

# Core Research and Creative Experience Assessment Plan

DRAFT: April 8, 2015

The plan for directly assessing student performance the learning outcomes includes the following:

- Learning Outcomes for the R Core
- Schedule for Assessing Outcomes
- Plan for Data Collection
- Scoring Rubrics
- Assessing Course Materials (against R criteria)
- Assessing Student Performance (against Learning Outcomes)
- Responding to Assessment Results

## Learning Outcomes for the R Core

After completing the Core Research and Creative Experience (R) course, students will be able to:

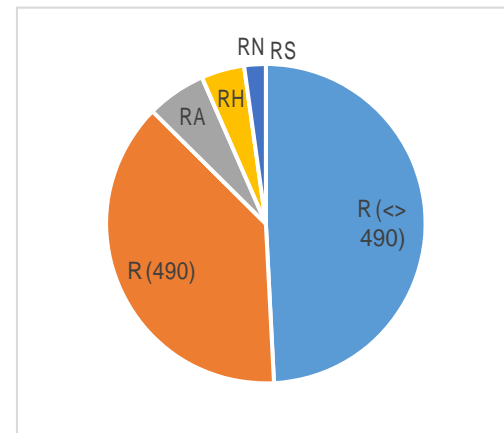
- Locate relevant information from broad and diverse sources
- Apply critical and creative thinking to synthesize information
- Produce a scholarly product based on both existing information and student effort (e.g., analysis, synthesis, design, ...)
- Demonstrate the ability to successfully collaborate as a member of a team (when applicable)
- Demonstrate understanding of the responsible conduct of research

## Schedule for Assessing Outcomes

The vast majority of Research and Creative Experience courses carry only the “R” designation. A large number of courses bearing the “R” designation are 490 courses that, in some instances, are on the books but not enrolled.

To balance the workload of assessing R outcomes, the courses will be reviewed on a rotating basis as follows:

Year 1	R (non-490)	Rubrics A-E	54 courses
Year 2	RA, RH, RN, RS	All Rubrics	23 courses
Year 3	R (490)	All Rubrics	
Year 4	R (non-490)	Rubrics F-Z	36 courses



## Plan for Data Collection

Assessment of Research and Creative Experience courses will be based on two pieces of data:

- Course Syllabus, used to determine if required elements are built into the course
- Scholarly product, as required in all Research and Creative Experience courses

Instructors will submit syllabi for their courses in the year the course will be reviewed.

An online mechanism (website, or via D2L) will be used to allow students to submit their scholarly products electronically. Exceptions will be made for scholarly products that cannot be transmitted in an electronic form, if necessary. Instructors will be asked to require that the products be submitted for assessment as a course requirement.

## Scoring Rubrics

Two scoring rubrics have been developed:

- Criteria – based on information on the syllabus
- Learning Outcomes – used to assess student performance as demonstrated through their scholarly products

<Scoring Rubric for Criteria>

<Scoring Rubric for Learning Outcomes>

## Assessing Course Materials

Faculty will be notified that submission of syllabi is required during the semester prior to the review. This notification will include a list of the items that are required to be included on the syllabus of an R course:

- R Course Learning Outcomes
- Identification of the scholarly product that the students will be required to create
- Notice that at least 30% of the course grade will be based on the scholarly product (i.e., the percentage of the grade associated with the scholarly product should be indicated and be at least 30%)
- Evidence that the responsible conduct of research will be covered as part of the course

The assessment of the syllabi using the Criteria scoring rubric will take place prior to the beginning of the semester of the review so that any identified deficiencies can be rectified before the course is offered.

## Assessing Student Performance

The scholarly products required in R courses will be the data source for the assessment of student performance on learning outcomes. The students will submit their products electronically. A random sample of student work will be selected for evaluation.

Instructors from the R courses under review will serve as evaluators, but will not evaluate the work of students in their own courses. Evaluation will use the Learning Outcomes scoring rubric.

Evaluation results will be returned to the R Core Steering Committee for assessment. A response threshold of 75% of students demonstrating proficiency or better has been established. The members of the R Core Steering Committee will be asked to determine the following:

- If the R Core learning outcomes are or are not being met (i.e., the threshold has been met) for the overall cohort being evaluated each year.
  - If the learning outcomes are not being met, recommendations for change are required.
- If students from specific individual courses are failing to meet the R learning outcomes, as identified in the sample data, the committee members will call for a more detailed assessment based on a larger sample from those courses the next time that the course is offered. This more detailed assessment will be in addition to the regularly scheduled assessment.
  - If, after the more detailed assessment, the students in a particular course continue to be unable to meet the response threshold for the learning outcomes, then the R Core Steering Committee will make a recommendation to the Core Committee to do one of the following:
    - Require specific changes to the course
    - Remove the R designation from the course
  - The Core Committee must endorse the R Core Steering Committee's recommendation before the recommended action will be implemented.