Program: **MA Communication Studies**

Department: **Communication Studies**

Number of students enrolled in the program in Fall, 2011: **34**

Faculty member completing template: **Michele Foss-Snowden**  (Date 1/30/12)

*Period of reference in the template: 2006-07 to present*

1. *Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?*

In a 2011 summer retreat, the Department of Communication Studies met to discuss the need to revise our assessment plan. It was decided that the assessment plan in place was outdated, labor intensive, and no longer fully reflected our expectations for what we wanted students to know upon graduating from our program.

As a result of our retreat, we revamped most of our learning outcomes and completely changed the methods used to collect data. For the undergraduate concentrations and minors, we shifted from using portfolios to using AAC&U’s validated rubrics to assess oral communication, written communication, and inquiry and analysis. We generated and added rubrics for discipline content knowledge and quantitative reasoning skills. All of our learning outcomes were created with assistance from the University Assessment Coordinator (Amy Liu).

We had not previously collected assessment data at the graduate level, but the success of the gathering of pilot data for the undergraduate concentrations and minors suggests that such methods would be appropriate for the MA program as well. The members of the faculty have embraced assessment efforts at the departmental level, and as a result, the graduate faculty will collect data from graduate students in the spring 2012 semester.

2. *Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.*

a) **Students will have knowledge of communication discipline principles and facts**

*Demonstrate a mastery of general discipline knowledge:* identify how context affects the communication situation, distinguish major theories in the discipline, understand distinctions
between models of communication, and delineate differences between key areas of study within the discipline.

b) Students will communicate effectively in a variety of contexts

*Demonstrate proficiency in oral communication*: determine presentation needs in different situations, correctly use visual aids, make appropriate language choices, use proper structure, and effectively deliver presentations.

*Demonstrate proficiency in written communication*: implement a variety of style sheets, use thesis statements, use appropriate organizational strategies, apply transitions, include appropriate evidentiary support material, and employ grammar conventions.

c) Students will think critically when constructing and consuming messages

*Demonstrate proficiency in critical analysis research*: identify key critical perspectives of thought, be able to frame a question, appropriately select an artifact, and select appropriate methods to answer a question.

*Demonstrate proficiency in quantitative research*: identify principles of research design, understand operational and conceptual definitions, select the correct statistical approach to answer hypotheses, and knowledge of internal validity threats.

d) Students will acquire communication abilities that are more advanced than those delivered at the undergraduate level

*Demonstrate a broad knowledge of the field of Communication Studies*: identify the research methodologies used in the discipline, identify significant communication theories and researchers, and develop superior writing and analytical skills.

3. *For undergraduate programs only*, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.
   
   N/A

4. For each desired outcome indicated in item 2 above, please:
   
a) *Describe the method(s) by which its ongoing pursuit is monitored and measured.*
   
   1. Students will have knowledge of communication discipline principles and facts

   For this learning outcome, some self-selected students complete a comprehensive examination that is constructed, vetted, and approved by the student’s examination committee. Other students complete a thesis or project as the culminating experience. The student’s thesis or project committee must approve her/his work before the degree is awarded.

   2. Students will communicate effectively in a variety of contexts

   To monitor and measure the student’s proficiency in oral communication, student presentations in graduate classes will be randomly sampled. Faculty members will use the AAC&U’s VALUES Oral Communication rubric (see Appendix A) to score these selected presentations.
To monitor and measure the student’s proficiency in written communication, final student papers in graduate classes will be randomly sampled. Faculty members will use the AAC&U’s VALUES Written Communication rubric (see Appendix B) to score these selected papers.

3. Students will think critically when constructing and consuming messages
To monitor and measure the student’s proficiency in critical analysis research, papers from graduate classes will be randomly sampled. Faculty members will use the AAC&U’s VALUES Inquiry and Analysis rubric (see Appendix C) to score these selected papers.

To monitor and measure the student’s proficiency in quantitative research, students will complete an examination that will be constructed, vetted, and approved by the graduate faculty. The examination will be a quantitative competency measure.

4. Students will acquire communication abilities that are more advanced than those delivered at the undergraduate level
To monitor and measure the level of general communication studies mastery, each student has an advisory committee; this committee makes sure that all learning outcomes are met by approving their student’s plan of study, supervises the student’s writing of a thesis or project, assists the student in preparing for the comprehensive examination, and conducting a public defense of the thesis/project/comprehensive examination.

The department’s Graduate Committee will also collect data from external measures of success, including tracking the employment success of MA graduates, their acceptance to conduct further graduate work (in doctoral or professional education programs), their attendance at academic conferences, the presentations of their research, and the publications of their research.

b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
All data is a random sampling of graduate students. Data collected will be spread across the spring 2012 semester. All learning outcomes will be included in the data collection.

c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
Please see Appendix A – C.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.
The Department began its pilot study of the current assessment plan in Fall 2011. Data was collected and will be reviewed by the entire faculty in the spring 2012 semester. Additional
data, including the pilot data for the MA program, will be collected in spring 2012, and will cover all learning outcomes presented here.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

As indicated throughout this document, the Department is in the process of collecting data to reflect the refined undergraduate learning outcomes that were approved in Fall 2011. In the spring 2012 semester, the entire faculty will meet to review collected data on all of the learning outcomes. Patterns will be reviewed and discussions regarding perceived deficiencies in the department will be undertaken. It is anticipated that any changes to curriculum deficiencies will be implemented in the fall 2012 semester.

The graduate faculty are in the process of collecting data to reflect the graduate learning outcomes. The Graduate Committee will meet in early Fall 2012 to review data collected during the spring 2012 semester. Patterns will be reviewed and discussions regarding perceived deficiencies in the program will be undertaken. It is anticipated that any changes to graduate curriculum deficiencies will be implemented in the spring 2013 semester.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

The department has not previously gathered data from graduate alumni, but the department’s Graduate Committee plans to create a graduate student specific database containing the information described above (Students will acquire communication abilities that are more advanced than those delivered at the undergraduate level).

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The Communication Studies MA is not related to a professional organization. Our discipline’s national governing body, the National Communication Association, provides guidelines for recommended outcomes for graduates. The Department’s adopted learning outcomes exceed the expectations of our parent organization.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?
APPENDIX B: ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message**: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques**: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language**: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization**: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material**: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.
## Definition
Oral communication is a prepared, purposeful presentation designed to increase knowledge, foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

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<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tr>
<td>4</td>
<td>3</td>
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### Organization
- **Organizational pattern** (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
- **Organizational pattern** (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.
- **Organizational pattern** (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

### Language
- **Language choices** are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.
- **Language choices** are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.
- **Language choices** are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.
- **Language choices** are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.

### Delivery
- **Delivery techniques** (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
- **Delivery techniques** (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.
- **Delivery techniques** (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.
- **Delivery techniques** (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

### Supporting Material
- A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.
- Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.
- Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

### Central Message
- Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)
- Central message is clear and consistent with the supporting material.
- Central message is basically understandable but is not often repeated and is not memorable.
- Central message can be deduced, but is not explicitly stated in the presentation.
APPENDIX C: WRITTEN COMMUNICATION VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing – in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.ncte.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development**: The ways in which the text explores and represents its topic in relation to its audience and purpose.

- **Context and purpose for writing**: The context of writing is the situation surrounding a text: who is writing it? Who is reading it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

- **Disciplinary conventions**: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.

- **Evidence**: Source material that is used to extend, in purposeful ways, writers' ideas in a text.

- **Genre conventions**: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.

- **Sources**: Texts (written, oral, behavioral, visual, or other) that writers draw on as a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.
**WRITTEN COMMUNICATION VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Context of and Purpose for Writing</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmarks 2</th>
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<tbody>
<tr>
<td>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, purpose, and to the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
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<tr>
<th>Content Development</th>
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<tr>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
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<thead>
<tr>
<th>Genre and Disciplinary Conventions</th>
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<tr>
<td>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation</td>
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<th>Sources and Evidence</th>
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<tr>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates consistent use of credible and/or relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use sources to support ideas in the writing.</td>
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<th>Control of Syntax and Mechanics</th>
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<tr>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
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</tbody>
</table>
APPENDIX D: INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

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Definition

Inquiry is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
– The National Forum on Information Literacy

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing, knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the products of analysis and inquiry, not the processes themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

• Conclusions: A synthesis of key findings drawn from research/evidence.
• Limitations: Critique of the process or evidence.
• Implications: How inquiry results apply to a larger context or the real world.
**Inquiry and Analysis Value Rubric**

*for more information, please contact value@aacu.org*

**Definition**

Inquiry is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. – The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
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<tr>
<th>Capstone (4)</th>
<th>Milestones (3)</th>
<th>Benchmark (1)</th>
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<tbody>
<tr>
<td><strong>Topic selection</strong></td>
<td>Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.</td>
<td>Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.</td>
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**Existing Knowledge, Research, and/or Views**

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<th></th>
<th>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</th>
<th>Presents in-depth information from relevant sources representing various points of view/approaches.</th>
<th>Presents information from relevant sources representing limited points of view/approaches.</th>
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**Design Process**

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<th>All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.</th>
<th>Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.</th>
<th>Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.</th>
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</table>

**Analysis**

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<tr>
<th></th>
<th>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</th>
<th>Organizes evidence to reveal important patterns, differences, or similarities related to focus.</th>
<th>Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</th>
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</table>

**Conclusions**

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<tr>
<th></th>
<th>States a conclusion that is a logical extrapolation from the inquiry findings.</th>
<th>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</th>
<th>States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</th>
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**Limitations and Implications**

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<tr>
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<th>Insightfully discusses in detail relevant and supported limitations and implications.</th>
<th>Discusses relevant and supported limitations and implications.</th>
<th>Presents relevant and supported limitations and implications.</th>
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</table>

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.