

## I. Topic: Year 4 (2023) Research & Creative Group Assessment

### II. Assessment Summary

#### A. Evaluated course syllabi:

Lower-division course (100, 200, 300)	Upper-division course (400)
1. KIN 325R: Biomechanics	1. ECIV 489R: Civil Engineering Design I
2. M 386R: Software Applications in Mathematics	2. ECNS 403R: Intro to Econometrics
3. MUSI 103RA: Fundamentals of Musical Creation	3. GPHY 441R: Mountain Geography
4. PHOT 113RA: The Magic of the Dark Room I	4. HDFS 465R: Family Law & Public Policy
5. AMST 202RA: The Arts in America	
6. ARCH 151RA: Design Fundamentals I	
7. ARTZ 231RA: Ceramics I	
8. BMKT 342R: Marketing Research	
9. CRWR 240RA: Introduction to Creative Writing	
10. EGEN310R Multidisciplinary Engineering Design	
11. CS 145RA: Web Design	

#### Lower-division course assessment (100, 200, and 300)

##### B. Overall assessment

The lower-division courses represented various disciplines, including music, architecture, ceramics, creative writing, marketing, architecture, engineering, and computer science. All syllabi clearly integrated at least two Core Qualities & Outcomes and creative experiences. However, a few syllabi did not include a clear statement indicating that courses offer a research experience, mainly due to their affiliation with the creative art field (e.g., web, photo, art content).

##### C. Detailed assessment

###### C-1. Syllabi reflecting the intention of the core perspective definition:

- Most of the low-division syllabi reflect the intention of the core perspective definition “learning research skills,” except three course syllabi (PHOT 113RA, AMST 202RA, and CS 145RA).
- However, these three courses that do not reflect learning research skills are in the field of creative design field such as photo, web design, or arts. Thus, these results might be acceptable.

###### C-2. Assignment examples to attain the core perspective learning outcomes:

- Among 11 lower-division courses, 6 courses (M 386R, AMST 202RA, ARCH 151RA, ARTZ 231RA, CRWR 240RA, and EGEN310R) explained the assignment guidelines. Five out of six courses except one course (art course in the creative art field) attain the core perspective learning outcomes. The one exception might be acceptable due to the nature of the creative art field).

*C-3. Core quality (lower division)- Two of three core qualities addressed (Effective Communicators, Thinking, and Problem Solvers, or Local and Global Citizen)*

- Among the 11 lower-division courses, six courses (except one photo course in the creative art field) include core qualities. The one exception is acceptable due to the nature of the creative art field).

*C-4. Assignment examples to attain the core qualities*

- Among the 11 lower-division courses, five courses (M 386R, AMST 202RA, ARCH 151RA, ARTZ 231RA, and CRWR240RA) explained the assignment guidelines. All of them attain the core qualities.

### **Upper-division course assessment (400 or senior course)**

#### *D. Overall assessment*

The upper-division represented various disciplines, including engineering, econometrics, geography, and family law. All courses indicated a culminating experience on their syllabi.

#### *E. Detailed assessment*

*E-1. Syllabi indicate a culminating experience*

- All four upper vision courses indicate a culminating experience, *where seniors complete a project in their major program of study that integrates and synthesizes what they have learned in their degree programs and in the MSU Core.*

*E-2. Syllabi attached to the syllabus indicating a culminating experience*

- Two courses provided explanations about assignment guidelines. All courses indicated a culminating experience.

### **III. Overall feedback (improvement & strength)**

#### *Improvement*

- Upper-division courses could benefit from maintaining the components of culminating project or providing more detailed explanations.
- Although there are no attached assignments, some syllabi mentioned brief assignment guidelines.

- Art-related courses (photo, music, web design) may benefit from providing more explanation of the research process.  
(Alternatively, is it acceptable not to include research experience given the nature of this creative art/design-related field?).
- Some courses (EGEN, CS) may elaborate on the specific research skills (using one or two words) that their students can learn.

*Strength*

- Upper-division courses have strong alignment from course activities and assignments that precede a culminating paper, resulting in a comprehensive experience that integrates and synthesizes what students have learned in their fields.
- Lower-division courses include detailed research analysis, integration of core qualities, and learning various learning research skills such as data collection, analyzing data, and strategy development through semester-long research projects.

Others:

- It would be helpful if there were a clarification that a senior course (upper division) means 400 level.
- Is there a clarification as to whether web design, art, and photo courses (100, 200 level) still need to include research skills or experiences? If not, why do these courses have an “R” designation in their course number?