Faculty MAP Reporting Form

Please complete this form for each of your students who participated in a MAP.

Students will not see or receive a copy of the report.

If you would like to see the MAP form before completing it, you will find a copy at http://web.grinnell.edu/institutionalresearch/webdocs/mapand299reportform.pdf
Questions regarding the MAP program may be directed to Terri Phipps [phippst, x3460] in the Office of the Dean.

Once you have completed this form, please close your browser window. To complete multiple assessments, please begin with the original link rather than clicking the back button on your browser.

Faculty Name:_____
Faculty Username: _____
Student First Name: _____
Student Last Name: _____
Student Username (leave blank if unknown): _____

Was this project a 299?

❍ Yes ❍ No

Please select the semester of the project. If this is a multi-year project, please select the first semester (leave blank if unsure).

❍ Summer ❍ Fall ❍ Spring

Please select the year of the project. If this is a multi-year project, please select the first year (leave blank if unsure).

❍ 2018 ❍ 2019 ❍ 2020 ❍ 2021 ❍ 2022 ❍ 2023 ❍ 2024 ❍ 2025 ❍ 2026

If this is the final part of a continuing project, please select the semester the project was completed. In most multi-term cases this will be the current semester.

❍ Summer ❍ Fall ❍ Spring

If this is the final part of a continuing project, please select the year the project was completed. In most multi-term cases this will be the current year.

❍ 2018 ❍ 2019 ❍ 2020 ❍ 2021 ❍ 2022 ❍ 2023 ❍ 2024 ❍ 2025 ❍ 2026

Was this project co-directed?

❍ Yes ❍ No

Co-directed by/Second Reader (if applicable): _____

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Part A: About the Project

Did your student (please check all that apply):

- ❑ Participate in the design of the study
- ❑ Spend part of the term acquiring skills and background information
- ❑ Design research tools and/or methods
- ❑ Work in an archive or special collections library
- ❑ Work in a scientific lab
- ❑ Conduct field work
- ❑ Work in an art or dance studio or with a theatrical group
- ❑ Solve a mathematical problem

Other, please describe:

Did any obstacles limit the project's success?

❍ Yes ❍ No

What were they? Please check all that apply.

- ❑ Student inexperience or slow learning curve
- ❑ Project scope too large
- ❑ Equipment malfunction
- ❑ Poor student attitude
- ❑ Unrealistic student expectations
- ❑ Unexpected difficulty in research project itself
- ❑ Coordinating schedules
- ❑ Communication problems
- ❑ Illness or emergency

Comments: _____

If you were to offer another 299 or 499, would you select students differently?

❍ Yes ❍ No

How would you change selecting students? _____

How much of your time was required per week for supervising this student and preparing for meetings?

❍ 1-2 hours ❍ 3-5 hours ❍ 6-10 hours ❍ 11-15 hours ❍ 16-20 hours ❍ >20 hours

Did you meet with more than one student at a time?

❍ Never ❍ Sometimes ❍ Always

Was this project related to your research or teaching interests?

❍ Yes ❍ No

Do you expect that your student will present the project results?

❍ Yes ❍ No

Please indicate the type(s) of venues for presentations.

❑ Don't know

❑ On campus presentation/poster session

❑ At a local (off-campus), regional, national, or international conference

❑ Scholarly publication

Do you have any ideas for strengthening this program?

_____

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Part B: About the Student's Research: Creative and Critical Thinking Skills

Please choose the (**one**) statement for each of the attributes below that best describes the current level of the student's research abilities. If a section does not apply to this particular project, you may choose not to respond. (Please note this in your comments.) The descriptions should be considered as hierarchical, with the most sophisticated expression of each skill listed last. You should choose the description that **best** fits the student's skill level (understanding that students will occasionally perform better or worse).

Descriptions of these categories can be found here.

1. INDEPENDENCE

- ❍ Student is largely passive; depends on instructions and needs supervision
- ❍ Student works independently with little supervision
- ❍ Student has independent ideas; works with little or no supervision
- ❍ Student takes ownership of project, works as a scholarly collaborator

2. RESEARCH DESIGN

- ❍ Student can follow a structured plan if provided, but does not contribute to the design of the project.
- ❍ Student can propose a research plan or method, but is unable to evaluate it or to consider alternative approaches.
- ❍ Student can propose several methods but cannot judge between them.
- ❍ Student can make reasonable decisions about design and methodology.

3. INTELLECTUAL CURIOSITY

- ❍ Student is passive
- ❍ Student asks questions for clarification
- ❍ Student asks questions that expand the topic
- ❍ Student asks creative (and appropriate) questions and introduces information that changes the nature of the topic

4. CRITICAL READING

- ❍ Student has trouble understanding content
- ❍ Student can summarize material but cannot place it in context
- ❍ Student can place material in context but does not think independently
- ❍ Student thinks independently about the material

5. SOURCES OF INFORMATION

- ❍ Student does not search for information
- ❍ Student relies on summaries and secondary sources
- ❍ Student does incomplete search, finds some of the kinds of sources that a researcher should consult in this discipline for this research topic
- ❍ Student does comprehensive search for a sufficient amount and appropriate range of sources

6. USE AND INTEGRATION OF INFORMATION

- ❍ Student cannot tell which information is relevant
- ❍ Student uses only one kind of information (e.g. a text)
- ❍ Student can use several types of information but does not link them
- ❍ Student links several types of information to present a coherent argument

7. JUDGING INFORMATION

- ❍ Student receives information as authoritative, without questioning.
- ❍ Student responds to conflicting materials by saying everything is relative
- ❍ Student takes a position but does not make a supported argument
- ❍ Student makes an argument based on evidence

8. ARGUMENTATION

- ❍ Student reports on a topic without reference to an argument
- ❍ Student reports on arguments in the field but takes no position
- ❍ Student makes an assertion but does not make an argument
- ❍ Student makes a well-reasoned argument

9. EVIDENCE

- ❍ Student does not use evidence
- ❍ Student uses evidence without judging its quality
- ❍ Student manipulates evidence to fit preconceptions
- ❍ Student considers relevant evidence fairly

10. FACTUAL AND THEORETICAL CONTEXT

- ❍ Student does not relate findings to the appropriate disciplinary context
- ❍ Student usually relates findings to the appropriate disciplinary context
- ❍ Student consistently relates findings to the appropriate disciplinary context as a means of analysis
- ❍ Student consistently relates findings to the appropriate disciplinary context and understands the relationship of findings to other disciplinary contexts

11. SKILLFUL PROCESSING

- ❍ Student work lacks evidence of familiarity with common skills in the field
- ❍ Student demonstrates familiarity with related scholarly and creative products but lacks comprehension of the techniques used to generate them
- ❍ Student understands the relationship between technique used and the objective of a given work
- ❍ Student demonstrates controlled, accomplished technique reflective of knowledge and intention modeled on leaders in the field

12. CREATIVITY/ORIGINALITY

- ❍ Student is uncomfortable stepping outside of what is presented
- ❍ Student is able to model his or her work after the material of others
- ❍ Student is able to import ideas and materials from other locations
- ❍ Student is able to generate novel ideas and put them in the appropriate context

13. MULTIPLE PERSPECTIVES

- ❍ Student considers the research topic from one disciplinary perspective.
- ❍ Student acknowledges that the research topic could be studied from more than one disciplinary perspective but does not elaborate.
- ❍ Student attempts to compare two or more disciplinary perspectives by considering each disciplinary approach separately, including reference works from the disciplines.
- ❍ Student elaborates on the multiple perspectives by considering how two or more disciplines (or frameworks within a discipline) use the same vocabulary for different concepts, use different vocabularies for similar concepts, or elaborates on how each discipline or framework would approach the research topic.

14. HOLISTIC UNDERSTANDING

- ❍ The student is content to remain within one disciplinary perspective although the research problem suggests the need for a broader understanding. (1)
- ❍ The student is aware of multiple perspectives about the research problem but tempers that by adopting an uncommitted stance. (2)
- ❍ The student shows evidence of using multiple approaches to acquire a more comprehensive perspective about disciplines in the context of the research problem. (3)
- ❍ The student shows evidence of developing a metacognitive skill for thinking about disciplines more generally than for the current research problem. (4)

Comments:

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