



Students struggle with how to incorporate qualitative evidence into their argument. Additionally, students tend not to raise or address alternative viewpoints/theories.

Students did fairly well in explaining the issues and using evidence and coming to a conclusion. The challenges were in stating their assumptions, viewpoints and implications of their work.

### *Spring 2020*

Students struggle to articulate difference across research and are very hesitant to critique it all, so they have a hard time with the alternative viewpoints and taking a strong position statement - I think this is especially true as they try to apply a bunch of new research concepts at the same time.

Largely due to COVID-19

Students do better when they see the rubric as that way they can address all the points that they are being graded on.

Students can make an argument if you ask them to, but supporting it with evidence in the form of scholarly materials is challenging for them. I'm pretty vexed by this, as I bring in a librarian to help them understand what I expect and do multiple sessions on the topic too. Personally, I feel the problem is that I am one of few faculty members doing that. What can be done about the state of information and scholarly literacy among students at CSUEB?

For my class, I would say the common challenges were bringing in sources that challenged their own narratives and thinking about the ways this would effect their work.

**Is there anything else you would like to share about the rubric, the assignment you used or the process?strengths, challenges, or how students performed on the assignment compared to your expectations?**

### *Fall 2019*

This was my first time teaching the capstone class, and it was a challenge. Specifically, the students needed far more one-on-one time to discuss how to gather and analyze their data. This took time away from commenting on drafts of the students papers late in the semester.

N/A

I like the rubric and I am glad the university is committed to standards for students.

No

These were new essay prompts. I

where students had more choice in their topic. They seemed to have more difficulty with organization.

Students were less prepared to carry out their research projects than I expected. In particular, students struggled primarily with (1) evaluating the sociological literature on their topics; (2) describing their sampling methods; and (3) analyzing their data.

This semester I had a unique group of students in class--most of whom are retaking the class due to a previous failed attempt. So the dynamics were somewhat different. It is also possible students did not do as well because of this reason. But I look forward to applying this rubric in future classes to get a more accurate representation.

The shelter started when we were in the middle of the assignment planned for evaluation. We delayed, expecting we might reopen. When that did not happen, I had to delete the planned assignment, so the assignment that was evaluated was not written with the assessment in mind.

The process was a little unclear at first - what my responsibilities were as a faculty member took