas.	Is unaware of diverse interests and processes to include them in change processes.
Facilitating: Students are able to build consensus and support for accomplishment of stated objectives	Develops and implements logical, consistent plans to build consensus toward objectives; articulates reason(s) for choosing and pursuing such objectives that leads to support for pursuing them.	Develops logical, consistent plans to build consensus, identifies reasons for choosing certain objectives, attempts to build support for them.	Considers and rejects less acceptable approaches from among existing ideas; supports certain objectives, recognizes need to build support for them.	Struggles to identify objectives and plans that would allow them to work with groups to achieve consensus or build support.

Used by the NREM OAC, based on a CALS SOA rubric and modified from: (1) AAC&U Creative Thinking VALUE Rubric, and (2) Hylton, J.B. and Hays, B.A. 2019. Modifying the VALUE Rubrics to Assess the Entrepreneurial Mind-set. American Society for Engineering Education. Used 2020-2021 AY.