

Assessing the Associate in Arts in Liberal Arts degree at Leeward Community College Technical Report

Submitted by:
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Background

In 2011, the college issued a comprehensive review and evaluation of the Associate in Arts Degree “Assessment of the Associate in Arts Degree at Leeward Community College (2005 - 2010)¹.” The report’s conclusions included

While the data suggest that students are meeting some general education outcomes, and not meeting others, the more solid conclusion is that, overall, the college needs to improve its assessment process. Specifically, the college should recognize that other program level assessment strategies and methods are available.

In response, Faculty Senate and the Administration created an AA Degree Program Review Coordinator position to facilitate regular and on-going evaluation of Leeward CC’s Associate of Arts degree and to recommend and facilitate appropriate actions to respond to the findings of the prior assessment of the degree.

In Spring 2014, the AA Degree Program Review Coordinator proposed an assessment strategy to the Dean of Arts & Sciences, the four division chairs of the AA Degree (Arts and Humanities, Language Arts, Math and Science, Social Sciences) and the Office of Planning, Policy, and Assessment (OPPA). The assessment of student learning would continue to utilize course level outcome data that is collected through Tk20 (the college’s assessment database) and reported annually through the Annual Report on Program Data.

However, a new assessment process involving the development of common rubrics to measure three general education learning outcomes was proposed as a pilot study to determine if the college could develop more direct measures of student learning and an ongoing process of assessing the effectiveness of the degree program. To accomplish this, the AA Degree Program Review Taskforce was created. The task force included faculty representing the four divisions of the degree, OPPA, and the Faculty Senate Assessment Committee.

Assessment Process and Methodology

The pilot study focused on measuring three general education learning outcomes: written communication, critical thinking and cultural diversity. Task force members were trained on basic assessment principles and provided with resources and technical assistance to help guide the

¹ A copy of the report can be found at http://intranet.leeward.hawaii.edu/system/files/assessment_of_the_aa_degree_fall_2011_final.pdf

development of common rubrics. Each of the sub-committees (organized by learning outcome) reviewed the degree's current general education learning outcome, associated academic skill standards and VALUE rubrics developed by ACC&U, then developed a revised learning outcome and its associated rubric that would best assess student learning of these outcomes.

From Spring 2014 to Fall 2015, the rubrics for each of the learning outcomes were tested and normed by the task force. Norming sessions typically involved a review of the learning outcome and rubric followed by everyone in the group reading various student papers and evaluating them using the rubric. Each member's scores was recorded; then all the scores were compared to determine how close they were to each other. When large discrepancies were found, discussion was held to understand why. In some cases, the rubric was revised. In other cases, the readers learned how to adjust their evaluations, taking into account how various disciplinary perspectives influenced their interpretations 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 nominal value.

The norming process made it evident that we should use student papers done at the end of a course, for example final research papers or essays. In collaboration with the Writing Intensive Focus Board, a list of all Writing Intensive (WI) courses for Fall 2015 was obtained representing 30 courses. Each of the instructors were contacted to request their participation. Instructors were asked if they were willing to participate by submitting end of semester final papers and also to indicate which of the three learning outcomes they thought their assignments would demonstrate. A total of 175 student papers were collected representing 13 different courses and the four academic divisions of the degree program.

The AA Degree Program Coordinator collected the papers and respective assignments. The student's identity and the instructor's name were hidden to protect student and instructor confidentiality. The papers, assignments, and rubrics were uploaded into Tk20 and task force members received training on how to conduct the assessment using Tk20. A final group norming session was held using all three rubrics.

The task force scored 175 student artifacts for written communication and critical thinking. The number of student papers scored for cultural diversity was 41 (three courses were used as indicated by participating instructors). The data were reviewed by the AA Degree Program Review Coordinator to ensure consistency (i.e., standard deviations were less than 1.0).

In Fall 2016, the task force held its final meeting to review the results. The task force's discussion of the results and implications for improvement were reported and presented to Faculty Senate in 2016.²

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

Current Assessment Status of the General Education Learning Outcomes

As requested by the VCAA and Dean of Arts and Science, a second task force was created in Fall 2017 to continue the assessment strategy developed by the 2014-2016 task force, specifically to assess the remaining general education learning outcomes. This task force is comprised of the AA Program Review Coordinator, representatives from OPPA and the Faculty Senate Assessment Committee, faculty from the degree divisions, as well as Library Services.

As of this writing, the task force has reviewed and revised the following outcomes: oral communication, information literacy, quantitative reasoning, and the arts, humanities and sciences. The revised outcomes were presented to and approved by Faculty Senate, March 2018 (see Appendix A). In addition to the outcomes, operational definitions and dimensions or criterion for each outcome have been developed and will appear in the college's 2018-2019 catalog (see Appendix B).

Rubrics have been developed for these outcomes (see Appendix C). The task force is in the process of testing the rubrics that have been developed through norming sessions, a similar process used in the first task force. Identification of a sampling strategy and the actual assessment of these outcomes are planned for academic year 2018-2019. In collaboration with the WI board, a request for student writing samples from WI instructors has been made (Spring 2018) for the following outcomes: written communication, information literacy, critical thinking and the arts, humanities and sciences (see Appendix D).

Future tasks include:

- Developing an electronic means to score and collect assessment data using the juried assessment method (e.g., a cross disciplinary group of faculty and staff)
- Collecting student papers and creating a manageable sampling strategy
- Recruiting and training additional faculty and conducting final norming sessions prior to formal data collection
- Creation, development and testing of an outcome and rubric for ethics
- Developing assessment strategies for quantitative reasoning, oral communication and ethics

Appendix A. Revised General Learning Outcomes Presented to and Approved by Faculty Senate, March 2018

Current General Education Learning Outcome	Proposed General Education Learning Outcome
<p><i>Arts, Humanities, and Sciences</i> Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</p>	<p><i>Arts, Humanities, and Sciences</i> Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.</p>
<p><i>Written Communication</i> Use writing to discover, develop, and communicate ideas appropriately.</p>	<p><i>Written Communication</i> Develop, support, and communicate ideas to a particular audience through writing.</p>
<p><i>Oral Communication</i> Gather information appropriately and communicate clearly both orally and in writing.</p>	<p><i>Oral Communication</i> Develop, support, and communicate ideas to a particular audience through speech and writing.</p>
<p><i>Information Literacy</i> Make informed choices about uses of technology and information literacy for specific purposes.</p>	<p><i>Information Literacy</i> Find, evaluate, and use information.</p>
<p><i>Quantitative Reasoning</i> Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.</p>	<p><i>Quantitative Reasoning</i> Apply quantitative reasoning to solve problems, interpret answers, and communicate results.</p>
<p><i>Critical Thinking</i> Make critical judgments and apply critical reasoning to address challenges and solve problems.</p>	<p><i>Critical Thinking</i> Use critical thinking to address issues and solve problems.</p>
<p><i>Cultural Diversity</i> Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.</p>	<p><i>Cultural Diversity</i> Describe and analyze the nature of culture and its variations, past and present.</p>

Appendix B. Catalog Update

General Education Learning Outcomes

Upon completion of the general education program, students will be able to:

1. *Written Communication*

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.

Upon completion of the general education program, students will be able to:

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

As demonstrated by the ability to:

- Develop a position or thesis to communicate main ideas.
- Use language, style, and organization appropriate to particular purposes and audiences to communicate position or thesis.
- Develop appropriate content to support position or thesis.
- Gather and document credible sources to support position or thesis.
- Use appropriate grammar and mechanics to communicate position or thesis.

2. *Oral Communication*

Oral communication is the interdependent process of sending, receiving, and understanding messages.

Upon completion of the general education program, students will be able to:

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

As demonstrated by the ability to:

- Analyze the audience and the purpose of any intended communication (Audience Awareness).
- Arrange, organize, and analyze information for the communication (Content).
- Use language, techniques, and strategies appropriate to the audience and occasion (Language Use and Rhetorical Strategies).
- Demonstrate clear and confident vocalics appropriate to the audience and occasion (Extra-Verbal Delivery Techniques).
- Use competent oral expression to initiate and sustain discussions (Initiating and Sustaining Discussions).

3. Quantitative Reasoning

Quantitative reasoning can have applications in all content areas and disciplines. Generally, students should be able to interpret and apply numerical, symbolic, or graphical reasoning in order to solve problems and address real-life situations. Students then should be able to clearly communicate their thinking and findings to appropriate audiences.

Upon completion of the general education program, students will be able to:

Apply quantitative reasoning to solve problems, interpret answers, and communicate results.

As demonstrated by the ability to:

- Analyze and apply appropriate models to solve quantitative problems.
- Solve computational problems.
- Select and use appropriate numeric, symbolic, graphical, and/or statistical reasoning to interpret, analyze, or critique information or a line of reasoning presented by another and draws a conclusion.
- Express quantitative information symbolically and/or graphically, in written or oral language.

4. Critical Thinking

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

Upon completion of the general education program, students will be able to:

Use critical thinking to address issues and solve problems.

As demonstrated by the ability to:

- Describe an issue or problem.
- Analyze the issue or problem.
- Develop a thesis on the issue or problem.
- Evaluate stated thesis on the issue or problem.

5. Information Literacy

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

Upon completion of the general education program, students will be able to:

Find, evaluate, and use information.

As demonstrated by the ability to:

- 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.

6. Arts, Humanities, and Sciences

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.

Upon completion of the general education program, students will be able to:

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

As demonstrated by the ability to:

- Explain the concepts, theories, or methodologies.
- Apply the concepts, theories, or methodologies.
- Evaluate results.

7. Cultural Diversity

Cultural diversity is to recognize the existence of innumerable cultures, locally, nationally, and globally and to understand that these cultures consist of communities with shared values, shared perspectives, practices, experiences, and behavior that are learned. The ultimate goal is the ability to engage diverse perspectives.

Upon completion of the general education program, students will be able to:

Describe and analyze the nature of culture and its variations, past and present.

As demonstrated by the ability to:

- Describe culture and the variation of cultural practices, expressions, and/or experiences.
- Analyze the variation of cultural practices, expressions, and/or experiences associated with culture.
- Compare and contrast cultural practices, expressions, and/or experiences among different societies; past and/or present.

Appendix C. Rubrics to Measure the Learning Outcomes

1. Written Communication
2. Oral Communication
3. Quantitative Reasoning
4. Critical Thinking
5. Information Literacy
6. Arts, Humanities, and Sciences
7. Cultural Diversity

Written Communication

General Education Learning Outcome:

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 or thesis to communicate main ideas.	<ul style="list-style-type: none"> · A position or thesis is clearly stated. · Position or thesis is appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> · A position or thesis is clearly stated. · Position or thesis is mostly appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> · A position or thesis is not clearly stated. · Position or thesis is somewhat appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> · A position or thesis is not clear or not stated. · Position or thesis 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 or thesis.	<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 support	<ul style="list-style-type: none"> · Position or thesis is supported by appropriate, relevant and 	<ul style="list-style-type: none"> · Position or thesis is mostly supported by appropriate, relevant and 	<ul style="list-style-type: none"> · Position or thesis is somewhat supported by appropriate, 	<ul style="list-style-type: none"> · Position or thesis is not supported by appropriate, relevant and

position or thesis.	compelling content	compelling content	relevant and compelling content	compelling content
Gather and document credible sources to support position or thesis.	<ul style="list-style-type: none"> · Position or thesis is supported by credible, relevant sources · Sources are documented appropriately. 	<ul style="list-style-type: none"> · Position or thesis is mostly supported by credible, relevant sources · Sources are mostly documented appropriately. 	<ul style="list-style-type: none"> · Position or thesis is somewhat supported by credible, relevant sources · Sources are somewhat documented appropriately. 	<ul style="list-style-type: none"> · Position or thesis is not supported by credible, relevant sources · Sources are not documented appropriately.
Use appropriate grammar and mechanics to communicate position or thesis.	<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.

Last updated: May 2, 2014

Oral Communication

General Education Learning Outcome:

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

Definition:

Oral communication is the interdependent process of sending, receiving, and understanding messages.

Rubric:

	Exceeds Proficiency (4)	Meets Proficiency (3)	Developing Proficiency (2)	Below Proficiency (1)
Audience Awareness: Analyze the audience and the purpose of any intended communication.	Most or all elements of oral communication ¹ reveal a high degree of audience awareness.	Most elements of oral communication ¹ reveal some degree of audience awareness.	Some elements of oral communication ¹ reveal some degree of audience awareness.	Few or no elements of oral communication ¹ reveal a degree of audience awareness.
Content: Arrange, organize, and analyze information for the communication.	A position or thesis is clearly expressed or can be readily inferred. It is supported by credible/relevant, well-organized information. All secondary sources are cited. A conclusion is clearly stated, accompanied by a summary of all main points.	A position or thesis is clearly expressed or can be readily inferred. It is supported by mostly credible/relevant, well-organized information. Most secondary sources are cited. A conclusion is stated with most main points restated.	A position or thesis is expressed or can be inferred. It is supported by somewhat credible/relevant, somewhat organized information. Some secondary sources are cited. A conclusion is stated with a few major points restated.	A position or thesis is not expressed and cannot be inferred. Credible/ relevant support is lacking. Secondary sources are not cited. A conclusion is not evident, nor a summary of major points.
Language Use² and Rhetorical Strategies: Use language, techniques, and strategies appropriate to the audience and occasion.	Language used is imaginative, memorable, and compelling. It enhances the effectiveness of the presentation.	Language used is thoughtful and appropriate. It generally supports the effectiveness of the presentation.	Language used is appropriate and partially supports the effectiveness of the presentation.	Language used is unclear and may actually detract from the effectiveness of the presentation.

<p>Extra-Verbal Delivery Techniques: ³</p> <p>Demonstrate clear and confident vocalics appropriate to the audience and occasion.</p>	<p>Delivery techniques make the presentation compelling, and the speaker appears polished and confident.</p>	<p>Delivery techniques make the presentation interesting, and the speaker appears comfortable.</p>	<p>Delivery techniques make the presentation understandable, but the speaker appears tentative.</p>	<p>Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable.</p>
<p>Initiating and Sustaining Discussions: ⁴</p> <p>Use competent oral expression to initiate and sustain discussions.</p>	<p>Student initiates discussions and interacts well with others, guiding the course of the discussion, advancing and summarizing its progress.</p>	<p>Student often initiates discussions and usually interacts well with others, treating others with respect and openness, encouraging others to contribute.</p>	<p>Student sometimes initiates discussions and contributes to discussions, but is not comfortable interacting with others.</p>	<p>Student rarely or never initiates or contributes to discussions and has difficulty interacting well with others.</p>

Notes:

- ¹ Choice of topic; clarity of purpose; information selected, gathered, organized, & related; language used; employment of rhetorical strategies; non-verbal techniques (see 3, below)
- ² Word choice; phrasing; sentence structure; rhetorical devices, such as parallelism, anaphora, alliteration, chiasmus, analogy/metaphor; rhetorical strategies, such as appeals to logic (logos), sympathy (pathos), character (ethos), irony, sarcasm
- ³ Stance, posture, movement, gestures, eye contact, volume, tone, appropriate variety
- ⁴ Initiating discussions; contributing relevant, useful input; encouraging others to contribute; guiding the course of the discussion; advancing and summarizing its progress; treating others with respect and openness

Last updated: April 6, 2018

Quantitative Reasoning

General Education Learning Outcome:

Apply quantitative reasoning to solve problems, interpret answers, and communicate results.

Definition:

Quantitative reasoning can have applications in all content areas and disciplines. Generally, students should be able to interpret and apply numerical, symbolic, or graphical reasoning in order to solve problems and address real-life situations. Students then should be able to clearly communicate their thinking and findings to appropriate audiences.

Rubric:

Criteria	4-Exceeds proficiency	3-Meets Proficiency	2-Developing Proficiency	1-Below Proficiency
<u>Analyze</u> and <u>apply</u> appropriate models to solve quantitative problems.*	Student analyzes the given quantitative information in a problem and applies an optimal model to solve the problem.	Student analyzes the given quantitative information in a problem and applies a reasonable but not optimal model to solve the problem.	Student analyzes the given quantitative information in a problem and applies a plausible but not fully justified model to solve the problem.	Student is unable to apply a plausible model for the given quantitative information in a problem.
<u>Solve</u> computational problems	Students correctly solves computational problems at least 90% of the time.	Students correctly solves computational problems 70-89% of the time.	Students correctly solves computational problems 50-69% of the time.	Students correctly solves computational problems less than 50% of the time.
<u>Select</u> and <u>use</u> appropriate numeric, symbolic, graphical, and/or statistical	Students select and uses an optimal method to interpret, analyze, or critique given quantitative	Students select and uses a reasonable but not optimal method to interpret, analyze, or critique given	Students select and uses a somewhat reasonable, but not optimal method to	Student is unable to select or use a reasonable method interpret, analyze, or critique given

reasoning to interpret, analyze, or critique information or a line of reasoning presented by another and <u>draws</u> a conclusion.	information or line of reasoning, and draws appropriate and fully justified conclusions.	quantitative information or line of reasoning, and draws appropriate and mostly justified conclusions.	interpret, analyze, or critique given quantitative information or line of reasoning, and draws appropriate and somewhat justified conclusions.	quantitative information or line of reasoning, and/or is unable to draw any justified conclusions.
<u>Express</u> quantitative information symbolically and/or graphically, in written or oral language.	Student articulates quantitative information correctly and clearly.	Student articulates quantitative information correctly and mostly clearly.	Student articulates quantitative information mostly correctly and somewhat clearly.	Student does not express quantitative information correctly or clearly.

***A mathematical model** may include using graphs, equations, diagrams, scatterplots, tree diagrams, etc., to represent real world situations. Applying an appropriate model would entail reducing the problem to key characteristics and matching and/or adapting those characteristics to known situations/models.

Last Updated: April 10, 2018

Critical Thinking

General Education Learning Outcome:

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,	<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	<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,	<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

	factual, organized logically and comprehensively	comprehensively	organized logically and comprehensively	logically or comprehensively
Develop a thesis on the issue or problem.	<ul style="list-style-type: none"> · A thesis is clearly stated. · Thesis is appropriate, organized logically, comprehensively and supported by factual evidence or examples 	<ul style="list-style-type: none"> · A thesis is clearly stated. · The thesis is mostly appropriate, organized logically, comprehensively and supported by factual evidence or examples 	<ul style="list-style-type: none"> · A thesis is somewhat clearly stated. · The thesis is somewhat appropriate, organized logically, comprehensively and supported by factual evidence or examples 	<ul style="list-style-type: none"> · A thesis is not clearly stated. · The thesis is not appropriate, organized logically, or comprehensively and supported by factual evidence or examples
Evaluate stated thesis on the issue or problem.	<ul style="list-style-type: none"> · Thesis' conclusion and implication(s) are appropriate, factual, organized logically and comprehensively 	<ul style="list-style-type: none"> · Thesis' conclusion and implication(s) are mostly appropriate, factual, organized logically and comprehensively 	<ul style="list-style-type: none"> · Thesis' conclusion and implication(s) are somewhat appropriate, factual, organized logically and comprehensively 	<ul style="list-style-type: none"> · Thesis' conclusions and implication(s) are not appropriate, factual, or organized logically or comprehensively

Notes:

The task force determined that a thesis can also be a position, main point or thought, or controlling idea.

Last updated: May 2, 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	Meets Proficiency	Developing Proficiency	Below Proficiency
4	3	2	1

Determine the extent of information needed

Effectively defines or addresses the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answers the research question.	Defines or addresses the scope of the research question or thesis. Determines most key concepts. Types of information (sources) selected relate to concepts or answers the research question.	Defines or addresses the scope of the research question or thesis incompletely. Determines some key concepts. Types of information (sources) selected somewhat relate to concepts or answers the research question.	Has difficulty defining or addresses the scope of the research question or thesis. Does not determine key concepts. Types of information (sources) selected do not relate to concepts or answers the research question.
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Access the needed information

Accesses information using Uses effective, well-designed search strategies and/or most information used comes from appropriate sources.	Accesses information using Uses a variety of search strategies and/or some information used comes from appropriate sources.	Accesses information using Uses simple search strategies and/or information used comes from limited or inappropriate sources.	Accesses Uses information randomly and/or information used is inappropriate or poor quality.
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Evaluate

Thoroughly	Identifies sources	Questions some	Begins to identify
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information and its sources critically ³	(systematically and methodically) analyzes sources and information and carefully evaluates the relevance of contexts when presenting a position and/or information used is current, relevant, authoritative, accurate, and represents different viewpoints.	and information and evaluates the relevance of contexts when presenting a position and/or information used is mostly current, relevant, authoritative, accurate, and represents different viewpoints.	sources and information and evaluates the relevance of contexts when presenting a position and/or information used is somewhat current, relevant, authoritative, accurate, and represents different viewpoints.	some sources and information and evaluates the relevance of contexts when presenting a position and/or information used is not current, relevant, authoritative, accurate, and/or represents different viewpoints.
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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.
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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	Students correctly use three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or	Students correctly use two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or	Students correctly use one of the following information use strategies (use of citations and references; choice of paraphrasing,
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³ CRAAP: Currency, Relevance, Authority, Accuracy, Purpose.

<p>quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and follow ethical and legal rules on the use of published, confidential and/or proprietary information.</p>	<p>quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and <u>mostly</u> follow ethical and legal rules on the use of published, confidential and/or proprietary information.</p>	<p>quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and <u>somewhat</u> follow ethical and legal rules on the use of published, confidential and/or proprietary information.</p>	<p>summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and <u>do not</u> follow ethical and legal rules on the use of published, confidential and/or proprietary information.</p>
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Arts, Humanities, and Sciences

General Education Learning Outcome:

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.

Notes:

Addresses LEAP Essential Learning Outcomes:

- a. *Knowledge of human cultures and the physical and natural world through the study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts focused by engagement with big questions, both contemporary and enduring.*
- b. *Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.*

Last revised: November 29, 2017.

Cultural Diversity

General Education Learning Outcome:

Describe and analyze the nature of culture and its variations, past and present.

Definition:

Cultural diversity is to recognize the existence of innumerable cultures, locally, nationally, and globally and to understand that these cultures consist of communities with shared values, shared perspectives, practices, experiences, and behavior that are learned. The ultimate goal is the ability to engage diverse perspectives.

Rubric:

	Exceeds proficiency (4)	Meets proficiency (3)	Developing proficiency (2)	Below proficiency (1)
Describe culture and the variation of cultural practices, expressions, and/or experiences.	Description of culture and the variation of culture are appropriate and in-depth and organized in a clear manner.	Description of culture and the variation of culture are appropriate and are mostly in-depth and mostly organized in a clear manner.	Description of culture and the variation of culture are somewhat appropriate, has some depth, and is somewhat organized in a clear manner.	Description of culture and the variation of culture are not appropriate and/or superficial and are not well organized, clear.
Analyze the variation of cultural practices, expressions, and/or experiences associated with culture.	Analysis is appropriate to topic, in-depth, variation is well supported by sufficient and appropriate content and examples, and organized in a clear manner.	Analysis is appropriate to topic, mostly in-depth; variation is supported by mostly sufficient and appropriate content and examples, and mostly organized in a clear manner.	Analysis is mostly appropriate to topic, somewhat in-depth, variations are supported by somewhat sufficient and appropriate content and examples, and somewhat organized in a clear manner.	Analysis is not appropriate to topic, is superficial, variation is not supported by sufficient and appropriate content and examples, and is not organized.
Compare and contrast cultural practices, expressions,	Comparison and contrast are appropriate to topic, in-depth, with practices,	Comparison and contrast are appropriate to topic, mostly in-depth, practices,	Comparison and contrast are mostly appropriate to topic, somewhat in-depth, practices,	Comparison and contrast are not appropriate to topic, is superficial, practices are not

and/or experiences among different societies; past and/or present.	expressions, and/or experiences among different societies well supported by sufficient and appropriate content and examples, and organized in a clear manner.	expressions, and/or experiences among different societies are supported by mostly sufficient and appropriate content and examples, and mostly organized in a clear manner.	expressions, and/or experiences are supported by somewhat sufficient and appropriate content and examples, and somewhat organized in a clear manner.	supported by sufficient and appropriate content and examples, and is not clearly organized.
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Adapted from the Association of American Colleges and Universities (AAC&U), Valid Assessment of Learning in Undergraduate Education (VALUE), 2014.

Last updated: November 17, 2015

Appendix D. Request for Student Papers, WI Instructors, Spring 2018

Greetings awesome faculty of Leeward CC and WI instructors. I cannot believe we are nearly done with the Spring semester!

As the program coordinator for the AA degree, I and a great team of faculty and staff are planning to assess the following outcomes next year:

1. 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.
2. Information Literacy: Find, evaluate and use information.
3. Written Communication: Develop, support, and communicate ideas to a particular audience through writing.
4. Critical Thinking: Use critical thinking to address issues and solve problems.

Attached are the rubrics we will be using to assess the outcomes.

If you have student papers from your WI courses that we can use we would be so grateful. Many of you also helped in our last round back in 2015. Ideally these papers should reflect what students can do by the end of the course.

If you can help, YEAH, there's no need to do anything at this point except copy and paste this link to respond to a few questions <https://goo.gl/forms/MnEE6i3bftDjzvwd2>

And YES please save the papers for us - hard copy, Lulima, or google drive will work.

We will work with you to organize and collect the assignment instructions and student papers - and yes, we will make sure to respect student and instructor confidentiality.

Questions? Please ask.

THANK YOU!!!!

4 Attachments

