

**Undergraduate Outcomes Assessment Committee
Assessment Plan for Institutional Learning Outcomes
at
Worcester Polytechnic Institute**

**April 28, 2005
Revised October 4, 2005**

Purpose

This document outlines an assessment plan for WPI Undergraduate Learning Outcomes.

Organization of this document

The structure of this document is as follows:

- The following 3 pages present 1) UOAC recommendations regarding actions that should be taken to ensure fulfillment of this assessment plan and 2) a description of the treatment of each learning outcome in this plan, including issues regarding data sources.
- Pages 5 – 18 present Learning Outcomes 1 – 10 and assessment details for each. In some cases, an outcome has several components, each of which is presented on a separate page.
- Page 19 contains Appendix A, which is an assessment and accreditation schedule for WPI to 2012.
- Pages 20 – 25 contain Appendices B through F, which identify surveys and individual items to be used from those surveys.
- Pages 26 and 27, following the final appendix, contain the endnotes.

Recommendations

Development of this plan began with a review of assessment practices that were already in place at WPI. The development of a comprehensive plan required inclusion of some assessment features that are not currently in place at WPI. The following recommendations by UOAC identify actions that should be taken to remedy the discrepancy between what is needed and what currently exists.

Regarding MQP review

UOAC recommends that each MQP review address department/program expectations regarding each of the following:

- Oral communication
- Visual communication (document design and visual interpretations of data and arguments in graph, charts, illustrations, slides, etc.)
- The extent to which students
 - employ current and state-of-the-art technological tools appropriate to the discipline
 - use technological tools to acquire, process, and communicate information
 - function as team members.
- The extent to which MQP reports
 - contain research that integrates multiple sources that reflect different and contradictory perspectives (if appropriate)
 - contain research that shows evidence of critical evaluation of the quality of information resources
 - demonstrate professional citation practice

- demonstrate students' ability to locate relevant literature while conducting project research.

Regarding IQP review

UOAC recommends that each IQP review address program expectations regarding each of the following:

- The extent to which students
 - use technological tools to acquire, process, and communicate information
 - function as team members
 - demonstrate professional citation practice.
- The extent to which IQP reports
 - contain research that integrates multiple sources that reflect different and contradictory perspectives
 - contain research that shows evidence of critical evaluation of the quality of information resources
 - demonstrate students' ability to locate relevant literature while conducting project research.

In addition, UOAC recommends that currently used IQP instruments be revised to do the following:

- Separate assessment of writing from assessment of other types of communication
- Separate assessment of visual communication separately from assessment of other types of communication.

Regarding Sufficiency review

UOAC recommends that each Sufficiency review assess the extent to which the report demonstrates students' ability to locate relevant literature while conducting project research.

Regarding the evaluator

The evaluator designated for many criteria is an "Assessment Coordinator." Currently, WPI has no Assessment Coordinator. UOAC recommends that the Office of the Provost designate an individual to serve as an Assessment Coordinator and to have responsibility for data collection and coordination required by these recommendations.

Regarding the schedule

The plan recommends that assessment for many outcomes occur "at least triennially." The precise timing of these assessments should be planned in conjunction with relevant times on the assessment and accreditation schedule for WPI that is provided in Appendix A.

Regarding adequacy of assessment targets

With the exception of Criterion 3, criteria related to Learning Outcome 9 are not likely to be met since current attention directed toward them is minimal, at best. UOAC recommends that WPI might usefully adopt further policy that would provide additional targets capable of being assessed.

Details of the assessment plan

The following assessment-related details are articulated for each learning outcome:

- **Criteria** on which assessment of the learning outcome are based
- **Data Sources** from which information for the assessment will be obtained
 - Particular items from surveys administered to WPI students or alumni serve as the data sources for many criteria. Appendices B through F identify relevant surveys and supply individual items that will serve as data sources.
 - While the National Survey of Student Engagement (NSSE) is administered to both first-year students and graduating seniors, only data from the senior survey will be used to support this plan.
- **Evaluator** who will be responsible for 1) determining the extent to which the criteria have been met and 2) disseminating that information to relevant parties
- **Schedule** identifying the times and/or intervals at which assessments should occur.

OUTCOME 1A

GRADUATES OF WPI WILL HAVE A BASE OF KNOWLEDGE IN MATHEMATICS.

Criteria		Data Sources	Evaluators	Schedule
1	All graduates have met applicable distribution requirements in mathematics ¹ <i>(Endnotes follow appendices.)</i>	Registrar	Registrar	Each student: at graduation Aggregate: annually
		Department/program review of degree requirement audits	Department/Program Faculty	
2	WPI mean for the relevant NSSE question is at or above that of the Association of Independent Technical Universities Consortium (AITU)	NSSE AITU, Item 1 <i>(Text of item available in Appendix B)</i>	Assessment Coordinator	At least triennially

OUTCOME 1B

GRADUATES OF WPI WILL HAVE A BASE OF KNOWLEDGE IN SCIENCE.

Criteria		Data Sources	Evaluators	Schedule
1	All graduates have met applicable distribution requirements in science ²	Registrar	Registrar	Each student: at graduation Aggregate: annually
		Department/program review of degree requirement audits	Department/Program Faculty	
2	WPI mean for the relevant NSSE questions is at or above that of AITU	NSSE AITU, Item 2 NSSE AITU, Item 4 <i>(Text of item available in Appendix B)</i>	Assessment Coordinator	At least triennially

OUTCOME 1C

GRADUATES OF WPI WILL HAVE A BASE OF KNOWLEDGE IN HUMANISTIC STUDIES.

Criterion		Data Source	Evaluator	Schedule
1	All graduates have successfully completed at least 2 units of thematically related academic activities in Humanities and Arts	Registrar	Registrar	Each student: at graduation Aggregate: annually

OUTCOME 2

GRADUATES OF WPI WILL HAVE MASTERED FUNDAMENTAL CONCEPTS AND METHODS IN THEIR PRINCIPAL AREAS OF STUDY.

Criteria		Data Sources	Evaluators	Schedule
1	All graduates have met applicable distribution requirements in their majors	Registrar	Registrar	Each student: at graduation Aggregate: annually
2	All graduates have successfully completed a major qualifying project in their majors	Registrar	Registrar	Each student: at graduation Aggregate: annually
3	All programs align key courses and curricula with program outcomes	Department/Program Curricular Evaluations	Department/Program Faculty	At least triennially

OUTCOME 3

GRADUATES OF WPI WILL UNDERSTAND AND EMPLOY CURRENT TECHNOLOGICAL TOOLS.

Criteria		Data Sources	Evaluators	Schedule
1	All graduates meet or exceed department/program expectations for using current and state-of-the-art technological tools specific to the discipline	Course syllabi	Department/Program Faculty	At least triennially
		Department/Program distribution requirements		
		MQP review ³		
2	WPI mean for the relevant NSSE question is at or above that of AITU	NSSE, Item 11g <i>(Text of item available in Appendix C)</i>	Assessment Coordinator	At least triennially
3	All graduates meet or exceed department/program expectations for using non-discipline-specific technological tools to acquire, process, and communicate information	MQP review ⁴	Department/Program Faculty	At least triennially
		Institutional IQP review ⁵	IGSD	

OUTCOME 4A

GRADUATES OF WPI WILL BE EFFECTIVE IN ORAL COMMUNICATION.

Criteria		Data Sources	Evaluators	Schedule
1	WPI mean for the relevant NSSE questions should be at or above that of AITU	NSSE, Item 1a NSSE, Item 11d <i>(Text of items available in Appendix C)</i>	Assessment Coordinator	At least triennially
2	All graduates meet or exceed department/program expectations for oral communication	MQP review ⁶	MQP Advisor	At least triennially
3	90% of graduates have “adequate” or better preparation in oral communication	Alumni Survey, Part II, relevant item for section 5b <i>(Text of item available in Appendix D)</i>	Assessment Coordinator	At least triennially

OUTCOME 4B

GRADUATES OF WPI WILL BE EFFECTIVE IN WRITTEN COMMUNICATION.

Criteria		Data Sources	Evaluators	Schedule
1	WPI mean for the relevant NSSE question is at or above that of AITU	NSSE, Item 11c <i>(Text of item available in Appendix C)</i>	Assessment Coordinator	At least triennially
2	All MQP reports are judged at or above the acceptable level with respect to writing quality	MQP review ⁷	Department/Program Faculty	At least triennially
3	All IQP reports are judged at or above the acceptable level with respect to writing quality	Institutional IQP Review Item 7a Item 7b Item 7c ⁸ <i>(Text of items available in Appendix E)</i>	IGSD	At least triennially
4	90% of Sufficiency advisors responding to the relevant survey item “agree” or “strongly agree” that “the student writes clearly and correctly”	Advisors’ Sufficiency review conveyance question #1 <i>(Text of item available in Appendix F)</i>	HU/A Department/Program Faculty	At least triennially
5	90% or more of responding alumni (from recent class surveys) rate their WPI preparation as “adequate” or better	Alumni Survey, Part II, relevant item for section 5b <i>(Text of item available in Appendix D)</i>	Assessment Coordinator	At least triennially

OUTCOME 4C

GRADUATES OF WPI WILL BE EFFECTIVE IN VISUAL COMMUNICATION.

Criteria		Data Sources	Evaluators	Schedule
1	90% of responses to the relevant item are “adequate” or better	Institutional IQP Review Item 7d ⁹ <i>(Text of item available in Appendix E)</i>	IGSD	At least triennially
2	90% of responses to the relevant item are “adequate” or better	MQP review ¹⁰	Department/Program Faculty	At least triennially

OUTCOME 5

GRADUATES OF WPI WILL FUNCTION EFFECTIVELY BOTH INDIVIDUALLY AND ON TEAMS.

Criteria		Data Sources	Evaluators	Schedule
1	WPI mean for the relevant NSSE questions is at or above that of AITU	NSSE, Item 1g NSSE, Item 1h NSSE, Item 11h NSSE, Item 11j <i>(Text of above items available in Appendix C)</i> NSSE, Item AITU 6 <i>(Text of AITU item available in Appendix B)</i>	Assessment Coordinator	At least triennially
2	All WPI graduates have completed one qualifying project in a team	Institutional IQP review ¹¹	IGSD/Assessment Coordinator	At least triennially
		MQP review ¹²	Department/Program Faculty/ Assessment Coordinator	At least triennially

OUTCOME 6

GRADUATES OF WPI WILL BE ABLE TO IDENTIFY, ANALYZE, AND SOLVE PROBLEMS CREATIVELY THROUGH SUSTAINED CRITICAL INVESTIGATION.

Criteria		Data Sources	Evaluators	Schedule
1	WPI mean for the relevant NSSE questions is at or above that of AITU	NSSE, Item 2b NSSE, Item 2c NSSE, Item 2d NSSE, Item 2e NSSE, Item 11f NSSE, Item 11m <i>(Text of above items available in Appendix C)</i> NSSE AITU, Item 1 NSSE AITU, Item 2 NSSE AITU, Item 3 NSSE AITU, Item 4 NSSE AITU, Item 5 NSSE AITU, Item 7 <i>(Text of AITU items available in Appendix B)</i>	Assessment Coordinator	At least triennially
2	All graduates have completed an IQP	Registrar	Registrar	Each student: at graduation Aggregate: annually
3	All graduates have completed an MQP	Registrar	Registrar	Each student: at graduation Aggregate: annually

OUTCOME 7

GRADUATES OF WPI WILL BE ABLE TO MAKE CONNECTIONS BETWEEN DISCIPLINES AND TO INTEGRATE INFORMATION FROM MULTIPLE SOURCES.

Criteria		Data Sources	Evaluators	Schedule
1	WPI mean for the relevant NSSE questions is at or above that of AITU	NSSE, Item 1d NSSE, Item 2d <i>(Text of items available in Appendix C)</i>	Assessment Coordinator	At least triennially
2	90% of project reports reviewed contain research that integrates multiple sources that reflect different and contradictory perspectives	Institutional IQP review ¹³	IGSD	At least triennially
		MQP review ¹⁴	Department/Program Faculty	
3	90% of project reports reviewed contain research that shows evidence of critical evaluation of the quality of information resources at an acceptable or better level	Institutional IQP review ¹⁵	IGSD	At least triennially
		MQP review ¹⁶	Department/Program Faculty	

OUTCOME 8

GRADUATES OF WPI WILL BE AWARE OF HOW THEIR DECISIONS AFFECT AND ARE AFFECTED BY OTHER INDIVIDUALS SEPARATED BY TIME, SPACE, AND CULTURE.

Criteria		Data Sources	Evaluators	Schedule
1	WPI mean for the relevant NSSE questions is at or above that of AITU	NSSE, Item AITU 11 NSSE, Item AITU 13 NSSE, Item AITU 15 NSSE, Item AITU 18 <i>(Text of items available in Appendix B)</i>	Assessment Coordinator	At least triennially
2	All graduates have successfully completed at least 2 units of humanities and/or social science courses	Registrar	Registrar	Each student: at graduation Aggregate: annually
3	All graduates have an awareness of cultural attitudes and practices different from their own; WPI mean for the relevant NSSE questions is at or above that of AITU	NSSE, Item 1e NSSE, Item 1u NSSE, Item 1v NSSE, Item 7e NSSE, Item 7f NSSE, Item 10c NSSE, Item 111 <i>(Text of items available in Appendix C)</i>	Assessment Coordinator	At least triennially

OUTCOME 9

GRADUATES OF WPI WILL BE AWARE OF PERSONAL, SOCIETAL, AND PROFESSIONAL ETHICAL STANDARDS.¹⁷

Criteria		Data Sources	Evaluators	Schedule
1	Maintain or improve current level of academic honesty	Campus judicial system	Dean of Students	Annually, at the time of issue of annual report
		CIRP survey of academic honesty		
2	90% of graduates in relevant disciplines participated in professionally-related student societies	Department/Program Faculty	Faculty advisors of student societies	Annually, at the time of issue of departmental annual reports
3	90% of project reports reviewed demonstrate professional citation practice	Institutional IQP review ¹⁸	IGSD	At least triennially
		MQP review ¹⁹	Department/Program Faculty	
4	WPI mean for the relevant NSSE question is at or above that of AITU	NSSE, Item 11n <i>(Text of item available in Appendix C)</i>	Assessment Coordinator	At least triennially

OUTCOME 10

GRADUATES OF WPI WILL HAVE THE SKILLS, DILIGENCE, AND COMMITMENT TO EXCELLENCE NEEDED TO ENGAGE IN LIFELONG LEARNING.

Criteria		Data Sources	Evaluators	Schedule
1	90% of project reports reviewed demonstrate adequate ability in locating relevant literature while conducting project research	Institutional IQP review ²⁰	IGSD	At least triennially
		MQP review ²¹	Department/Program Faculty	
		Sufficiency review ²²	Sufficiency Evaluation Committee	
2	90% of graduates participated in professionally-related student societies	Senior exit survey	Faculty student society advisors	Each student: at graduation Aggregate: annually
3	WPI mean for the relevant NSSE question is at or above that of AITU	NSSE, Item 11j <i>(Text of item available in Appendix C)</i>	Assessment Coordinator	At least triennially
4	For each course, every student spends at least 9 hours per week outside of class on course work	WPI Student Course Report, Item 3.10 <i>(Text of item available in Appendix G)</i>	Assessment Coordinator	Annually, at the end of D-term, based on data for terms A through D
5	Most WPI alums responding to surveys participate in continuing professional education	Alum surveys	Assessment Coordinator	At least triennially

APPENDIX A

Assessment and accreditation schedule to 2012

Time period	Outcomes Assessment	ABET	NEASC
Fall 05	CIRP		
Spring 06	NSSE EBI?		Prepare NEASC 5 year report
Summer 06	MQP Review		
Fall 06	CIRP Alumni Surveys	Begin ABET self-studies, review, assess, act on MQP work	NEASC 5 year report due
Spring 07	EBI?		
Summer 07	IQP Review Sufficiency review		
Fall 07	CIRP		
Spring 08		Request for visit due 1/31/08	
Summer 08		Self-study due 7/1/08	
Fall 08	CIRP	ABET visits	
Spring 09	NSSE		
Summer 09	MQP Review		
Fall 09	CIRP	ABET current accreditation end 9/30/09	Begin NEASC 2011 Self-study
Spring 10			
Summer 10	IQP Review Sufficiency review		
Fall 10	CIRP		
Spring 11			
Summer 11			NEASC Self-study due
Fall 11	CIRP		Full Visit
Spring 12	NSSE		
Summer 12			

APPENDIX B

Text of and response options for relevant NSSE AITU items

ITEM	<i>Response options</i> NA: Not applicable in terms of my present career goals; 1: Very little; 2: Some; 3: Quite a bit; 4: Very much To what extent has your college education contributed to your learning in the following areas:
1	Using mathematics to solve the types of technical problems I might face in my career
2	Using scientific methods and procedures to solve the types of technical problems I might face in my career
3	Using engineering methods to solve the types of technical problems I might face in my career
4	Conducting scientific investigation, including problem identification and setting up and interpreting an experiment or investigation
5	Designing a device, experiment, program, or proof to meet someone else's specifications
6	Using team process skills necessary to be an effective member of a team
7	Formulating and solving real world technical problems such as I might face in my career
11	Understanding current societal issues (e.g., political, cultural, economic)
13	Ability to make decisions consistent with the health, safety and welfare of the public
15	Knowing how to identify and when to disclose factors that might endanger the public or the environment
18	Integrating the concept of sustaining the environment into decision-making

APPENDIX C

Text of and response options for relevant NSSE items

<p>ITEM 1</p>	<p><i>Response options</i> <i>Very often; Often; Sometimes; Never</i> In your experience at your institution during the current school year, about how often have you done each of the following?</p>
<p>1a</p>	<p>Asked questions in class or contributed to class discussions</p>
<p>1d</p>	<p>Worked on a paper or project that required integrating ideas or information from various sources</p>
<p>1e</p>	<p>Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</p>
<p>1g</p>	<p>Worked with other students on projects during class</p>
<p>1h</p>	<p>Worked with classmates outside of class to prepare class assignments</p>
<p>1s</p>	<p>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</p>
<p>1u</p>	<p>Had serious conversations with students of a different race or ethnicity than your own</p>
<p>1v</p>	<p>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</p>
<p>ITEM 2</p>	<p><i>Response options</i> <i>Very much; Quite a bit; Some; Very little</i> During the current school year, how much has your coursework emphasized the following mental activities?</p>
<p>2b</p>	<p>Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</p>
<p>2c</p>	<p>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</p>
<p>2d</p>	<p>Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</p>
<p>2e</p>	<p>Applying theories or concepts to practical problems or in new situations</p>
<p>ITEM 7</p>	<p><i>Response options</i> <i>Done; Plan to do; Do not plan to do; Have not decided</i> Which of the following have you done or do you plan to do before you graduate from your institution?</p>
<p>7e</p>	<p>Foreign language coursework</p>
<p>7f</p>	<p>Study abroad</p>

APPENDIX C (continued)

Text of and response options for relevant NSSE items

ITEM 10	<p><i>Response options</i> <i>Very much; Quite a bit; Some; Very little</i> To what extent does your institution emphasize each of the following?</p>
10c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
ITEM 11	<p><i>Response options</i> <i>Very much; Quite a bit; Some; Very little</i> To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</p>
11c	Writing clearly and effectively
11d	Speaking clearly and effectively
11f	Analyzing quantitative problems
11g	Using computing and information technology
11h	Working effectively with others
11j	Learning effectively on your own
11l	Understanding people of other racial and ethnic backgrounds
11m	Solving complex real-world problems
11n	Developing a personal code of values and ethics

APPENDIX D

Text of and response options for relevant Alumni Survey items

<p>Part II, Section 5b ITEMS</p>	<p><i>Response options</i> 5: Excellent preparation, 4: Good preparation, 3: Adequate preparation, 2: Slight Preparation, 1: No Preparation To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</p>
<p>Oral</p>	<p>Communicating effectively orally</p>
<p>Writing</p>	<p>Communicating effectively in writing</p>

APPENDIX E

Text of and response options for relevant Institutional IQP Review items

ITEM 7	<i>Individual completing report is asked to comment briefly on each sub-item and to provide an overall rating for Item 7 of either “A” or a number between 1 and 5. Response option translations: A: Absent; 1: Poor; 3: Acceptable; 5: Excellent</i>
7a	Writing reflects an understanding of audience (appropriate tone, appropriate word choice, appropriate use of active/passive voice, appropriate point of view – first person, second-person, third person)
7b	Writing is coherent: 1. Globally (structure is appropriate for content; project sections complement/advance project objective) 2. Locally (individual paragraphs are unified; sentences seem woven, avoid wordiness, have proper grammar and punctuation)
7c	Writing uses sources appropriately (sources are integrated into text, critically engaged, documented appropriately and consistently)
7d	Quality of Document Design (visuals and text complement each other; visuals are appropriate and clear; text explains visuals; visuals are labeled appropriately)

APPENDIX F

Text of and response options for relevant Advisor’s Sufficiency Review items

CONVEY- ANCE ITEM	<u>Response options</u> <i>1: Strongly disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly agree; NA: Not applicable</i>
1	The student writes clearly and correctly.

APPENDIX G

Text of and response options for relevant WPI Student Course Report item

ITEM	<u>Response options</u>
3.10	8 hrs. or fewer; 9-12 hours; 13-16 hours; 17-20 hours; 21 hours or more
	On average, what were the total hours you spent per week on all activities related to this course?

Endnotes

- ¹ UOAC notes that expectations regarding mathematics differ greatly across majors. The criterion is targeted at measuring whether or not each graduate has taken the mathematics courses that are expected for his or her major.
- ² UOAC notes that expectations regarding science differ greatly across majors. The criterion is targeted at measuring whether or not each graduate has taken the science courses that are expected for his or her major.
- ³ UOAC recommends that each MQP review address department/program expectations for using current and state-of-the-art technological tools appropriate to the discipline.
- ⁴ UOAC recommends that each MQP review address department/program expectations for using non-discipline-specific technological tools to acquire, process, and communicate information.
- ⁵ UOAC recommends that each IQP review address department/program expectations for using non-discipline-specific technological tools to acquire, process, and communicate information.
- ⁶ UOAC recommends that each MQP review address department/program expectations for oral communication.
- ⁷ UOAC recommends that each MQP review assess student efficacy in writing.
- ⁸ UOAC recommends that each IQP review assess student efficacy in writing separately from assessment of other types of communication.
- ⁹ UOAC recommends that each IQP review assess student efficacy in visual communication separately from assessment of other types of communication.
- ¹⁰ UOAC recommends that each MQP review assess student efficacy in visual communication (document design and visual interpretations of data and arguments in graph, charts, illustrations, slides, etc.).
- ¹¹ UOAC recommends that each IQP review address the extent to which students have functioned as team members.
- ¹² UOAC recommends that each MQP review address the extent to which students have functioned as team members.
- ¹³ UOAC recommends that each IQP review address the extent to which IQP reports contain research that integrates multiple sources that reflect different and contradictory perspectives.
- ¹⁴ UOAC recommends that each MQP review address department/program expectations regarding the extent to which MQP reports contain research that integrates multiple sources that reflect different and contradictory perspectives.
- ¹⁵ UOAC recommends that each IQP review address the extent to which IQP reports contain research that shows evidence of critical evaluation of the quality of information resources.
- ¹⁶ UOAC recommends that each MQP review address department/program expectations regarding the extent to which MQP reports contain research that shows evidence of critical evaluation of the quality of information resources.
- ¹⁷ With the exception of criterion 3, criteria related to this outcome are not likely to be met since current attention directed toward them is minimal, at best. UOAC recommends that WPI might usefully adopt further policy that would provide additional targets capable of being assessed.

¹⁸ UOAC recommends that each IQP review assess the extent to which the report has demonstrated professional citation practice.

¹⁹ UOAC recommends that each MQP review assess the extent to which the report has demonstrated professional citation practice.

²⁰ UOAC recommends that each IQP review assess the extent to which the report has demonstrated students' ability to locate relevant literature while conducting project research.

²¹ UOAC recommends that each MQP review assess the extent to which the report has demonstrated students' ability to locate relevant literature while conducting project research.

²² UOAC recommends that each Sufficiency review assess the extent to which the report has demonstrated students' ability to locate relevant literature while conducting project research.