A large red square with a white border, centered on a white background. Inside the square, the text "Getting on the Cycle of Assessment" is written in white, bold, sans-serif font, centered vertically and horizontally.

# Getting on the Cycle of Assessment

# Introduction

“Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning . These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking .”

-Standard 2.2a (WASC 2013 Handbook of Accreditation)

# Assessment Support Committee Members AY2018

Accreditation Liaison Officer- Chair of Humanities

Chair of the English Department

Director of English Composition

Director of the Kiloohana Student Success Center

Director of Disability Services

ESL Faculty Member

Psychology Faculty Member

4 Librarians- 3 Mookini Librarians, 1 Pharmacy

# Written Communication & Critical Thinking

Rubric for Written Communication

	Line of Reasoning	Organization and Structure	Content	Language/Prose/Syntax
4 (Advanced)	<ul style="list-style-type: none"> <li>Composes a well-defined thesis that is supported by coherent and relevant arguments.</li> <li>Argument is coherent and develops a clear line of logical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Organization of ideas/information is well-planned, and organized; structure enhances the message or argument.</li> <li>Paragraphs are well-developed, and paragraph breaks enhance the main points.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits original insight into the content</li> <li>Content illuminates the argument and/or message</li> </ul>	Uses grammatically correct prose that is highly appropriate to the audience; paper successfully utilizes complex sentence structures; prose is articulate and sophisticated.
3 (Competent)	<ul style="list-style-type: none"> <li>Constructs an identifiable thesis with some gaps or inconsistencies in reasoning.</li> <li>Minor gaps in logic but the overall argument is linear and coherent.</li> </ul>	<ul style="list-style-type: none"> <li>Some organizational problems evident.</li> <li>Paragraphs are developed but exhibit a few inappropriate breaks, or transitions between paragraphs are awkward.</li> </ul>	<ul style="list-style-type: none"> <li>Content is adequately addressed</li> <li>Content generally supports main argument.</li> </ul>	Minor problems with grammar or punctuation, but sentences generally make sense; sentence structure is simplistic; prose may be conversational or somewhat inappropriate for purpose of the assignment or the audience.
2 (Emerging)	<ul style="list-style-type: none"> <li>Thesis is weak, unclear or too broad for assignment, but has some relevance to the body of essay or presentation.</li> <li>Paper utilizes only marginally coherent set of ideas; connections between some ideas and arguments are missing or underdeveloped.</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt at organizing ideas/information but reasoning for that ordering is not apparent.</li> <li>Paragraphs are underdeveloped or and/or transitions between them are problematic.</li> </ul>	<ul style="list-style-type: none"> <li>Content is only superficially addressed.</li> <li>Content does not fully support main argument.</li> </ul>	Exhibits grammatical problems but overall meaning of sentences is not totally obscured; prose may not reflect an understanding of standard English; may lack an understanding of the purpose of the assignment or the audience.
1 (Beginning)	<ul style="list-style-type: none"> <li>No discernible thesis (unable to construct an argument).</li> <li>The paper is a collection of unrelated ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs are or appear non-existent.</li> <li>Transitions between paragraphs are non-existent.</li> </ul>	<ul style="list-style-type: none"> <li>Content is not appropriate to the assignment or minimally used.</li> <li>Content does not relate to the argument being made.</li> </ul>	Prose is largely incomprehensible; major grammatical and punctuation problems; major syntax problems at the sentence level.

# What We Did

Simplified the rubric before beginning assessments and separated Written and Oral Communication rubrics (rubrics based on VALUE rubrics)

Assessed English placement exams and English 100 essays for one freshman cohort

Assessed capstone courses for departments including Communication and History

Met with Kea'au High School teachers to assess high school writings compared to English 100 essays written by Kupa 'Āina Summer Bridge program students, most of whom were recent graduates from Kea'au High School

# What We Learned...

Students taking the writing placement exam were not incorporating provided sources as instructed in the prompt, leading to questions of reading comprehension (Do we have books at different levels?)

For English 100 students, writing progress regressed when they were asked to incorporate new skills in their essays, e.g. documented sources essay

Students did not have strong thesis statements, sometimes there was no thesis statement (teaching topic strategy)

Final drafts appeared to be first drafts

# Information Literacy & Critical Thinking

Rubric for Information Literacy

	Document Conventions	Appropriateness of Sources	Evaluating Sources*	Integrating Sources*
4 (Advanced)	Properly documents citations and sources	All sources are relevant, credible and appropriate	Demonstrates a clear understanding of the materials' criteria for inclusion: authority, timeliness, and accuracy	Synthesizes information with a clear sense of direction/purpose
3 (Competent)	Few errors with citation format	Most of the sources are relevant, credible and appropriate	Demonstrates an adequate examination of the information	Adequately synthesizes information but conclusions or interpretations may seem obvious
2 (Emerging)	Incorrect use of required citation format	Most sources are neither relevant nor credible	Reflects an attempt to examine the information	Exhibits problems in synthesizing information
1 (Beginning)	No citations and bibliography  <b>Note: Any evidence of plagiarism automatically drops the score for this column to a 0.</b>	No relevant or credible sources	Reflects no effort to examine the information	Reflects no synthesis of information

\*These columns simultaneously assess critical thinking

## What We Did

Assessed Information Literacy in papers from both a sampling of lower level [100- and 200-level General Education certified classes] and capstone courses. This was the first time that the GE courses were assessed campus wide.

## What We Learned

We found that students performed worst in Document Conventions, what librarians and English faculty might consider the easiest skill if following a specific academic format such as MLA, Chicago or Turabian.



# What I am doing now in PharmD courses...

Background information on students

Background on program

Embedded in all 3 years of didactic instruction

Initially started in bootcamp for P3 students headed out for their rotations

# Scaffolding Instruction

P1 year Communication & Culture

P2 year Drug Information

P3 year Complementary Medicine

P4 Creation of a NAPLEX/MPJE online  
course

# What I am learning

Change in direction and creativity and role of active learning

Do not assume anything

Creating content

Workshops and “group work”

# Oral Communication & Critical Thinking

Rubric for Oral Communication

	Organization and Structure*	Content*	Language*	Delivery
4 (Advanced)	<ul style="list-style-type: none"><li>• Presentation is highly organized, with a logical sequence</li></ul>	<ul style="list-style-type: none"><li>• Content strongly exhibits insight into the subject matter</li></ul>	<ul style="list-style-type: none"><li>• Language choices strongly enhance the effectiveness of the presentation and are also appropriate to the audience</li></ul>	<ul style="list-style-type: none"><li>• Delivery techniques (gestures, eye contact, vocal expressiveness) are highly engaging</li></ul>
3 (Competent)	<ul style="list-style-type: none"><li>• Presentation is adequately organized, with a discernible sequence</li></ul>	<ul style="list-style-type: none"><li>• Content adequately exhibits insight into the subject matter</li></ul>	<ul style="list-style-type: none"><li>• Language choices adequately support the effectiveness of the presentation and are also appropriate to the audience</li></ul>	<ul style="list-style-type: none"><li>• Delivery techniques (gestures, eye contact, vocal expressiveness) are adequate</li></ul>
2 (Emerging)	<ul style="list-style-type: none"><li>• The organization of the presentation lacks focus, and exhibits major gaps in logic</li></ul>	<ul style="list-style-type: none"><li>• Content is only superficially addressed</li></ul>	<ul style="list-style-type: none"><li>• Language choices partially support the effectiveness of the presentation and are also appropriate to the audience</li></ul>	<ul style="list-style-type: none"><li>• Delivery techniques (gestures, eye contact, vocal expressiveness) do not engage the audience</li></ul>
1 (Beginning)	<ul style="list-style-type: none"><li>• Organization is not evident</li></ul>	<ul style="list-style-type: none"><li>• Content displays no insight into the subject matter</li></ul>	<ul style="list-style-type: none"><li>• Language choices minimally support the effectiveness of the presentation and/or are not appropriate to the audience</li></ul>	<ul style="list-style-type: none"><li>• Delivery techniques (gestures, eye contact, vocal expressiveness) detract from the presentation</li></ul>

\*These two columns simultaneously assess critical thinking

\*Choices need to be both effective and appropriate for 2, 3, & 4

# What We Did

Assessed capstone courses to determine whether seniors were prepared for the workplace and graduate studies

We revised our original rubric to make it flexible enough to evaluate a wide range of presentations, including interviews, internship reports, and math and science presentations

We received positive feedback from faculty members recommending that our rubric be used by their departments to evaluate all of their capstone courses

# What We Learned

Students were often not adequately preparing for their presentations

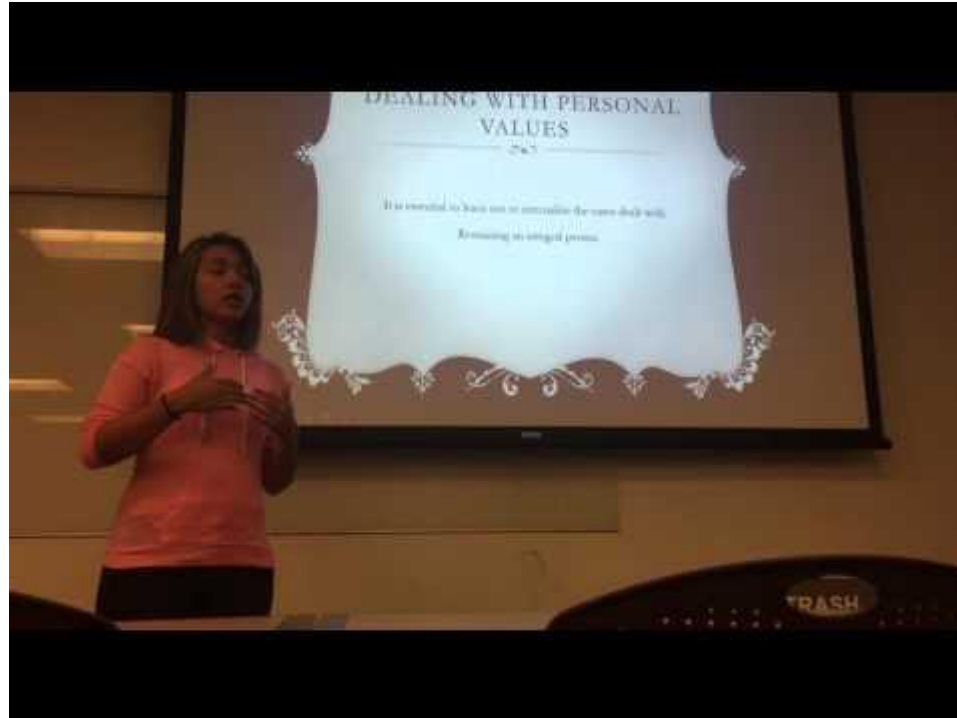
There was an issue between their academic voice and colloquial language

Presentations can be full of content even when short

Most departments reported that they would focus on Delivery in the future

Departments should use the data to assess whether their lower level courses include oral communication requirements

# Interactive exercise



<https://www.youtube.com/watch?v=dFyFfGPpdCE>