

RESEARCH

	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Research Question & Thesis	Constructs a research question as reflected by a coherent and insightful thesis statement.	Constructs a research question as reflected by a thesis statement.	Develops an imprecise or vague research question reflected by an insufficient thesis and / or a limited framework for the topic / assignment.	Lacks a research question as reflected by an insufficient thesis and a minimal framework for the topic / assignment.
Information Retrieval	Interpolates with discernment credible evidence through the selection of material(s) closely related to the topic and relevant to one another within the context of the assignment.	Interpolates credible evidence through the selection of material(s) closely related to the topic and relevant to one another within the context of the assignment.	Identifies credible evidence through the selection of materials mostly relevant to the topic and one another within the context of the assignment.	Names some credible evidence, but with a limited relationship to the topic and / or one another within the context of the assignment.
Interpretation of Evidence	Evaluates information, and draws apposite and perceptive inferences from selected sources.	Analyzes information and draws apposite inferences from selected sources.	Identifies information and draws simplistic inferences from selected sources.	Identifies information but draws minimal inferences from selected sources.
Community of Scholarship	Adopts and synthesizes the viewpoints and contributions of experts from an appropriate discipline(s).	Integrates the viewpoints and contributions of experts from an appropriate discipline(s).	Summarizes the viewpoints and contributions of experts from an appropriate discipline(s).	Identifies the viewpoints and contributions of experts from an appropriate discipline(s).
Documentation of Sources	Uses an appropriate citation style to correctly document sources in a bibliography and / or in text with minimal errors in formatting the citations (bibliography / in-text).	Uses an appropriate citation style to document most or all selected sources, but has a few errors in formatting the citations (bibliography / in-text).	Uses an appropriate citation style to document some sources, but has several or many errors in formatting the citations (bibliography / in-text).	Uses a citation style to document few sources, but has significant and disruptive errors in formatting the citations (bibliography / in-text).

History

During the 2014-2015 AY, Florida SouthWestern State College initiated a revised assessment of the General Education Program. Throughout the process, the AAC&U Value Rubrics and one in-house rubric were utilized to score voluntarily submitted artifacts. The scorers, mainly members of the Learning Assessment Committee (LAC) General Education Sub-Committee, were asked to provide qualitative feedback on the functionality of the rubrics. They were asked to comment on the rubric dimensions, achievement levels, and appropriateness of the rubrics in relation to the submitted artifacts. Continuing with this evolution of assessment, the FSW Research rubric was developed by an 8-member task force of faculty and staff representing four of five schools of the College and supported by the Office of Academic Assessment and the Office of the Provost during special sessions held on May 9, 31, and June 7, 2018. Task members, led by the Assessment & Effectiveness Director, Joseph van Gaalen included: Jane Charles (Libraries), Rebecca Harris (English), Julia Kroeker (Education), Patricia Arcidiacono (Health Professions), Jennifer Patterson (Business), Caroline Seefchak (Education & LAC Chair), Eileen DeLuca (Office of the Provost).

Framework

The school representatives used the Association of American Colleges and Universities Integrated Learning VALUE Rubric as a foundation for development ultimately adopting only the dimensions (in part) and achievement levels (4-3-2-1) with a 0 if no achievement is met. The rubric defines the fundamental criteria for each learning outcome and outline performance required to demonstrate levels of attainment through the use of Bloom's Taxonomic verbiage. Rubric achievement levels, in descending order: Capstone (4), Accomplished (3), Developing (2), and Deficient (1).

Purpose

The intent of the rubric developers was to frame language such that the rubric is as inclusive as possible to any and all 'Research' assignments. Careful consideration was paid to providing descriptors detailed enough to score an artifact, but yet to remain in general terms as much as possible to allow for application to a wide assortment of assignment types and styles. In order to increase clarity, action verbs were utilized in each achievement level description. The developers also attempted to place emphasis on dimensions being mutually exclusive, such that users of this rubric can elect to omit any dimension not required of a given assignment. To ensure that non-traditional assignments are scored properly, artifacts representing a variety of modes and media should be utilized during the 'Research' Rubric Calibration Sessions prior to the scoring process.

Dimensions

Research Question & Thesis: Artifact constructs a research question as reflected by a coherent and insightful thesis statement; **Information Retrieval:** Artifact constructs a research question as reflected by a coherent and insightful thesis statement; **Interpretation of Evidence:** Artifact evaluates information, and draws apposite and perceptive inferences from selected sources; and **Community of Scholarship:** Artifact adopts and synthesizes the viewpoints and contributions of experts from an appropriate discipline(s); **Documentation of Sources:** Artifact uses an appropriate citation style to correctly document sources in a bibliography and / or in text with minimal errors in formatting the citations (bibliography / in-text).