

**NECHE INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE PROGRAMS
(CRIMINOLOGY - 2017-18)**

DEGREE GRANTING PROGRAM NAME	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
Criminology	3. Design and conduct an empirical criminological research project using quantitative and/or qualitative methods.	Assessment Evidence: SOCI 303 final research papers Assessment Method: Applied rubric, on a four-point scale (4=Exemplary, 3=Accomplished, 2=Developing; 1=Missing or Unacceptable).	Overall, results indicate that students in the major are achieving the objective. -The sample's mean overall score (across 8 criteria) was a 3.1/4, indicating the papers are generally "accomplished". -The assessment identified several areas of strength in the design and implementation of research (articulating a relevant research question; linking this question to the existing literature; providing clear and logical hypotheses; producing and interpreting univariate, bivariate, and multivariate analyses).	Results are reviewed by the Criminology Program Advisory Board (CPAB) and by Department faculty at the annual Sociology departmental retreat.	The following recommendations are offered: SOCI 302/303 Faculty: -Via assignment prompts, in-class discussion, and practice assignments, provide enhanced focus on conceptualization and operationalization of measures. -Via assignment prompts and in-	AY 2018-19 (Self-study completed 5/31/2018)

			<p>-The results also identify several areas for improvement, including: conceptualization and operationalization of measures; synthesis of findings (e.g. identification of their implication for prior research, policy, etc.); and manuscript composition.</p>		<p>class discussion, clarify the importance of synthesizing findings and provide models of successful synthesis.</p> <p>Program/Dept Efforts:</p> <hr/> <p>-Assess student writing ability earlier in program. -Connect students to writing resources at the University. -Incorporate standards for manuscript composition into assignments throughout core curriculum.</p>	
--	--	--	--	--	--	--

Insert URL of the program web page where Program Learning Objectives for this program are published (NECHE requires this as part of being transparent to stakeholders): <https://www.framingham.edu/about-fsu/office-of-assessment/undergraduate-program-assessment/old-web-pages/criminology>

Assessment of Quantitative Research Methods II Final Papers

Framingham State University

Criminology Program

2018

Contributors:

Xavier L. Guadalupe-Diaz, Vincent Ferraro, Marian A. O. Cohen, and Elizabeth Whalley

OVERVIEW

Student assessment is a central concern of the Criminology Program. Over the last several years, assessment has taken a variety of forms, both within individual courses and at the Program level as a whole, and both formally and informally. These assessments are intended to serve as the means by which faculty evaluate the areas of strength within the program and, most importantly, the areas for improvement of the student learning experience. To guide this process, the Program developed an assessment plan.¹ Part of this plan calls for the summative assessment of student progress within the major through the analysis of students' research methods papers.

A cornerstone of Criminology majors' academic training comes from the research methods sequence of courses: *SOCI 302 Quantitative Methods 1: Research Design* and *SOCI 303 Quantitative Methods II: Data Collection and Analysis*. These two required courses provide a year-long intensive instruction in social scientific research, one akin to apprenticeship training. Together, these two courses are designed to guide students through the process of conducting quantitative social science research, from the conception of a research question to the completion of an academic research paper reporting the findings. In the process, many of the key themes in their previous training within the discipline are reinforced, including: the ability to define abstract criminological concepts; the role of theory; the ability to critique existing social science research; the interpretation of research findings; the connection between research findings and social policy; and the nature and conventions of academic writing.

Given that the research methods sequence provides an integrative experience of prior academic training, it presents as an ideal area for summative assessment of the Program. Moreover, analysis of research methods papers provides a means to assess the Program on one of its four (4) key

¹ A copy of the Program assessment plan is available here:
<https://drive.google.com/open?id=1r51LG2wDpz3tslSxPsqCYuVOzpu2Awd8>

learning objectives: that students “design and conduct an empirical criminological research project using quantitative and/or qualitative methods.”²

RUBRIC DESCRIPTION

Rubric development involved three major processes: identifying existing rubrics that assessed undergraduate research methods papers; developing and integrating these to match our own class rubrics; obtaining feedback on the rubric from Mark Nicholas (Director of Assessment), Ben Alberti (previous Chair of Sociology) and Sue Dargan (Dean of Social and Behavioral Sciences); and finally, piloting the rubric in in Summer 2014.

Three sample rubrics were selected from which we extracted common themes and strengths. These sample rubrics were provided by Mark Nicholas and came from assessments at other social science departments across psychology, economics, and management. The sample rubrics generally mirrored the components of a standard research paper, i.e. introduction, literature review, methods, conclusions, and followed a scale logic in which papers were scored on a numerical range.

The final assessment rubric was constructed utilizing Excel and consisted of eight sections that were each scored on a scale ranging from 1 to 4: 1 being “Missing or unacceptable” to 4 being “Exemplary”. Following the rubric utilized for the final methods papers, each rubric section was assigned a weight that contributed to the overall score. For example, the methods section of our final methods papers constitutes roughly 30% of the entire paper grade; this is reflected in the section weights of the rubric. Each section was broken down as follows with the corresponding weight as indicated:

1. Table of Contents and Abstract (10%)
2. Introduction: Problem, Significance, & Purpose of the Study (10%)
3. Literature Review (20%)
4. Methods: Sample Description (10%)
5. Methods: Measurement (10%)

² See Appendix A for the Program mission statement and learning objectives.

6. Methods: Hypotheses and Model (10%)
7. Results and Conclusions (20%)
8. Manuscript: ASA format and English composition (10%)

Once this was complete, the rubric was reviewed and approved by Mark Nicholas and piloted in summer 2014 to identify areas of weakness. In Appendix B, we include the full copy of the final rubric utilized for assessment. We provide a written description of what each score represents on the scale, with each description tailored to the section being assessed. The weighted scores for each section are entered and then summed to provide an overall score for each assessment artifact.

DATA

Eight (8) research methods papers drawn from the fall-spring sequence of SOCI 302 and SOCI 303 for AY 2017-18 were collected for analysis. Student papers were selected at random by each of the four faculty members who taught SOCI 303 in Spring 2018. These faculty scored two randomly selected papers utilizing the rubric.

FINDINGS

Table 1 presents measures of central tendency and dispersion for the rubric scores. Table 2 presents the frequency distribution for the eight criteria included in the rubric. We begin with a review of findings from the overall summary rubric scores in order to relate broadly the quality of student scholarship. We follow with a more detailed review of the results for each of the eight rubric criteria.³

Summary Score

The mean overall score for the sample was 3.14 out of 4, with a median score of 3.10 and a modal score of 3.90. Overall scores are clustered to the right, with 62.5 percent of papers sampled (n=5) scoring a 3 or higher, firmly in the accomplished-to-exemplary range. The results suggest that by the end of their research methods sequence, students overall appear to have developed firm grasps

³ Please also see Appendix C for additional graphics on dichotomized results of the eight rubric criteria.

Table 1. Measures of Central Tendency and Dispersion for Assessment Criteria ($n=8$)

Criterion	Mean	Median	Mode	Min	Max	SD
Table of Contents and Abstract	3.63	4	4	2	4	.744
Introduction	3.00	3	3	2	4	.756
Literature Review	3.13	3	3	1	4	.991
Sample Description	3.75	4	4	3	4	.463
Measurement	2.88	3	4	1	4	1.246
Hypotheses, and Model	3.00	3	3	2	4	.756
Results and Conclusions	2.88	3	4	1	4	1.126
Manuscript Format	3.13	3	3,4 ¹	2	4	.835
Overall Score	3.14	3.10	3.90	1.70	3.90	0.77
Percent Score out of 100	78.44	77.50	97.50	42.50	97.50	19.22

¹ Bimodal distribution

of the research methods process, including the difficult tasks of crafting of literature reviews; conceptualizing and operationalizing variables; conducting and interpreting quantitative analyses.

The results also suggest, however, that there remains variation in the degree to which students grasp the course material, as evidenced by the 37.5 percent of papers scoring in the “developing” range. While overall this analysis suggests that the majority of students are achieving proficiency in research methods and thereby meeting the Program’s learning objective for designing and conducting empirical research, a small percentage of students appear to be struggling in these regards. Further analysis suggests that the difficulties appear to lie in select areas, and so offer guidance on how best to direct faculty efforts for these students. We turn now to the results for the individual criteria.

Table of Contents and Abstract

The mean rubric score for the first criterion was 3.63, with a median score of 4.0, a modal score of 4.0 and a standard deviation of .744. The scores are firmly clustered to the right, with 87.5 percent ($n=7$) of papers receiving a score or 3 or higher. These results suggest that research methods students are generally well-adept at crafting a table of contents and an abstract that is informative, clear, and relevant.

Table 2. Frequency Distributions for Assessment Criteria ($n=8$)

Criterion	1	2	3	4	Total
Table of Contents and Abstract	-	1 (12.5%)	1 (12.5%)	6 (75.0%)	8
Introduction	-	2 (25.0%)	4 (50.0%)	2 (25.0%)	8
Literature Review	1 (12.5%)	0 (0.0%)	4 (50.0%)	3 (37.5%)	8
Sample Description	-	0 (0.0%)	2 (25.0%)	6 (75.0%)	8
Measurement	1 (12.5%)	3 (37.5%)	0 (0.0%)	4 (50.0%)	8
Hypotheses, and Model	-	2 (25.0%)	4 (50.0%)	2 (25.0%)	8
Results and Conclusions	1 (12.5%)	2 (25.0%)	2 (25.0%)	3 (37.5%)	8
Manuscript Format	-	2 (25.0%)	3 (37.5%)	3 (37.5%)	8

Note: Numbers in parentheses indicate percentage within criterion

1 = Missing or Unacceptable; 2 = Developing; 3 = Accomplished; 4 = Exemplary

There were, however, some inconsistencies noted across the pool of papers, especially regarding the abstracts. In general, the most successful abstracts were those that took a structured or semi-structured approach, providing clear statements of the research objectives, methods, results, and conclusions. Papers that tended to struggle on this criterion were those that omitted or provided vague treatment of one or more of these categories, and so did not offer a full overview of the research. Most commonly, the results and conclusions sections were the ones that were either omitted or treated vaguely. This may be a consequence of the need for students in the fall-spring sequence to produce their abstracts at the start of the spring semester—before analyses are run and conclusions drawn—in order to register for the University of Massachusetts Amherst Undergraduate Research Conference

(URC). It appears that while many of the students revise their abstracts to account for the completed analyses, others are not making the necessary revisions.

Introduction: Problem, Significance, & Purpose of the Study

The mean rubric score was 3.00, with a median score of 3.0, a modal score of 2, and a standard deviation of .756. The scores are heavily clustered to the right, with 75 percent (n=6) of papers receiving a score of 3 or higher. These results indicate that students have developed strong skills in specifying a relevant research question and in establishing the relevance of their questions to their particular field of study.

Many of the papers clearly identified a viable research question and justified the question in terms of its contribution to the existing literature and/or the potential impact of the results for a significant social issue. For the papers that received a score of less than three (n=2), this justification was the primary area of weakness. While the papers may have offered a clear statement of the research question, they either omitted or offered a vague explanation as to why the research itself mattered.

Literature Review

The mean rubric score for the literature review was 3.13, with a median score of 3.0 and a modal score of 3. Only one paper's literature review was scored below a 3. In a number of cases, the literature review was well crafted; while in others it was vague, poorly organized, and failed to support the research question. It is worth noting however, that only one paper received a score of 1. This would seem to suggest that students may at least recognize the importance of the literature review, even though they may be struggling with the process of crafting one. This insight perhaps offers a way forward for guiding students in the process, as the difficulty appears to lie in the presentation and organization of their reporting of the literature. Helping students to identify patterns in the existing findings—for example, the patterns of results (1) by competing theories; (2) for particular variables; (3) at particular units of analysis; (4) by particular control measures, and so on—and then to organize

their review by these key patterns may result in stronger literature reviews that are better able to identify the gaps in the literature, which more clearly support the students' research question, and highlight the contributions of their findings.

Methods: Sample Description

The mean score for the sample description criterion was 3.75, with median and modal scores of 4.0. Scores here were clustered to the right, with 100 percent of papers receiving a score of 3 or higher. Across the sample, the datasets employed in the analyses were generally well described, providing clear evidence that faculty instruction on this criterion has been quite effective. Students provided sufficient background on the data and were adept at identifying the year(s) of collection, the time dimension, sampling design and method of data collection.

Methods: Measurement

The mean score for the measurement criterion was 2.88, with a median score of 3.0 and a modal score of 4.0 (n=4). Scores here were more divided with half scored at 3 or higher and the other half scored 2 or less. While it appears that faculty efforts at instruction of the difficult topics of conceptualization and operationalization have produced significant results: 50 percent of papers scored a 4 or 3 on this criterion, another 50% scored a 2 or 1. This demonstrates a need to provide clear, strong, and accurate conceptual definitions and to identify clear and accurate operational definitions drawn from their datasets.

One of the issues identified in the assessment was the tendency for weaker papers to omit clear definitions that connected the chosen measure back to the research question and/or the literature review, effectively leaving unclear a measure and the reason for its inclusion. The issue of measurement justification is perhaps less of a concern than students' ability to provide clear and accurate definitions, though it is mentioned here as a symptom of the previously discussed issues with the literature review.

Together, these suggest that some additional emphasis on how the various parts of the research paper build upon and reinforce each other may be warranted for students.

Methods: Hypotheses and Model

Scores for this criterion were noticeably higher than for the others. The mean and median score were 3.00, with a modal score of 3 (n=4). Two-thirds of papers scored a 4 or 3, with only two scored at lower than a 2. The methods curriculum on hypothesis formation appears to resonate well with students, whose papers were noticeably skilled in crafting clear, concise, and accurate hypotheses. Moreover, most papers excelled at providing a logical explanation for each hypothesis which supported the relationship by drawing accurate links to the relevant literature.

Results and Conclusions

The mean score for this criterion was 2.88, with a median and modal score of 3.00. The distribution indicates that scores were slightly clustered to the right. 63% (n=5) of papers scored a 3 or higher. In general, these results indicate that most students have developed strong skills at reporting univariate, bivariate, and multivariate findings and at drawing substantive conclusions from them.

There were, however, some areas of concern noted during the review. A small number of papers appeared to struggle with providing a clear statement of the implications and the practical importance of the results. We recognize that this is often a difficult task for students, one which requires a high degree of intellectual synthesis of their many results and the existing literature, and likely complicated by the above-discussed difficulties in crafting a literature review.

The difficulty may be further compounded as it requires students to see their work as a contribution to the literature, on par with the work of “experts.” Put more simply, it requires the development of students’ self-confidence that their work and their voices offer meaningful additions to their discipline.

Manuscript: ASA, English Composition

The mean score for manuscript formatting was a 3.13, with a median score of 3.0 and a bimodal score of 3.0, 4.0. Seventy-five percent (n=6) of papers scored a 3 or higher and no papers scored less than 2. Generally, students' paper conformed to the assignment guidelines and most standards of English composition and the American Sociological Association's (ASA) preferred style. However, there was noticeable variation in both the consistency of manuscript formatting within individual papers and across the sample as a whole.

The results suggest that the majority of students have become proficient in adhering to guidelines for manuscript formatting, including especially the use of ASA style. However, that one-quarter of the papers received a score of "developing" suggests that greater emphasis should be placed on this criterion. Providing additional instruction throughout the methods sequence on the use of ASA style, perhaps through short in-class exercises requiring students to craft references and in-text citations would help develop their skills. Both because of the many time constraints experienced within the methods courses, and because these courses operate as a sort of capstone to Criminology majors' education, this form of instruction should not fall to methods instructors alone. Rather, an incorporation of the use of ASA style throughout the curricula of the Criminology Program and the Department of Sociology would seem warranted.

CONCLUSIONS

This assessment of student papers has identified a number of areas of strength within the research methods curriculum, as well as several areas in which there is room for future improvement.

Strengths

Overall, students' papers demonstrated refined abilities at developing a viable research question and locating that question as an area worthy of study within the field. Generally, papers rated

highly on their ability to craft an introduction which contained a clear and specific research question that was connected to the existing literature and relevant to the field of study. It is clear that overall the Program's research methods students are able to clearly articulate a relevant research question; that they recognize the importance of linking this question to the existing literature in order to make a compelling argument for their research; that they are adept at providing clear and logical hypotheses; and that they are proficient in producing and interpreting univariate, bivariate, and multivariate analyses. Sample descriptions were the highest-scored category, indicating that the relevant information students need to describe their data are effectively communicated.

Weaknesses

While overall results suggest that students in the methods sequence are reaching the Program's learning objective and more generally achieving proficiency in research methods, this assessment has also identified several areas in which efforts may be directed to improve students' understanding. Regarding the crafting of abstracts, the primary area of concern noted above was the tendency to omit summary statements of certain areas of the research, most notably the results and conclusions. The reporting of conclusions was mixed while resulting in a tie for the lowest median score. As discussed above, there was a range of abilities noted here, and as well a tendency toward a limited discussion of the practical implication of the results. Measurement was tied with results and conclusions for the lowest median score. These results may illustrate a challenge for our students in conceptualization and operationalization.

As discussed, some of these concerns may be related to the need to craft the abstracts early in the research process to meet submission requirements for acceptance to the UMass Amherst URC. Perhaps a simple solution would be to include an additional note in the final paper assignment reminding students of the need to revise their preliminary abstract to account for the completed results and conclusions.

Throughout the papers, there was a general inconsistency with how the results and conclusions sections were approached. Overall, some papers struggled with connecting their findings back to the literature and the research question. After reporting findings, the “so what?” element, which is crucial in research writing, was largely missing. The discussions of the findings were limited and often did not include a full discussion of the limitations, future research potentials, or its contribution or overall connection to the existing literature.

The difficulties noted in the conclusions also appear to stem from some of the same the difficulties of synthesis that affect the literature review. While many of the papers provided convincing explanations for the practical implications of their results, others appeared to struggle. Part of the solution may be to clarify for students the need to make connections back to their literature review, especially their theories, to couch their findings in terms of how they expand upon earlier research. As discussed, part of the problem may also lie in helping students develop confidence in their work to recognize that their findings do in fact make worthy contributions. Finally, an additional factor may be related to students’ ability to write effectively and clearly. While most papers were generally well-written, there is room for improvement with regard to basic organization, sentence structure, grammar, and clarity. These problems may be solved by identifying writing problems earlier in the Program and connecting students to writing resources at the University.

There was also notable variation in the adherence to formatting guidelines. Some papers demonstrated much greater control of academic conventions and especially ASA style, while others indicated ongoing struggles. While methods faculty can take additional steps to assist their students in these techniques—such as the use of in-class exercises in citing a variety of document types—it seems a more fruitful approach would be to systematically incorporate the use of ASA guidelines throughout the Department’s curriculum as a whole.

APPENDIX A

Program Mission Statement

The Bachelor of Arts with major in Criminology is an interdisciplinary baccalaureate program grounded in a strong liberal arts curriculum. This program introduces students to three important dimensions of criminology: 1) the role of law and legal systems; 2) social/structural dimensions of crime; and 3) individual/behavioral dimensions of crime. While this program will undoubtedly attract students interested in criminal justice careers, it is intended to offer students access to a broader array of career opportunities than that provided by training in criminal justice. Students studying criminology at Framingham State University will learn to approach issues of crime in society from a theoretically informed and research-based perspective in a program that places great emphasis on the underlying causes of crime and on the role of policy-making and policy implementation in crime prevention and crime control.

Program Learning Objectives

1. Explain criminal behavior, criminal justice systems, constructions of deviance and conformity, and mechanisms of social control. [Comprehension]
2. Apply criminological schools of thought to interpretations of the social world. [Application]
3. Design and conduct an empirical criminological research project using quantitative and/or qualitative methods. [Synthesis]
4. Assess causes and consequences of inequality as they relate to crime, criminal behavior, and the criminal justice system. [Evaluation]

Assessment Rubric for Research Methods Final Papers

A value between 4 (exemplary performance) and 1 (missing or unacceptable) will be awarded for each criterion.

REVIEWER NAME:

ITEM ID #:

DATE:

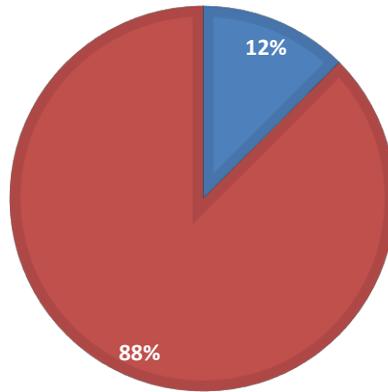
Criterion	Exemplary 4	Accomplished 3	Developing 2	Missing or Unacceptable 1	Prof Rating	Weight	Score (Rating x Weight)
1 Table of Contents and Abstract	TOC and abstract are informative, succinct, and offer sufficiently specific details about the educational issue, variables, context, and proposed methods of the study.	TOC and abstract are relevant, offering details about the about the educational issue, variables, context, and methods of the study.	TOC or abstract lacks relevance or fails to offer appropriate details about the educational issue, variables, context, and methods of the proposed study.	TOC or abstract are omitted or inappropriate given the problem, research questions, and method.		10%	0.00
2 Introduction: Problem, Significance, & Purpose of the Study	Articulates a specific, significant research question by connecting that question to the literature. Statements of purpose flow logically from the introduction. The research question and the statement of significance clearly establish relevance to sociology/criminology.	Identifies a relevant research question. Statements of purpose flow from the introduction. The research question and the statement of significance establish relevance to sociology/ criminology fairly well.	Although a research issue is identified, the statement is too broad or the description fails to establish the importance of the problem area. Connections to the sociological literature are unclear, debatable, or insignificant.	Statement of the research question, discussion of its significance, and/or connections to the sociological/ criminological literature are omitted or inappropriate for research.		10%	0.00
3 Literature Review	Structure is intuitive and sufficiently grounded to each of the key constructs and variables of the proposed study. Narrative integrates critical and logical details from the peer-reviewed research literature. Provides theoretical framework for the research as well as a summary of previous research; relates specifically to the research question(s).	A workable structure has been presented for presenting relevant literature related to the constructs and variables of the proposed study. Key constructs and variables were connected to relevant peer-reviewed research and research question(s). Provides a fairly clear theoretical framework for the research.	The structure of the literature review is weak; it does not identify important ideas, constructs or variables related to the research purpose, questions, or context. A key construct or variable was not connected to the research literature. Selected literature was from unreliable and/or non-peer-reviewed sources. Literary supports were vague or ambiguous. Lacking clear theoretical framework and/or connection to research question(s).	The structure of the literature review is incomprehensible, irrelevant, or confusing. The review of literature was missing or consisted of non-research based and/or non-peer-reviewed articles. Propositions were irrelevant, inaccurate, or inappropriate. Missing theoretical framework and connection to research question(s).		20%	0.00
4 Methods: Sample Description	The description of the data was meaningful. Provided background information about the dataset including: who collected the data, the year(s) the data were collected, the time dimension of the data (cross-sectional or longitudinal), the sampling design used, and the data collection technique.	The data were adequately identified and described. Provided a fair review of background information on the dataset including: who collected the data, the year(s) the data were collected, the time dimension of the data (cross-sectional or longitudinal), the sampling design used, and the data collection technique.	The description of the dataset was confusing, lacked relevance to the purpose, was incomplete, or failed to identify specific details, including one or more of the following: who collected the data, the year(s) the data were collected, the time dimension of the data (cross-sectional or longitudinal), the sampling design used, and the data collection technique.	The dataset was not identified and/or was not described. The dataset was inappropriate for the research questions.		10%	0.00

5 Methods: Measurement	Descriptions of variables included clear, strong, and accurate sociological/ criminological definitions; clear, strong, and accurate discussion(s) of dimensions, where appropriate; and clear, strong and viable measures from the dataset.	Descriptions of variables included fairly clear and accurate sociological/ criminological definitions; fairly clear and accurate discussion(s) of dimensions, where appropriate; and viable measures from the dataset.	Description of the variables (definitions, dimensions and measures) were confusing, incomplete, or lacked relevance to the research questions and/or hypotheses.	Variables were not identified and/or were not described in a meaningful way.		10%	0.00
6 Methods: Hypotheses, and Model	Hypotheses clearly and accurately established a relationship between key variables. Hypotheses were supported by logical explanation and accurate links to the research literature. Analytical methods and model were specific, clear, and appropriate given the variables and hypotheses.	Hypotheses established a relationship between key variables. Hypotheses were supported by explanation and/or links to the research literature. Analytical methods and/or model were identified.	Hypotheses, analytical methods and/or model description was confusing, incomplete or lacked relevance to variables and/or research questions.	Hypotheses, analytical methods and/or model description were missing or inappropriately aligned with data and research design.		10%	0.00
7 Results and Conclusions	Univariate, bivariate, and multivariate findings were successfully presented in relation to the research question and hypotheses. Significant findings were successfully summarized. Provided accurate and detailed discussion of limitations related to reliability, validity, measurement, and sampling.	Univariate, bivariate, and multivariate findings were presented adequately and significant findings summarized appropriately. Limitations related to reliability, validity, measurement, and sampling were identified.	Presentation of findings was unclear and/or lacked sufficient connection to the overall research questions and/or hypotheses. Summary of significant findings was incomplete, confusing, or vague. Some limitations were missing and/or not adequately addressed.	Poor or missing presentation of findings. Lacked summary of significant findings. Missing description of limitations.		20%	0.00
8 Manuscript: ASA, English Composition.	Consistently applied (1) assignment, (2) English composition, and (3) ASA format.	Manuscript conformed to (1) assignment and most standards of (2) English composition and (3) ASA format.	Weak, incomplete, ambiguous, or inconsistent application of (1) assignment format, (2) ASA format, and/or (3) rules of English composition.	Failure to apply standard rules for (1) assignment format, (2) ASA format, and (3) English composition.		10%	0.00
SubTotal (add up):							0.00
Percent Score out of 4.0							0
Comments and Recommendations:							

APPENDIX C

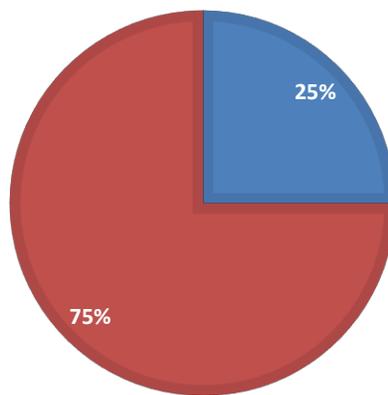
TABLE OF CONTENTS AND ABSTRACT

■ .00 Developing or Missing/Unacceptable ■ 1.00 Accomplished or Exemplary



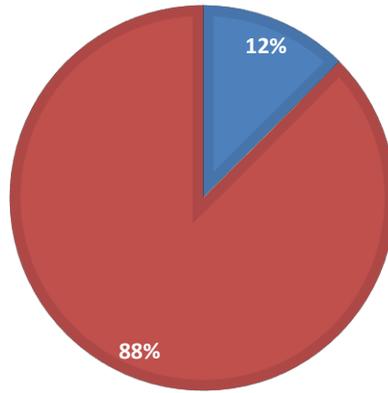
INTRODUCTION

■ .00 Developing or Missing/Unacceptable ■ 1.00 Accomplished or Exemplary



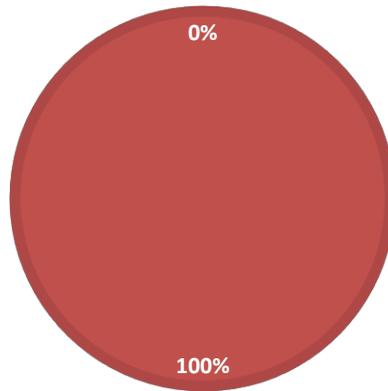
LITERATURE REVIEW

■ .00 Developing or Missing/Unacceptable ■ 1.00 Accomplished or Exemplary



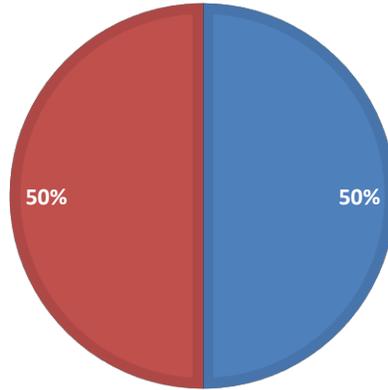
SAMPLE DESCRIPTION

■ .00 Developing or Missing/Unacceptable ■ 1.00 Accomplished or Exemplary



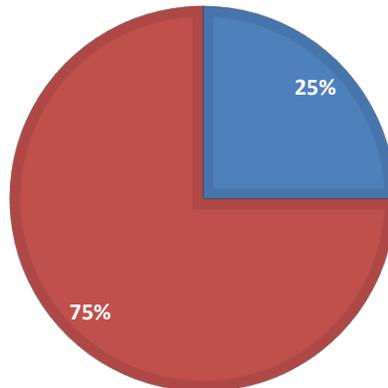
DESCRIPTION OF MEASURES

■ .00 Developing or Missing/Unacceptable ■ 1.00 Accomplished or Exemplary



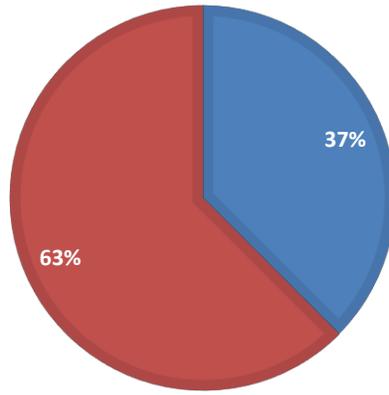
HYPOTHESES AND MODEL

■ .00 Developing or Missing/Unacceptable ■ 1.00 Accomplished or Exemplary



RESULTS AND CONCLUSIONS

■ .00 Developing or Missing/Unacceptable ■ 1.00 Accomplished or Exemplary



MANUSCRIPT FORMATTING

■ .00 Developing or Missing/Unacceptable ■ 1.00 Accomplished or Exemplary

