

Competency #3: To analyze, synthesize, think critically, solve problems and make decisions.

Learning Goal A: Analyze, evaluate, and draw valid conclusions from social science research such as policy, applied, or evaluation research.

| Focal Area | Above Standard (3) | Meets Standard (Proficient) (2) | Below Standard (Developing) (1) | Fails to Address Requirement (Beginner) (0) |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Purpose/Problem Identification</i> | Identifies a focused and valid purpose, topic, or problem. Course/Assignment-Specific Insert: | Identifies an adequate and applicable purpose, topic, or problem. Course/Assignment-Specific Insert: | Identifies a vague purpose, topic, or problem. Course/Assignment-Specific Insert: | Does not identify a coherent purpose, topic, or problem. Course/Assignment-Specific Insert: |
| Evidence | Identifies comprehensive and relevant evidence. Demonstrates clear knowledge and understanding of the information and sources. Course/Assignment-Specific Insert: | Identifies adequate and relevant evidence. Demonstrates sufficient knowledge and understanding of the information and sources. Course/Assignment-Specific Insert: | Identifies vague or insufficient evidence. Demonstrates inadequate knowledge and understanding of the information and sources. Course/Assignment-Specific Insert: | Does not identify reasonable evidence nor demonstrates any knowledge or understanding of the information and sources. Course/Assignment-Specific Insert: |
| Analysis And Evaluation | Systematically and methodically examines the evidence and carefully evaluates the significance and meaning of the data. Course/Assignment-Specific Insert: | Adequately examines the evidence and evaluates the significance and meaning of the data. Course/Assignment-Specific Insert: | Vaguely examines the evidence and insufficiently evaluates the significance and meaning of the data. Course/Assignment-Specific Insert: | Does not coherently examine the evidence nor evaluates the significance and meaning of the data. Course/Assignment-Specific Insert: |
| Conclusion | States a thorough conclusion that is logical, clearly demonstrates relevance, and provides detail regarding the limitations and implications when applicable. Course/Assignment-Specific Insert: | States an adequate conclusion that is logical, relevant, and provides some limitations and implications when applicable. Course/Assignment-Specific Insert: | States a vague conclusion with minimal logic or relevance and loosely mentions the limitations and implications when applicable. Course/Assignment-Specific Insert: | Does not state a coherent conclusion and/or the limitations and implications when applicable. Course/Assignment-Specific Insert: |

Academic Program Assessment - Office of Academic Programs
Marxe School of Public and International Affairs

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Competency #3: To analyze, synthesize, think critically, solve problems and make decisions.

Learning Goal C: Conduct social science research such as policy, applied, or evaluation research.

| Focal Area | Above Standard (Exceeds Proficiency) (3) | Meets Standard (Proficient) (2) | Below Standard (Developing) (1) | Fails to Address Requirement (Beginner) (0) |
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| Purpose of Proposed Research | Clearly demonstrates and describes the purpose and makes a strong and relevant connection to policy/practice. Course/Assignment-Specific Insert: | Moderately demonstrates and describes the purpose and makes a relevant connection to policy/practice. Course/Assignment-Specific Insert: | Vaguely demonstrates and describes the purpose and makes a loose connection to policy/practice. Course/Assignment-Specific Insert: | Fails to coherently demonstrate and describe the purpose or relevant connection to policy/practice. Course/Assignment-Specific Insert: |
| Research Design (Research Strategy) | All elements of the methodology or theoretical framework are skillfully developed. Thoroughly describes the research design and strategy used to identify/produce relevant evidence. Course/Assignment-Specific Insert: | Most elements of the methodology or theoretical framework are fully developed. Adequately describes the research design and strategy used to develop relevant evidence. Course/Assignment-Specific Insert: | Few elements of the methodology or theoretical framework are fully developed. Minimally describes the research design and strategy used to identify/produce relevant evidence. Course/Assignment-Specific Insert: | Few to no elements of the methodology or theoretical framework are developed. Fails to accurately describe the research design and strategy used to develop relevant evidence. Course/Assignment-Specific Insert: |
| Methods and Analysis | Quantitative and/or qualitative methods as well as analysis are appropriate and produce results that address the purpose of research. Thoroughly examines the evidence and carefully evaluates the significance and meaning of the data. Course/Assignment-Specific Insert: | Quantitative and/or qualitative methods as well as analysis are appropriate and produce results that address the purpose of research. Adequately examines the evidence and sufficiently evaluates the significance and meaning of the data. Course/Assignment-Specific Insert: | Quantitative and/or qualitative methods as well as analysis are vague and produce results that only loosely address the purpose of research. Inadequately examines the evidence and insufficiently evaluates the significance and meaning of the data. Course/Assignment-Specific Insert: | Quantitative and/or qualitative methods as well as analysis incomplete or incoherent with no applicable results that address the purpose of research. Fails to examine evidence and/or evaluate the significance and meaning of the data. Course/Assignment-Specific Insert: |

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| <p>Conclusions/ Interpretations of Results</p> | <p>States a thorough conclusion that is logical, clearly demonstrates relevance to the purpose of the research, and provides detail regarding the limitations and implications when applicable. Course/Assignment-Specific Insert:</p> | <p>States an adequate conclusion that is logical, relevant to the purpose of the research, and provides some limitations and implications when applicable. Course/Assignment-Specific Insert:</p> | <p>States a vague conclusion with minimal logic or relevance and loosely mentions the limitations and implications when applicable. Course/Assignment-Specific Insert:</p> | <p>Does not state a coherent conclusion and/or the limitations and implications when applicable. Course/Assignment-Specific Insert:</p> |
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