

Assessment of the Associate in Arts in Liberal Arts degree at Leeward Community College

**Written Communication, Information Literacy, the Arts, Humanities and
Sciences, and Critical Thinking**

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Spring 2019

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Submitted by:
Eunice Leung Brekke, AA Degree Program Review Coordinator

Introduction

In Spring 2014, the AA Degree Program Review Coordinator proposed a pilot assessment process involving the development of common rubrics to measure the degree's general education learning outcomes to improve the direct measure of student learning. To accomplish this, the first AA Degree Program Review Taskforce was created. ¹ The task force focused its work on three general education learning outcomes: written communication, critical thinking, and cultural diversity. The assessment methodology involved training on basic assessment principles and providing task force members with resources and technical assistance to help guide the development of common rubrics. Each of the subcommittees (organized by learning outcome) reviewed the degree's current general education learning outcome, associated academic skill standards, and VALUE rubrics developed by the Association of American Colleges and Universities (AAC&U), then developed a revised learning outcome and its associated rubric that would best assess student learning of these outcomes.

Between Spring 2014 to Fall 2015, the rubrics for each of the learning outcomes were tested or normed using student samples that represented the various disciplines of the AA degree. In collaboration with the Writing Intensive Focus Board, a list of all Writing Intensive (WI) courses for Fall 2015 was obtained representing 30 courses. A total of 175 student papers were collected representing 13 different courses and the four academic divisions of the degree program.

Overall, the results indicated that students do have areas of strength (description of issues or practices, developing a thesis or position to communicate main ideas and using appropriate grammar and language); however, there is room for improvement. Specific areas that need improvement are developing a perspective on an issue or problem, developing and gathering appropriate content and credible sources, and analysis and evaluation of an issue or problem. ²

¹ Members of the AA Degree Program Review Taskforce (2014-2016) included: Jeff Judd, Faculty Senate, Program Review and Assessment Committee, Chair; Susan Wood, Susan Waldman, Kathryn Fujioka-Imai, Leah Gazan (subcommittee on Written Communication); Michael Lane, Blanca Polo, P. Jayne Bopp (subcommittee on Critical Thinking); James Fujita, Bruce Lindquist, and Luukia Archer (subcommittee on Cultural Diversity); Guy Nishimoto, Institutional Effectiveness Officer and Adam Halemano, Jr., Assessment Coordinator, OPPA; James Goodman, Dean of Arts and Sciences; and Eunice L. Brekke, AA Degree Program Review Coordinator and Chair.

² A copy of the report can be found at http://www2.leeward.hawaii.edu/facultysenate/sites/default/files/assessing-liberal-arts_aa-degree_at_leewardcc-2016-final-report.pdf.

In 2017, a second task force was convened to continue the assessment process. The assessment focused on measuring four general education learning outcomes: written communication; information literacy; the arts, humanities and sciences; and critical thinking.

The relationship between these four outcomes is that through writing and information literacy, using the arts, humanities, and sciences, liberal arts students develop critical thinking.

The task force continued the pilot study's assessment strategy. Task force members reviewed the degree's current general education learning outcomes and associated academic skill standards and VALUE rubrics developed by AAC&U and developed a revised learning outcome and its associated rubric that would best assess student learning of each outcome.

Members of the AA Degree Program Review Task Force (2017-2019) included:

- Paula Asamoto, Assistant Professor, Language Arts
- Jeremiah Boydston, Associate Professor, Language Arts
- Weirong Cai, Professor, Social Sciences
- Daniela Elliott, Assistant Professor, Math and Science
- Jiajia Garcia, Associate Professor, Math and Science
- Christina Mende, Instructor, Math and Science
- Michael Oishi, Assistant Professor, Arts and Humanities
- Suzette Scotti, Assistant Professor, Arts and Humanities
- Natalie Wahl, Instruction Librarian, Library Services
- Jeff Judd, Faculty Senate, Assessment Committee, Chair
- Adam Halemano, Jr., Institutional Assessment Specialist, Office of Planning, Policy, and Assessment (OPPA)

The revised general education learning outcomes and their associated criteria are:

1. Written Communication - Develop, support, and communicate ideas to a particular audience through writing.
 - Develop a position, thesis, or central idea to communicate main ideas.
 - Use language, style, and organization appropriate to particular purposes and audiences to communicate position, thesis, or central idea.
 - Develop appropriate content to support position, thesis, or central idea.
 - Gather and document credible sources to support position, thesis, or central idea.
 - Use appropriate grammar and mechanics to communicate position, thesis, or central idea.
2. Critical Thinking - Use critical thinking to address issues and solve problems.
 - Describe an issue or problem.
 - Analyze the issue or problem.

- Develop a position, thesis, or central idea on the issue or problem.
 - Evaluate stated position, thesis, or central idea on the issue or problem.
3. Information Literacy - Find, evaluate, and use information.
 - Determine the extent of information needed.
 - Access the needed information.
 - Evaluate information and its sources critically.
 - Use information effectively to accomplish a specific purpose.
 - Access and use information ethically and legally.
 4. Arts, Humanities, and Sciences - Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.
 - Explain the concepts, theories, or methodologies.
 - Apply the concepts, theories, or methodologies.
 - Evaluate results.

Each of these criteria were further defined and described along a scale of exceeds proficiency, meets proficiency, developing proficiency and below proficiency to create a rubric. Copies of the rubrics can be found in Appendix A.

The rubrics for each of the learning outcomes was tested or normed by the task force. Norming sessions typically involved an overview of the learning outcome and rubric followed by an all group reading of various student papers and using the rubric to score. Each member's scores were recorded and reviewed to locate how close or far the group was in using the rubric. When discrepancies were found, discussion was held to understand why. In some cases, revisions to the rubric were suggested and accepted. In some cases, the task force learned how various disciplinary perspectives influenced the interpretation of the rubric. This process continued until each rubric across a variety of student work representing all divisions and a variety of disciplines was normed within one point.

Sampling Strategy

Given the nature of the AA degree, existing student artifacts that would best represent what graduates or those farthest along in the degree program were determined to be end-of-semester papers located within Writing Intensive (WI) courses. For students to enroll in a WI course, the prerequisite is to pass ENG 100 with a C or higher. In collaboration with the Writing Intensive Focus Board, a list of all WI courses for Fall 2018 was obtained. Instructors teaching WI courses as part of the AA degree were contacted to request their participation. Instructors were asked if they were willing to participate by submitting end-of-semester final papers and to also indicate which learning outcome(s) they thought their assignment would measure. A total of 201 student papers were collected representing 13 courses and the four academic divisions of the degree program.

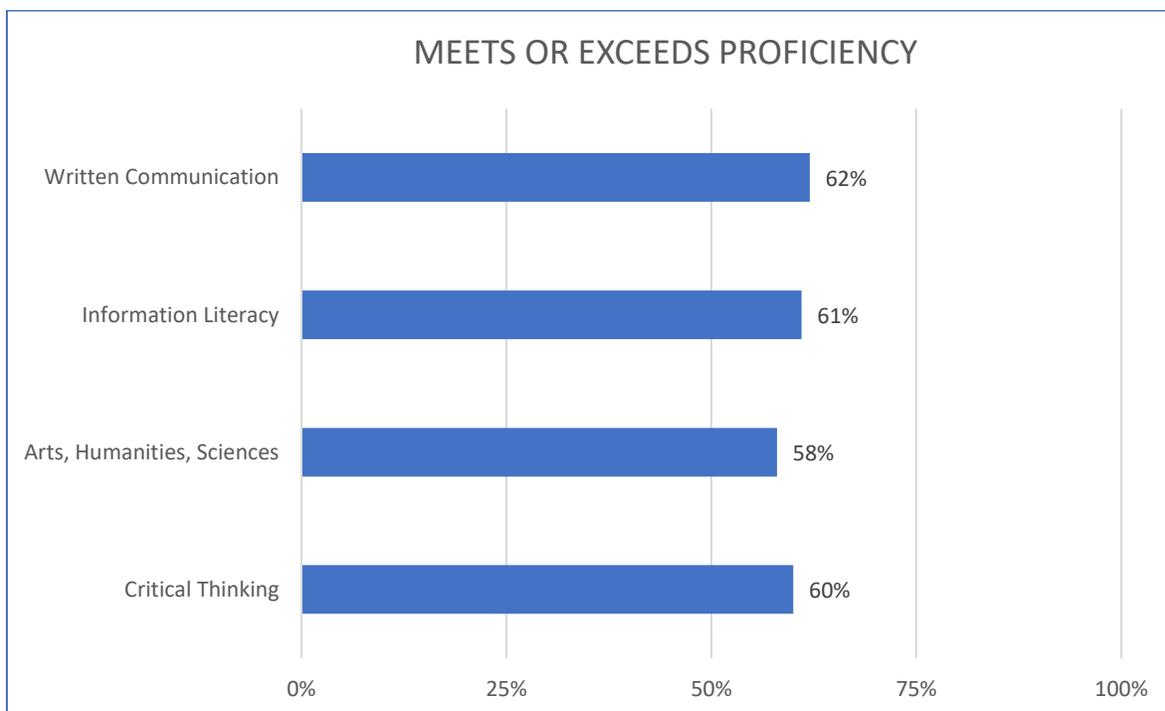
The AA Degree Program Coordinator collected the papers and respective assignment guidelines. In collaboration with OPPA, student and instructor names were redacted to protect student and instructor confidentiality. The papers, assignments, and rubrics were uploaded into the task force’s shared team drive and task force members received training on how to conduct the assessment using Knack, the college’s assessment management system. A final group norming session was held using all four rubrics.

Using random number generation, task force members were assigned student papers they would score. Task force members were assigned to areas of strength or expertise but were not assigned their own papers³. In total, the task force scored 100 student papers for written communication and critical thinking. The number of student papers scored for information literacy and the arts, humanities, and sciences was 80. The data was reviewed and analyzed by the AA Degree Program Review Coordinator.

Results

Figure 1 (below) presents the percentage of students meeting or exceeding proficiency in each of the four general education learning outcomes. A little over half met levels of proficiency in written communication (62%), information literacy (61%), the arts, humanities and sciences (58%), and critical thinking (60%). These results do not meet the college’s benchmark of 70 percent or more of AA graduates meeting the learning outcomes.

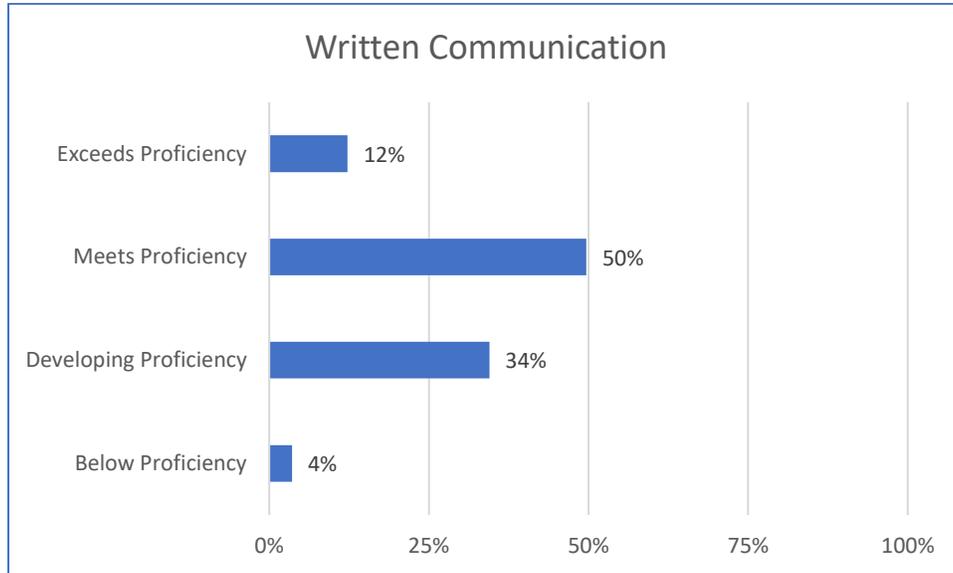
Figure 1. Students Meeting or Exceeding Proficiency in Written Communication, Information Literacy, the Arts, Humanities and Sciences, and Critical Thinking



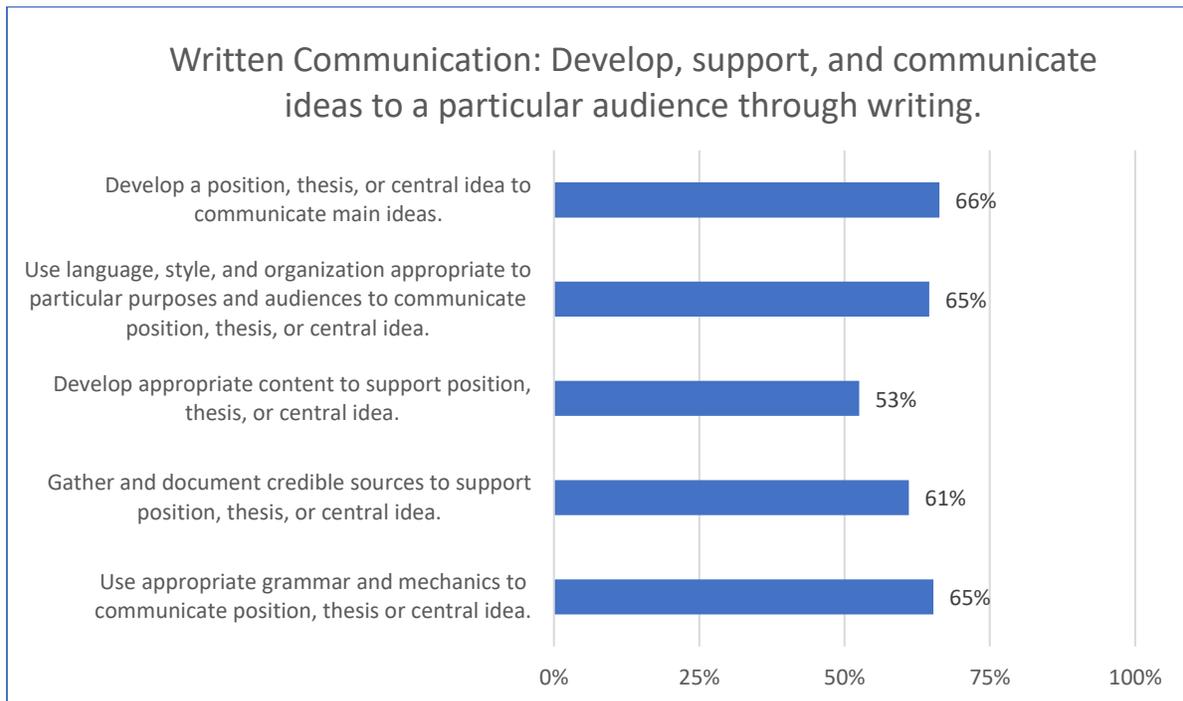
³ Many task force members are also active WI instructors.

Written Communication

For written communication, 12 percent exceeded proficiency and 50 percent met proficiency levels. Another 34 percent were assessed as developing proficiency and 4 percent below proficiency.

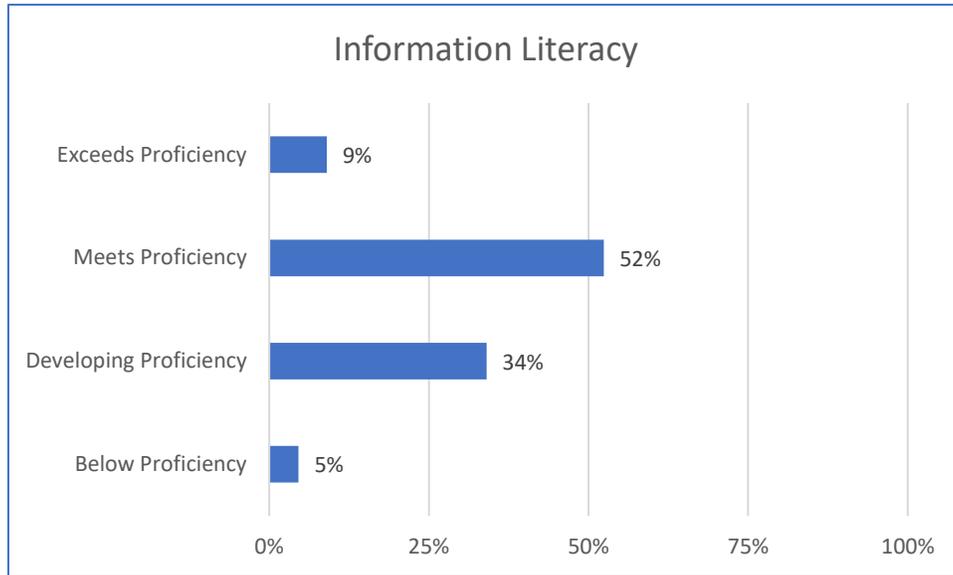


In analyzing the criteria or dimensions of written communication, student strengths are in developing a position, thesis, or central idea (66%), and using appropriate language and style (65%), and appropriate grammar and mechanics to communicate (65%). Areas of challenge are gathering and documenting credible sources (61%) and developing appropriate content to support the position (53%).

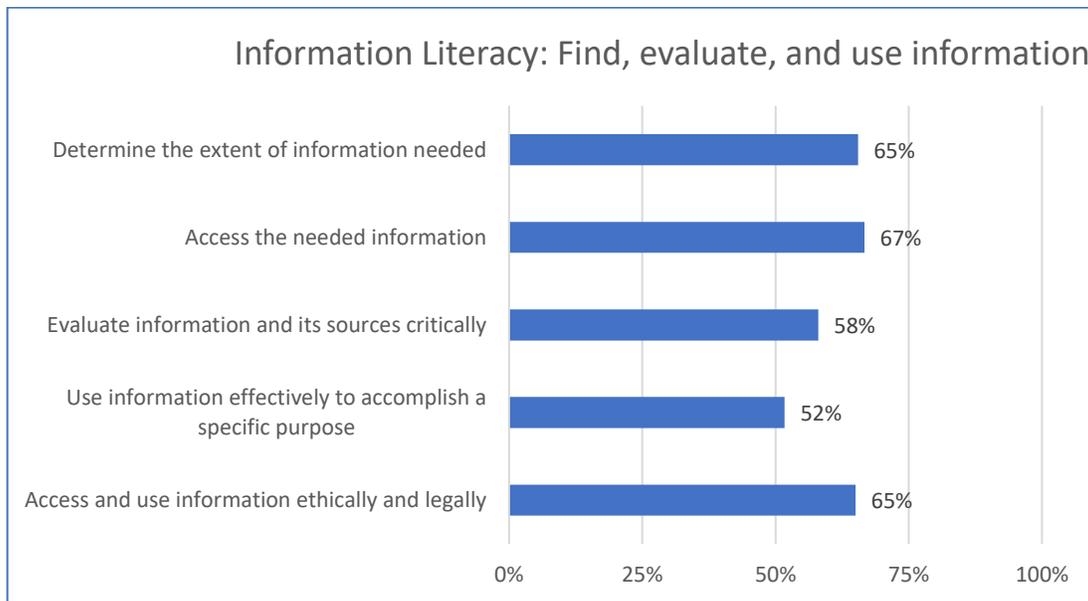


Information Literacy

For the general education learning outcome of information literacy, 9 percent exceeded proficiency and 52 percent met proficiency levels. Another 34 percent were assessed as developing proficiency and 5 percent below proficiency.

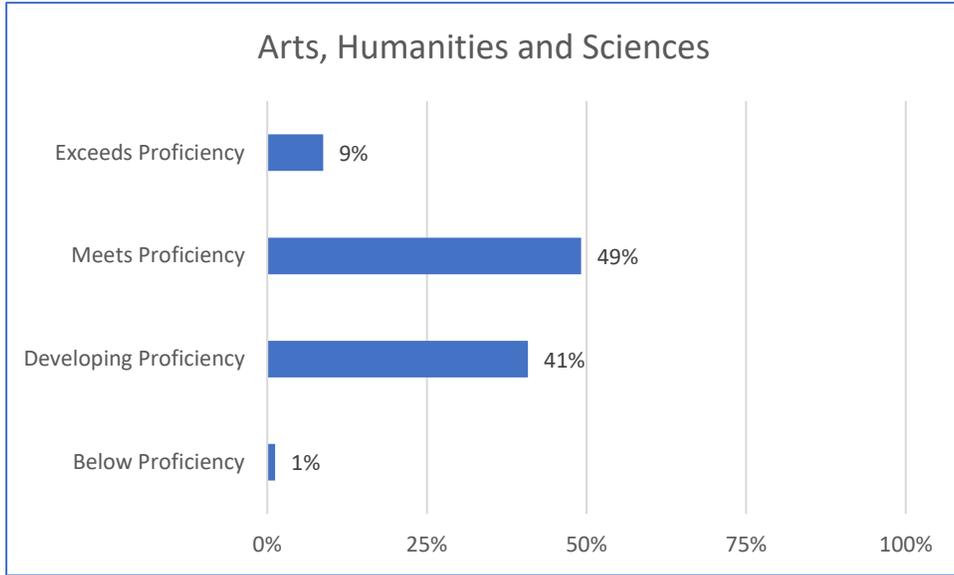


The information literacy outcome – find, use and evaluate information – consists of five criteria or dimensions. Areas of strength include accessing the needed information (67%), determining the extent of information needed (65%), and accessing and using information ethically and legally (65%). Areas that are more challenging include evaluating information and its sources critically (58%) and using information effectively to accomplish a specific purpose (52%).

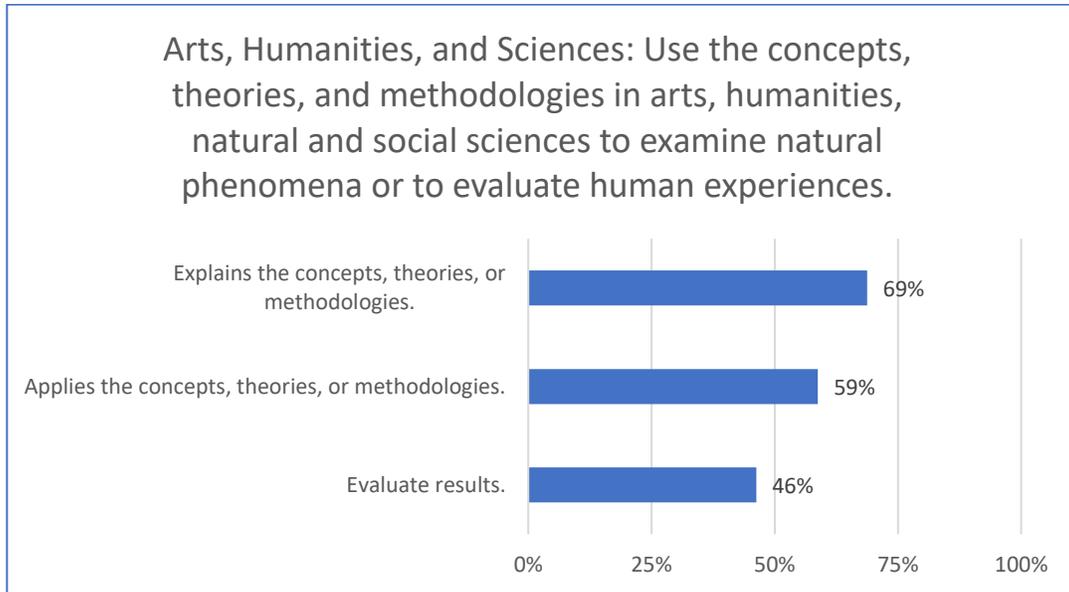


Arts, Humanities and Sciences

For the arts, humanities and sciences outcome, 9 percent exceeded proficiency and 49 percent met proficiency levels. Another 41 percent were assessed as developing proficiency and 1 percent below proficiency.

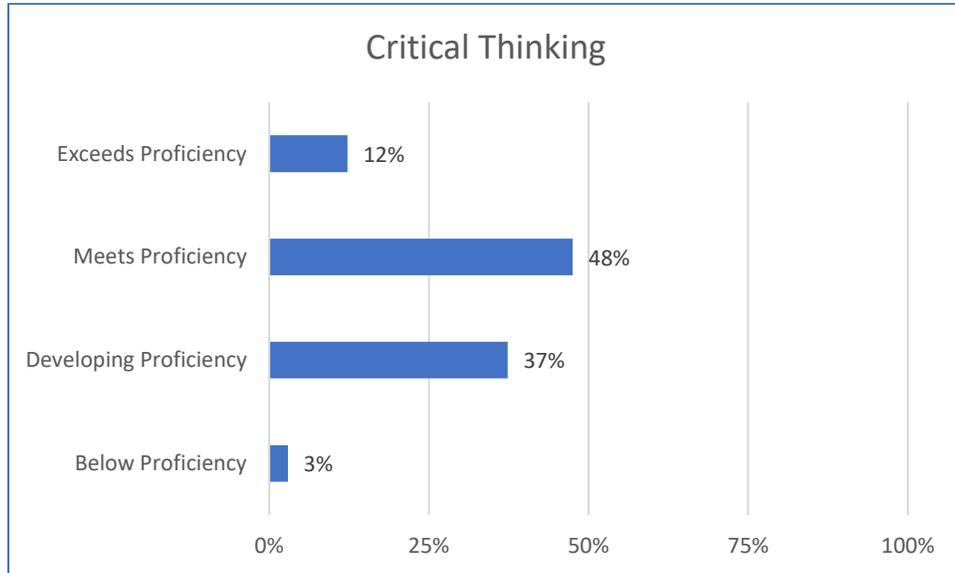


This outcome involves using the concepts, theories, and methodologies of the arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences. In analyzing the outcome’s dimensions, most students did well in explaining the concepts, theories, or methodologies (69%). Application was somewhat more challenging, with 59% meeting or exceeding proficiency. Evaluating results was the most challenging, with 46% at or above proficiency.

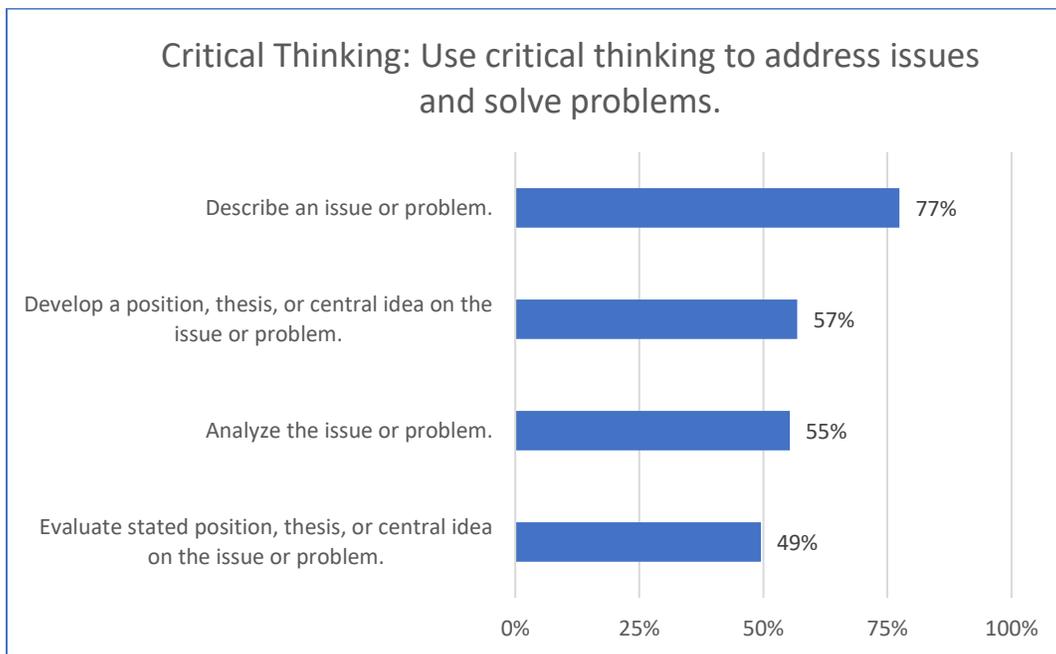


Critical Thinking

For critical thinking, 12 percent exceeded proficiency and 48 percent met proficiency. Another 37 percent were assessed as developing proficiency and 3 percent below proficiency.



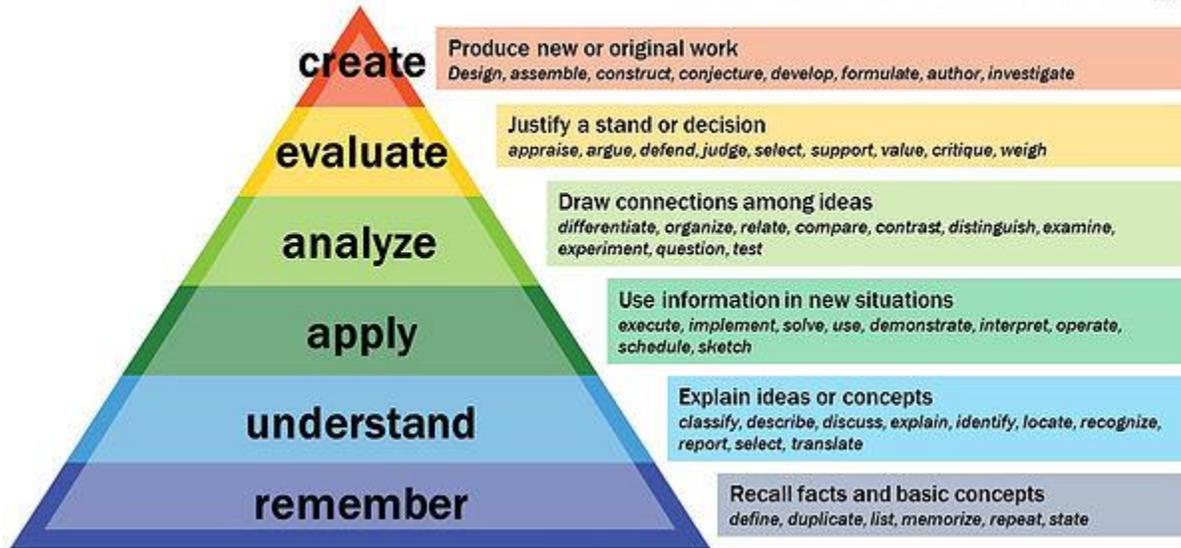
In analyzing the various dimensions of critical thinking, students are able to describe an issue or problem, with 77 percent meeting or exceeding proficiency. However, developing a position, thesis, or central idea and analysis of the issue or problem are areas needing improvement with a little over half meeting or exceeding proficiency (57 and 55 percent). Fewer are able to evaluate their position, thesis or central idea (49 percent).



Discussion

In each of the outcomes, the dimensions represent specific cognitive domains. As described in Bloom’s Taxonomy, these domains represent six levels beginning with the lowest level and increasing in complexity.

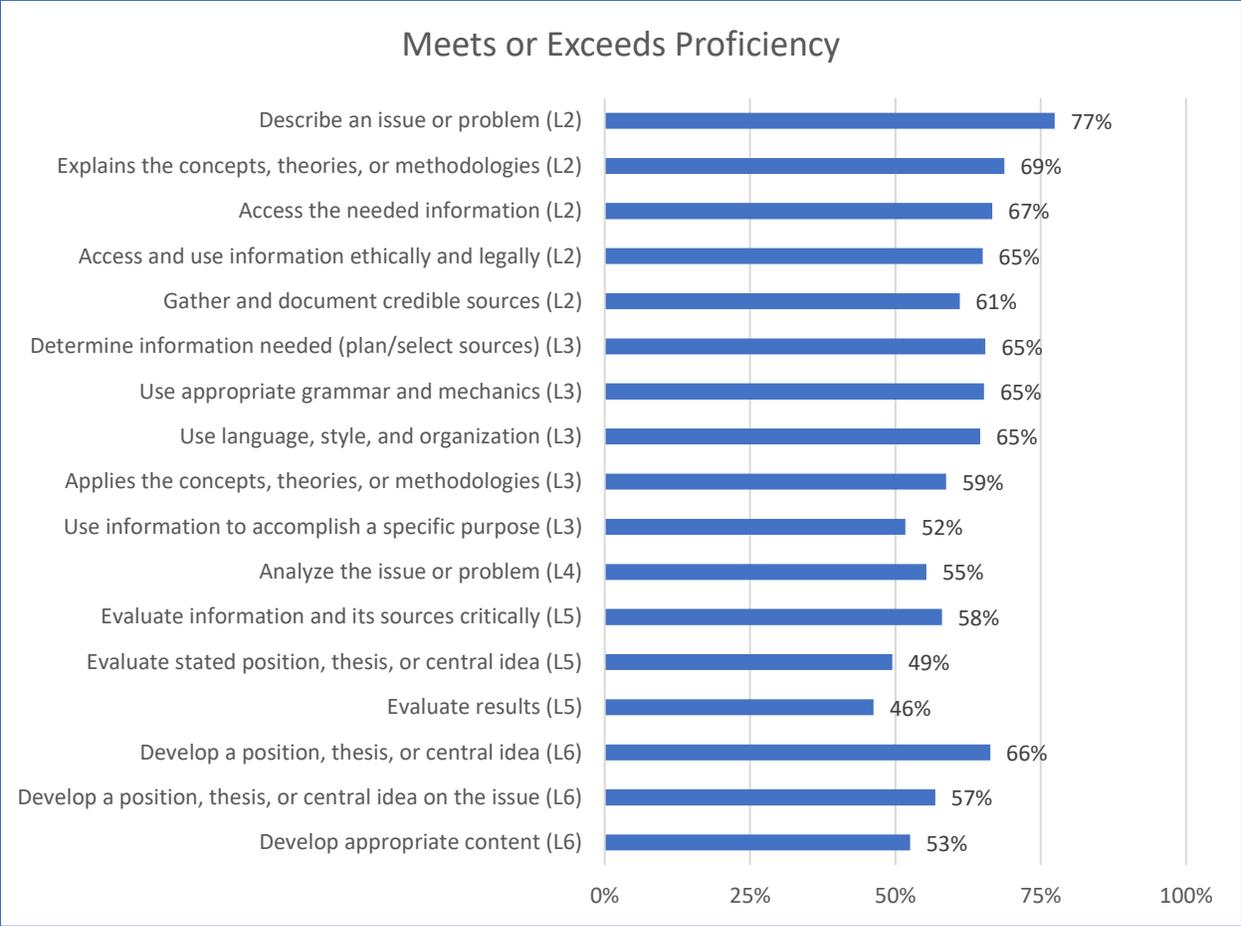
Bloom’s Taxonomy



For purposes of analysis, these domains are coded by level, with L1 representing the lowest level (remember) and continuing to L5, the highest level (create).

L1	Remember	Recall facts and basic concepts
L2	Understand	Explains ideas or concepts
L3	Apply	Use information in new situations
L4	Analyze	Draw connections
L5	Evaluate	Justify stand or decision
L6	Create	Develop, construct

As displayed below, the greatest strengths were found in the cognitive domain of Level 2 (Understand), in that they can describe an issue or problem (77%) and explain concepts (69%). These are the only areas in which students either meet or approach the college’s benchmark of 70 percent or more of proficiency.



A majority of students demonstrated proficiency in Level 2 (Understand) and Level 3 (Apply). Level 2 skills include accessing needed information (67%), accessing and using information ethically and legally (65%), and gathering and documenting credible sources (61%). Level 3 (Apply) skills include determining needed information, using language, style, and organization, using appropriate grammar and mechanics (65%), applying the concepts, theories, or methodologies of the arts, humanities and sciences (59%), and using information to accomplish a specific purpose (52%).

The cognitive domains of Level 4 (Analysis) and Level 5 (Evaluate) are more challenging for students. Most students are able to evaluate information and its sources critically (58%). A little over half of the students are able to analyze the issue or problem (55%). Less than half are able to evaluate results or one's position or thesis (46 and 49 percent).

Students demonstrated mixed results with the highest level of the taxonomy, Level 6 (Create). Students are able to develop a position, thesis, or central idea to communicate main ideas in written communication (66%) but struggle with developing a position, thesis, or central idea on an issue or problem in critical thinking (57%) and developing appropriate content to support their position, thesis, or main idea in written communication (53%).

These results mirror the Degree Qualifications Profile (DQP)⁴ which defines what degree holders should know and be able to do at the associate, bachelor’s, and master’s level. Here, the general learning outcomes of written communication, information literacy, and critical thinking are in the DQP categories of intellectual skills: communication fluency, use of information resources, and analytical inquiry.

For example, the DQP expectation for what a degree holder at the associate level should be able to do in communication fluency is “the student develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences.” As shown below, about two-thirds of AA students meet this expectation.

Develop a position, thesis, or central idea to communicate main ideas	66%
Use appropriate grammar and mechanics	65%
Use language, style, and organization appropriate to particular purposes	65%

The DQP expectation for information resources at the associate level is “identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.” As shown below, 52 to 65 percent of AA students meet this expectation.

Determine the extent of information needed	65%
Gather and document credible sources to support position, thesis, or central idea	61%
Evaluate information and its sources critically	58%
Use information effectively to accomplish a specific purpose	52%

4

Lumina Foundation. (2014). *The Degree Qualifications Profile*. Indianapolis. Retrieved September 13, 2019, from <http://degreeprofile.org/>

The DQP expectation for analytical inquiry at the associate level is “identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.” As shown below, 55 to 59 percent of AA students meet this expectation.

Applies the concepts, theories, or methodologies	59%
Develop a position, thesis, or central idea on the issue or problem	57%
Analyze the issue or problem	55%

Conclusions

In reviewing the DQP expectations by degree level, about half to two-thirds of students (52 to 65%) meet degree level expectations with student performance strongest in written communication, less so with information literacy, and weakest in critical thinking. These results do not meet the college’s benchmark of 70 percent or more of AA graduates meeting the learning outcomes.

In reviewing the data, when students meet or exceed expectations in one outcome, they also perform well in the other outcomes. Similarly, students who are struggling with one outcome also struggle with the other outcomes. For example, students who scored low in written communication and information literacy, also scored low with using the concepts from the arts and sciences and demonstrating critical thinking.

When we look at the results by cognitive domain levels, we see that our students’ immediate needs are to grow from the lower cognitive domains (i.e., understand) to the next higher order domains (i.e., apply and analyze).

Recommendations

We offer the following recommendations organized around (1) the assessment process, (2) use of the results, and (3) sustaining the ongoing review and assessment of the degree program.

1. Assessment of the GELOs

We are grateful for the cooperation of participating faculty and the WI Board. However, the process of locating and collecting student artifacts is labor intensive and time consuming. Additionally, we do not have the ability to factor in student characteristics that could help inform how to support our students. Specifically, length of time in the program, traditional or non-traditional student, and type of instruction (online, hybrid, face to face).

Student progression in the degree program is an important factor in the college's ability to critically examine the alignment of courses to the degree's outcome expectations. Specially, at what stage (courses) are students taught and are provided opportunities to develop the learning outcomes?

To address this, we recommend that the campus through its Office of Planning, Policy, and Assessment (OPPA) find a long-term and sustainable process to support an ongoing and rigorous assessment process.

2. Use of Results

We recommend that the task force share the results with the following stakeholders:

1. Faculty who submitted papers for the assessment
2. Student Government
3. Faculty Senate at large, including the various policy boards involved in the degree program
4. Dean of Arts and Sciences and the Division Chairs of the AA degree (Language Arts, Math and Science, Social Sciences, and Arts and Humanities)

The task force will engage each stakeholder group in the discussion and meaning of the results and solicit feedback on next steps to respond to the results. This will inform future recommendations toward an action plan to improve student learning and become part of the Comprehensive Review and Evaluation of the AA degree.

3. Sustaining Program Review and Assessment of the AA Degree

We recommend that through the Dean of Arts and Sciences and Faculty Senate, that the current work of the AA Task Force become a permanent ongoing committee.

Appendix A: Leeward Community College General Education Learning Outcomes and Rubrics

- Written Communication
- Information Literacy
- Arts, Humanities, and Sciences
- Critical Thinking

Written Communication

Develop, support, and communicate ideas to a particular audience through writing.

Definition:

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles in order to communicate effectively with a particular audience for a specific purpose. It can involve working with different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Rubric:

	Exceeds proficiency (4)	Meets proficiency (3)	Developing proficiency (2)	Below proficiency (1)
Develop a position, thesis, or central idea to communicate main ideas.	<ul style="list-style-type: none"> · A position, thesis, or central idea is clearly stated. · Position, thesis or central idea is appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> · A position, thesis, or central idea is clearly stated. · Position, thesis, or central idea is mostly appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> · A position, thesis, or central idea is not clearly stated. · Position, thesis, or central idea is somewhat appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> · A position, thesis, or central idea is not clear or not stated. · Position, thesis, or central idea is not appropriate to topic. It is not organized logically, and not supported by evidence or examples.
Use language, style, and organization appropriate to particular purposes and audiences to communicate position, thesis, or central idea.	<ul style="list-style-type: none"> - The intended audience is evident. · The purpose is appropriate. · Content reflects awareness of audience and purpose. 	<ul style="list-style-type: none"> · The intended audience is mostly evident. · The purpose is mostly appropriate. · Content mostly reflects awareness of audience and purpose. 	<ul style="list-style-type: none"> · The intended audience is somewhat evident. · The purpose is somewhat appropriate. · Content somewhat reflects awareness of audience and purpose. 	<ul style="list-style-type: none"> · The intended audience is not evident. · The purpose is not appropriate. · Content does not reflect awareness of audience and purpose.
Develop appropriate content to	<ul style="list-style-type: none"> · Position, thesis, or central idea is supported by 	<ul style="list-style-type: none"> · Position, thesis position, thesis, or central idea is 	<ul style="list-style-type: none"> · Position, thesis position, thesis, or central idea is 	<ul style="list-style-type: none"> · Position, thesis, position, thesis, or central idea is not

	Exceeds proficiency (4)	Meets proficiency (3)	Developing proficiency (2)	Below proficiency (1)
support position, thesis, or central idea.	appropriate, relevant and compelling content	mostly supported by appropriate, relevant and compelling content	somewhat supported by appropriate, relevant and compelling content	supported by appropriate, relevant and compelling content
Gather and document credible sources to support position, thesis, position, thesis, or central idea.	<ul style="list-style-type: none"> Position, thesis, position, thesis, or central idea is supported by credible, relevant sources Sources are documented appropriately. 	<ul style="list-style-type: none"> Position, thesis, or central idea is mostly supported by credible, relevant sources Sources are mostly documented appropriately. 	<ul style="list-style-type: none"> Position, thesis or central idea is somewhat supported by credible, relevant sources Sources are somewhat documented appropriately. 	<ul style="list-style-type: none"> Position, thesis, or central idea is not supported by credible, relevant sources Sources are not documented appropriately.
Use appropriate grammar and mechanics to communicate position, thesis or central idea.	<ul style="list-style-type: none"> Grammar is used appropriately. Mechanics are used appropriately. 	<ul style="list-style-type: none"> Grammar is mostly used appropriately. Mechanics are mostly used appropriately. 	<ul style="list-style-type: none"> Grammar is somewhat used appropriately. Mechanics are somewhat used appropriately 	<ul style="list-style-type: none"> Grammar is not used appropriately. Mechanics are not used appropriately

Adapted from the Association of American Colleges and Universities (AAC&U), Valid Assessment of Learning in Undergraduate Education (VALUE), 2014.

Information Literacy

Find, evaluate, and use information.

Definition:

Information Literacy is a set of abilities needed to find, evaluate, and use information ethically and effectively.

Rubric:

	Exceeds proficiency (4)	Meets proficiency (3)	Developing proficiency (2)	Below proficiency (1)
Determine the extent of information needed	Effectively addresses the scope of the research question or thesis. Effectively determines key concepts. Types of sources selected directly relate to concepts or answer the research question.	Addresses the scope of the research question or thesis. Determines most key concepts. Types of sources selected relate to concepts or answer the research question.	Addresses the scope of the research question or thesis incompletely. Determines some key concepts. Types of sources selected somewhat relate to concepts or answer the research question.	Has difficulty addressing the scope of the research question or thesis. Does not determine key concepts. Types of sources selected do not relate to concepts or answer the research question.
Access the needed information	Accesses information using effective search strategies and/or most information used comes from appropriate sources.	Accesses information using mostly effective search strategies and/or some information used comes from appropriate sources.	Accesses information using somewhat effective search strategies and/or information used comes from limited or inappropriate sources.	Accesses information randomly and/or information used is inappropriate or poor quality.
Evaluate information and its sources critically	Thoroughly analyzes sources and information and carefully evaluates the relevance of contexts when presenting a position and/or information used is current, relevant,	Identifies sources and information and evaluates the relevance of contexts when presenting a position and/or information used is mostly current, relevant, authoritative,	Identifies some sources and information and evaluates the relevance of contexts when presenting a position and/or information used is somewhat current, relevant,	Begins to identify some sources and information and evaluates the relevance of contexts when presenting a position and/or information used is not current, relevant,

	Exceeds proficiency (4)	Meets proficiency (3)	Developing proficiency (2)	Below proficiency (1)
	authoritative, accurate, and represents different viewpoints.	accurate, and represents different viewpoints.	authoritative, accurate, and represents different viewpoints.	authoritative, accurate, and/or represents different viewpoints.
Use information effectively to accomplish a specific purpose	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose with clarity and depth	Communicates, organizes, and synthesizes information from sources to mostly achieve a specific purpose with clarity and depth.	Communicates and organizes information from sources to somewhat achieve a specific purpose with clarity and depth.	Does not communicate information from sources to achieve a specific purpose with clarity and depth.
Access and use information ethically and legally	Students correctly use all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in a contextually relevant manner; distinguishing between common knowledge and ideas requiring attribution) and follow ethical and legal rules on the use of published, confidential and/or proprietary information.	Students correctly use three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in a contextually relevant manner; distinguishing between common knowledge and ideas requiring attribution) and mostly follow ethical and legal rules on the use of published, confidential and/or proprietary information.	Students correctly use two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in a contextually relevant manner; distinguishing between common knowledge and ideas requiring attribution) and somewhat follow ethical and legal rules on the use of published, confidential and/or proprietary information.	Students correctly use one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in a contextually relevant manner; distinguishing between common knowledge and ideas requiring attribution) and do not follow ethical and legal rules on the use of published, confidential and/or proprietary information.

Adapted from the Association of American Colleges and Universities (AAC&U), Valid Assessment of Learning in Undergraduate Education (VALUE), 2017.

Arts, Humanities, and Sciences

Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.

Definition:

Through the study of the arts, humanities, and sciences, students are engaged in a process of inquiry in diverse settings and contexts exploring issues, objects, works, or other discipline specific approaches.

Rubric:

	4-Exceeds proficiency	3-Meets Proficiency	2-Developing Proficiency	1-Below Proficiency
Explains the concepts, theories, or methodologies.	Indicates comprehensive knowledge of concepts, theories, or methodologies.	Indicates sufficient knowledge of concepts, theories, or methodologies.	Indicates minimal knowledge of concepts, theories, or methodologies.	Does not indicate adequate knowledge of the concepts, theories, or methodologies.
Applies the concepts, theories, or methodologies	Demonstrates comprehensive use of concepts, theories, or methodologies.	Demonstrates appropriate use of the concepts, theories, or methodologies.	Demonstrates minimal use of the concepts, theories, or methodologies.	Does not demonstrate correct use of the concepts, theories, or methodologies.
Evaluate results	Interpretations and conclusions are insightful, relevant, and supported.	Interpretations and conclusions are relevant and supported.	Interpretations and conclusions are somewhat relevant and supported.	Interpretations and conclusions are irrelevant and unsupported.

Adapted from the Association of American Colleges and Universities (AAC&U), Valid Assessment of Learning in Undergraduate Education (VALUE), 2017.

Critical Thinking

Use critical thinking to address issues and solve problems.

Definition:

Critical thinking is characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Rubric:

	4-Exceeds proficiency	3-Meets Proficiency	2-Developing Proficiency	1-Below Proficiency
Describe an issue or problem.	<ul style="list-style-type: none"> The issue or problem is clearly stated The description of the issue of problem is appropriate to topic The description is comprehensive 	<ul style="list-style-type: none"> The issue or problem is clearly stated The description of the issue of problem is mostly appropriate to topic The description is mostly comprehensive 	<ul style="list-style-type: none"> The issue or problem is not clearly stated The description of the issue of problem is somewhat appropriate to topic The description is somewhat comprehensive 	<ul style="list-style-type: none"> The issue or problem is not clear or is not stated The description of the issue of problem is not appropriate to topic The description is not comprehensive
Analyze the issue or problem.	<ul style="list-style-type: none"> Analysis includes an examination of the context and assumptions of the issue or problem. Supporting evidence is appropriate, factual, organized logically and 	<ul style="list-style-type: none"> Analysis mostly includes an examination of the context and assumptions of the issue or problem. Supporting evidence is mostly appropriate, factual, organized logically and comprehensively 	<ul style="list-style-type: none"> Analysis somewhat includes an examination of the context and assumptions of the issue or problem. Supporting evidence is somewhat appropriate, factual, organized logically and 	<ul style="list-style-type: none"> Analysis does not include an examination of the context and assumptions of the issue or problem. Supporting evidence is not appropriate, factual, organized logically or comprehensively

	4-Exceeds proficiency	3-Meets Proficiency	2-Developing Proficiency	1-Below Proficiency
	comprehensively		comprehensively	
Develop a position, thesis, or central idea on the issue or problem.	<ul style="list-style-type: none"> · A position, thesis, or central idea is clearly stated. · Thesis is appropriate, organized logically, comprehensively and supported by factual evidence or examples 	<ul style="list-style-type: none"> · A position, thesis, or central idea is clearly stated. · The position, thesis, or central idea is mostly appropriate, organized logically, comprehensively and supported by factual evidence or examples 	<ul style="list-style-type: none"> · A position, thesis, or central idea is somewhat clearly stated. · The position, thesis, or central idea is somewhat appropriate, organized logically, comprehensively and supported by factual evidence or examples 	<ul style="list-style-type: none"> · A position, thesis, or central idea is not clearly stated. · The position, thesis, or central idea is not appropriate, organized logically, or comprehensively and supported by factual evidence or examples
Evaluate stated position, thesis, or central idea on the issue or problem.	<ul style="list-style-type: none"> · Position, thesis, or central idea's conclusion and implication(s) are appropriate, factual, organized logically and comprehensively 	<ul style="list-style-type: none"> · Position, thesis, or central idea's conclusion and implication(s) are mostly appropriate, factual, organized logically and comprehensively 	<ul style="list-style-type: none"> · Position, thesis, or central idea's conclusion and implication(s) are somewhat appropriate, factual, organized logically and comprehensively 	<ul style="list-style-type: none"> · Position, thesis, or central idea's conclusions and implication(s) are not appropriate, factual, or organized logically or comprehensively

Adapted from the Association of American Colleges and Universities (AAC&U), Valid Assessment of Learning in Undergraduate Education (VALUE), 2014.

Appendix B. DQP Proficiency Levels by Degree

Leeward CC GELO	At the associate level, the student	At the bachelor's level, the student
Written Communication	Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences	Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.
Information Literacy	Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.	Locates, evaluates, incorporates, and properly cites multiple information resources in different media or different languages in projects, papers or performances. Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.
Critical Thinking	Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.	Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.