

Assessment Goals of Research Skills (PhD & MA) Programs

Direct assessment of research skills will take place for master's students at the final oral examination and for doctoral students at the oral portion of the candidacy examination and the oral portion of the dissertation defense. The advisor and all members of the student's committee, will each complete a rubric, which will be distributed by the Chair of the SOM Graduate Studies Committee. The advisor will return the rubrics to the Chair of Graduate Studies immediately following the examination for entry into TracDat.

Rubric:

Criterion	Exceeds Expectations 4	Meets Expectations 3	Meets Some Expectations 2	Does not Meet Expectations 1	Student's Score (indicate 1-4)
<i>The student develops an original topic for scholarly work.</i>	Meets criteria for a "3" but goes beyond in one or more dimensions, especially in its originality, relevance, and significance as a contribution to the existing literature.	The student identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the discipline.	The student's topic is focused and manageable, but does not address potentially significant or less-explored aspects of the discipline.	The student's topic is not focused and/or manageable.	
<i>The student works independently throughout the conception, execution and production of the scholarly work.</i>	The student meets the criteria for a "3" but functions more as an independent scholar comparable to that of a colleague to the advisor and committee. The student functions as the leader on the project generating thoughtful dialog between the advisor and committee throughout the project.	The student participates productively in a dialogue with the advisor or committee, making many unique and creative contributions independently and displaying thoughtful consideration of instruction or advice.	The student participates productively in a dialogue with the advisor or committee, but makes few unique or creative contributions displaying thoughtful consideration of instruction or advice throughout the project.	The student cannot work independently on the project and requires extensive oversight and/or guidance from the advisor or committee. Little to no unique contribution from the student is evidenced throughout the project	
<i>The student demonstrates the capacity to find sources, and assess the relevance and currency of sources independently.</i>	The student goes beyond the criteria for a "3" by selecting sources after considering their importance (to the research topic). Multiple criteria are used in including information sources (e.g., relevance to the research questions, currency, authority, audience and bias or point of view).	The student locates and evaluates sources independently. A variety of information sources are included and are appropriate to the scope and discipline of the scholarly topic being investigated.	The student is able to locate and evaluate sources with little assistance from the advisor or committee. Adequate citations are present, but are based on basic criteria (e.g., relevance to the topic, currency).	The student requires much guidance from the advisor or committee in locating and assessing the relevance of sources. Few information sources are cited or located independently.	

<i>The student develops a productive combination of creativity, critical acumen, and/or scrupulousness in his or her use of existing scholarship.</i>	Support for scholarship goes beyond the criteria for a "3," to consistently fresh perspectives synthesized from older views.	Previous scholarship is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Previous scholarship is present in the students' work, but interpretation and evaluation is superficial. Viewpoints of experts are taken as mostly fact, with little questioning.	Links from student's work to previous scholarship is tenuous or erroneous in nature. Little effort is made to connect previous scholarship to the student's work. Information is provided, but little reflection or evaluation of previous scholarship is undertaken.	
<i>The student's subject matter supports inquiry that is original to the field.</i>	The paper goes beyond the criteria for a "3," to excelling in the organization and representation of ideas related to the topic. Raises important issues or ideas that may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.	Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby making the paper more than a re-statement of known ideas.	The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization need significant revision before the paper can represent a critical analysis of the topic.	Conventional ideas are presented with little expansion and development. Certain logical connections or specific topics related to the student's area of study are lacking. Pertinent ideas and concepts are generally accounted for, although lapses in logic and organization are apparent. The reader is suitably introduced to the topic, such that its importance within the student's area of study becomes clear	
Evaluator's Name (please print): _____ Student's Name: _____					
Evaluator's Signature: _____					
Role on Committee (please circle one): ADVISOR COMMITTEE MEMBER					

Criterion:

The Graduate Studies Committee expects 75% of our students to obtain a rating of "meets expectations" or higher in each of the criteria identified in the rubric above. When 95% of students earn a rating of "meets expectations" or higher, the performance standard constituting excellence for this learning outcome will be achieved.