

SUMMARY OF ASSESSMENT AT THE GRADUATE LEVEL: UNIVERSITY OF HAWAI‘I AT HILO

COMPILED IN SPRING/SUMMER/FALL 2020 FOR INFORMATION LITERACY BY THE GRADUATE COUNCIL

Part 1: Information Literacy Rubric Constructed by the Graduate Council

	<b>Document Conventions</b>	<b>Appropriateness of Sources</b>	<b>Evaluating Sources*</b>	<b>Integrating Sources*</b>
4 (Advanced)	Documents citations and sources in text and bibliography with no errors	All sources are relevant, credible and appropriate with an emphasis on primary sources	Demonstrates a nuanced understanding of the contemporary literature including credible critique	Exceptional synthesis of previous research integrated with original ideas and research
3 (Competent)	Documents citations and sources in text and bibliography with minimal errors	All sources are relevant, credible and appropriate but may not all be primary sources	Demonstrates a clear understanding of the materials' criteria for inclusion: authority, timeliness, and accuracy	Synthesizes information with a clear sense of purpose
2 (Emerging)	Few errors with citation format in text and bibliography	Most of the sources are relevant, credible, and appropriate but excessive reliance on secondary sources and may lack some in-text citations	Demonstrates an adequate presentation of the information but lacking consistent evaluation	Adequately synthesizes information but conclusions or interpretations may seem obvious or disconnected
1 (Beginning)	Incorrect use of required citation format in text and bibliography  Note: Any evidence of plagiarism automatically drops the score for this column to a 0	Many sources are lacking and others are neither relevant nor credible	Reflects an attempt to examine the information but contains logical gaps in the evaluation	Exhibits problems in synthesizing information

\* These columns simultaneously assess critical thinking.

## Part 2: Results

Each graduate level program chose one assignment representative of work done by students from their program and assessed that assignment according to the above rubric. The assessments were conducted by two faculty members from each individual program. The results of the assessment are shown in the table below. The number values show the average scores for the four rubric categories.

Table: Assessment Results for Individual Programs

Program	Assignment chosen	Number of Students	Document Conventions	Appropriateness Of Sources	Evaluating Sources	Integrating Sources	Mean for Program
M.A. in Counseling Psychology	Psych 623: Final paper	16	2.56	2.91	2.88	2.81	2.79
M.A. in Heritage Management	ANTH 700: Thesis	2	3.25	3	3	3	3.06
M.A. in Teaching (MAT)	ED 681: Final Res. Paper	14	2.7	2.9	3.4	3.2	3.1
Master of Education(MEd)	N.A. for this year						
M.A. in Tropical Conservation Biology and Environmental Science(TCBES)	CBES 601: Field and Laboratory Methods	17	3.6	3.5	2.3	2.5	2.98
M.A. in Hawaiian Language and Literature	Final Research Paper in HSWT 690	4	3.62	3.75	3.75	3.62	3.69
MA in Indigenous Language and Culture Education	Final Project KED 693	8	3.62	3.56	3.56	3.44	3.54
Ph.D. in Hawaiian and Indigenous	Proposal for KIND 730: Research	12	3.79	3.71	3.62	3.62	3.69

Language and Culture Revitalization	Methods in Hawaiian and Indigenous Cultures							
Doctor of Nursing Practice	Practice Inquiry Projects	6	3.75	3.75	3.75	3.75	3.75	3.75
Ph.D. in Pharmaceutical Sciences	Poster Presentations At National Conferences	3	4	4	3	3	3.50	