

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input checked="" type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input checked="" type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

1. Yes
 2. No
 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

1. Yes
 2. No (Go to Q1.5)
 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
 2. No
 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

1. Yes
 2. No, but I know what the DQP is
 3. No, I don't know what the DQP is.
 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)? Yes

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Although the BLGs are not designed specifically for graduate programs, the HRS Humanities MA program’s second learning goal is closely aligned with the BLG “Intellectual and Practical Skills”:

(PLG2) Intellectual and Communication Skills: Students who complete the M.A. in Humanities should be able to demonstrate analytical reading skills, critical thinking skills, information competence, and effective written and oral communication skills in order to facilitate clear understanding and articulation of subject matter in academic and professional pursuits appropriate to a graduate-level degree. The third PLO linked to this goal addresses information competence; the fourth address written communication, including use of appropriate reference sources (i.e., information literacy); and the fifth addresses oral communication skills: (PLO2.3) Demonstrate knowledge regarding when there is a need for information, and identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

(PLO2.4) Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose.

(PLO2.5) Present information orally in a persuasive, logical, and organized manner that draws effectively on relevant evidence.

Q1.2.1. Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- N/A, other (please specify)

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):
 Information Competence

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

1. Yes
 2. No
 3. Don’t know
 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[V limit: 300]**

We have used the AAC&U Value Rubric for Information Literacy (see Appendix 1) .

Q2.4. Please indicate the category in which the selected PLO falls into.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Critical thinking |
| <input checked="" type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other: |

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q
	(1) PLO	(2) Standards of Performance	
1. In SOME course syllabi/assignments in the program that address the PLO	X		
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities	X		
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- | | |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Skip to Q6) |
| <input type="checkbox"/> | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/> | 4. N/A (Skip to Q6) |

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2015?

- | | |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Skip to Q6) |
| <input type="checkbox"/> | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/> | 4. N/A (Skip to Q6) |

<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO? 2 (same rubric applied to two assignments)</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300] HRS 296 Fall 2014 (Global Culture) and HRS 214 [listed as 296 in CM Spring 2015 (Ancient Roman Culture) term papers; six papers from each course were reviewed by the three members of the assessment committee in order to determine scores per the Value Rubric.</p>	
<p>Q3A: Direct Measures (key assignments, projects, portfolios)</p>		
<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input checked="" type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input type="checkbox"/> 5. External performance assessments such as internship or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:</p>	
<p>Q3.3.2. Please attach the direct measure you used to collect data. Information Literacy VALUE Rubric (Appendix 1)</p>		
<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5) <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input checked="" type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input type="checkbox"/> 7. Used other means. Specify:</p>		
<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>
<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 3</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>	

<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? There were 6 students in HRS 214 Spring 2015 (all papers selected); the 6 papers in HRS 296 Fall 2014 were selected based on alphabetical order of students' last names.</p>	<p>Q3.6.1. How did you decide how many samples of student work to review? The fact that there were 6 students (and papers) in HRS 214 Spring 2015 determined this number.</p>
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<p>Q3.6.2. How many students were in the class or program? 10 (Fall 2014) / 6 (Spring 2015)</p>	<p>Q3.6.3. How many samples of student work did you evaluate? 12 (6 from each class)</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>
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Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

<p>Q3.7. Were indirect measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know</p>	<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:</p>
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>	
<p>Q3.7.3. If surveys were used, briefly specify how you selected your sample.</p>	<p>Q3.7.4. If surveys were used, what was the response rate?</p>

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

<p>Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know</p>	<p>Q3.8.1. Which of the following measures were used?</p> <p><input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:</p>
<p>Q3.8.2. Were other measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)</p>	<p>Q3.8.3. If other measures were used, please specify:</p>

Q3D: Alignment and Quality

<p>Q3.9. Did the data, including the direct measures, from all the</p>	<p>Q3.9.1. Were ALL the assessment</p>
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different assessment tools/measures/methods directly align with the PLO?

1. Yes
 2. No
 3. Don't know

tools/measures/methods that were used good measure for the PLO?

1. Yes
 2. No
 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment [Word limit: 600 for selected PLO])

Tables for both courses are attached as Appendix 2.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance the selected PLO?

The Information Literacy VALUE Rubric includes five categories of skills. Average scores for the categories ranged from a low of 2.4 to a high of (out of a possible 5.0). Our analysis of the data collected reveals that our students understand and employ the legal and ethical principles that define the appropriate use of information sources. They are also reasonably skilled in the effective use of information they have acquired. But the data also reveal the following weaknesses:

Many students have difficulty in conceiving and stating a suitable thesis. Some of their papers identified their subject but did not take a position on it. Others were too weak in stating a thesis, leaving the reader uncertain about the author's purpose. Still others described theses that were too ambitious given the short time a single semester offers for the successful completion of a research project and the modest abilities of students who have just begun graduate-level studies.

Many students made poor choices in choosing sources of information. Some failed to identify the best sources for their projects; that is, those that would be obvious to anyone with a basic familiarity with the subject. These students settled for second-rate sources of information. Other students chose to use very poor or even unacceptable sources, demonstrating an inability to identify materials that are unreliable or inappropriate.

We believe that the best way to deal with the issues related to thesis formulation and the selection of poor and inappropriate information sources is to offer instruction on these matters during graduate seminar meetings. Teaching students how to identify the best sources for their research projects is a different matter. Becoming familiar with the literature of a field and what it has to offer requires far more time, effort, and sophistication than we can reasonably expect from our students. In this case, we believe it would be best for students to work individually with their instructor.

We also believe that it would be beneficial to develop a common graduate term paper rubric to be applied in most if not all graduate seminars. Some faculty already are using a rubric, thus providing us with a place to start. We will consider carefully the Information Literacy VALUE Rubric when developing relevant categories.

Accordingly, we will revise the structure of HRS 200A, an introductory course that is required for all students in our program. Students in this

course will now receive instruction during class meetings on research and writing, with special attention given to thesis-formulation and distinguishing between appropriate and inappropriate sources of information. In addition, students will meet individually with their instructor, who will discuss with them the best sources of information in the fields in which they are doing their research.

Q4.3. For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Did not meet** expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- | | |
|-------------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Go to Q6) |
| <input type="checkbox"/> | 3. Don't know (Go to Q6) |

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**
(Please see response to Q4.2.)

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses			X		
2. Modifying curriculum				X	
3. Improving advising and mentoring					X
4. Revising learning outcomes/goals			X		
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan		X			
7. Annual assessment reports	X				
8. Program review					X
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning					X
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement					X
19. Resource allocation and budgeting					X
20. New faculty hiring					X
21. Professional development for faculty and staff					X
22. Recruitment of new students					X
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

In HRS 200A (Fall 2014), students were required to write five reading-response papers in which they were asked to critically examine points of view described in the Babylonian *Epic of Gilgamesh*, Plato's *Symposium*, Sophocles' *Oedipus the King* and *Antigone*, Apuleius' *The Golden Ass*, and *Tristan and Isolde*. All five assignments require careful analysis of the content and points of view on philosophical topics of universal human concern. Assessment was based to a large extent on adequacy of critical thinking as our department came to understand it through our 2013-2014 assessment efforts.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input checked="" type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input checked="" type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

1. Information Literacy VALUE Rubric
2. Scores per Information Literacy VALUE Rubric for HRS 214 and 296 papers
3. Oral Communication VALUE Rubric
4. Scores per Oral Communication VALUE Rubric for HRS 214 reports

Program Information

P1. Program/Concentration Name(s):
Humanities M.A.

P2. Program Director:
Victoria Shinbrot

P1.1. Report Authors:
Jeffrey Brodd, Brad Nystrom, Harvey Stark

P2.1. Department Chair:
Brad Nystrom

P3. Academic unit: Department, Program, or College:
Department of Humanities & Religious Studies

P4. College:
Arts & Letters

P5. Fall 2014 enrollment for Academic unit (See [Department Fact Book 2014](#) by the Office of Institutional Research for fall 2014 enrollment: 50 (Fall 2013 enrollment; this is the most recent data provided by

P6. Program Type: [Select only one]

<input type="checkbox"/>	1. Undergraduate baccalaureate major
<input type="checkbox"/>	2. Credential
<input checked="" type="checkbox"/>	3. Master's degree

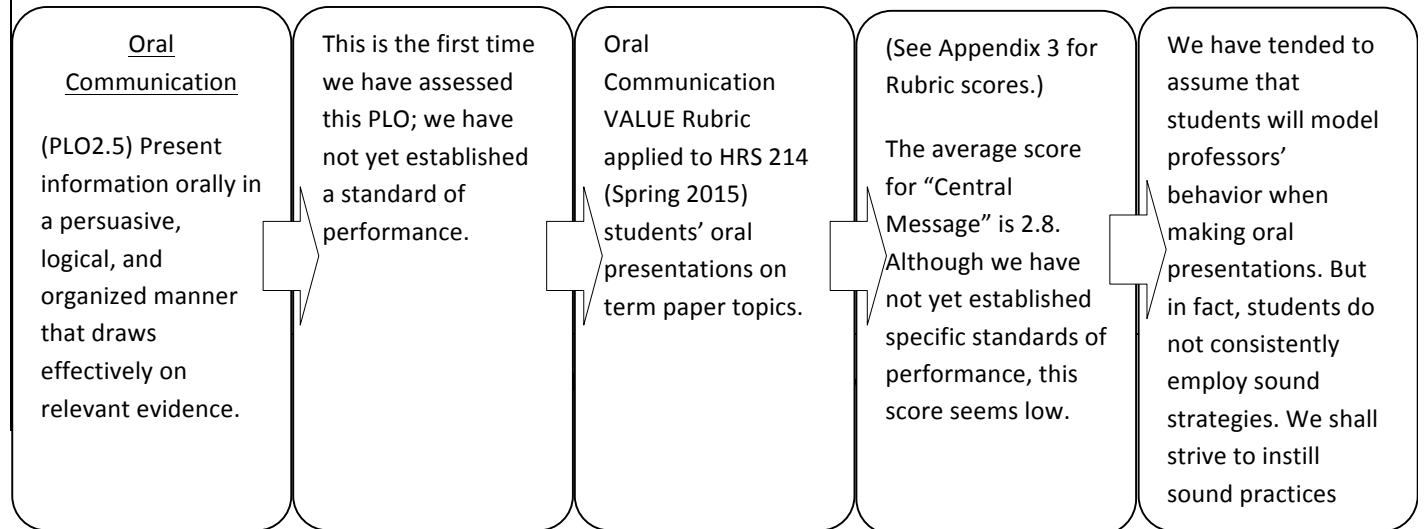
the 2014 <i>Fact Book</i>)				4. Doctorate (Ph.D./Ed.d)																	
				5. Other. Please specify:																	
Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 2 P7.1. List all the name(s): HRS B.A. (Humanities Concentration), HRS B.A. (Religious Studies Concentration) P7.2. How many concentrations appear on the diploma for this undergraduate program? 2											Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 1 P8.1. List all the name(s): Humanities M.A. P8.2. How many concentrations appear on the diploma for this master program? 0										
Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names:											Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List all the name(s):										
When was your assessment plan?		1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan										
P11. Developed								X													
P12. Last updated								X													
									1. Yes	2. No	3. Don't Know										
P13. Have you developed a curriculum map for this program?									X												
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?										X											
P15. Does the program have any capstone class?									X												
P16. Does the program have ANY capstone project?									X												

Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

Report Assessment Activities on Additional PLOs Here

We assessed PLO2.5, Oral Communication. Please see also Appendices 4 (Oral Communication VALUE Rubric) and 5 (Scores per Oral Communication VALUE Rubric for HRS 214 reports).



INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
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. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

APPENDIX 2: Scores per Information Literacy VALUE Rubric

HRS 214, Spring 2015: Information Literacy per VALUE Rubric

Paper #	1	2	3	4	5	6	AVERAGE
Determine the Extent of Information Needed	3.7	3.2	2.7	2.7	3.2	2.8	3.0
Access the Needed Information	3.0	2.8	2.8	2.7	2.7	3.2	2.9
Evaluate Information and its Sources Critically	3.2	3.3	2.7	2.8	3.3	2.8	3.0
Use Information Effectively to Accomplish a Specific Purpose	3.5	3.0	2.8	3.2	3.5	2.7	3.1
Access and Use Information Ethically and Legally	3.3	3.3	2.3	3.0	3.8	2.5	3.1
AVERAGE SCORE	3.3	3.1	2.7	2.9	3.3	2.8	3.0

HRS 296 (Global Studies), Spring 2015: Information Literacy per VALUE Rubric

Paper #	1	2	3	4	5	6	AVERAGE
Determine the Extent of Information Needed	2.8	2.5	3.3	1.8	1.8	2.5	2.5
Access the Needed Information	3.0	2.2	3.2	2.0	1.3	2.8	2.4
Evaluate Information and its Sources Critically	3.2	2.0	3.3	1.8	1.3	2.5	2.4
Use Information Effectively to Accomplish a Specific Purpose	3.2	2.3	3.5	2.2	1.2	2.7	2.5
Access and Use Information Ethically and Legally	3.7	2.3	3.7	2.2	2.2	3.0	2.8
AVERAGE SCORE	3.2	2.3	3.4	2.0	1.6	2.7	2.5

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

APPENDIX 4: Oral Communication scores

HRS 214 (Ancient Roman Culture) Spring 2015: Oral Communication per VALUE Rubric

Report #	Organizat	Language	Delivery	Supporting	Central Mess.	AVE.
1	4.0	4.0	3.0	3.0	4.0	3.6
2	2.0	3.0	3.0	3.0	2.0	2.6
3	3.5	3.5	3.0	3.0	3.0	3.2
4	4.0	3.5	3.0	4.0	3.0	3.5
5	2.0	3.0	3.0	2.0	2.0	2.4
6	3.0	3.0	3.0	3.0	3.0	3.0
AVE.	3.1	3.3	3.0	3.0	2.8	3.1