### EXAMPLE (LOWER LEVEL COURSE)

<table>
<thead>
<tr>
<th>Have formal Program Learning Outcomes (PLOs) or Student Learning Outcomes (SLOS) been developed?</th>
<th>Published where? (website)</th>
<th>Do PLOs include or imply link to Core Competency? (AY 2013-2014: Written Communication)?</th>
<th>Process of Core Competency Assessment:</th>
<th>Data (measurement of the competency)</th>
<th>Action Taken in Response to the Data (What will you do in response to the findings?)</th>
<th>Date of Last Program Review</th>
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<tbody>
<tr>
<td>YES</td>
<td>Catalog and Department website being updated</td>
<td>analyze various types of texts (including literature, non-fiction, film, and visual media) using appropriate techniques, such as paraphrase, synthesis, and comparison/contrast; write college-level prose and use appropriate grammar</td>
<td>1. ENG 100, sec. 1 2. See attached instructions 3. Final research paper 4. GE Rubric for Information Literacy and Written Communication</td>
<td>15 papers were collected (5 students did not submit final paper) and read by the collective faculty for both Information Literacy and Written Communication. Results show that only 2 of the 15 were judged at competent or above; the bulk had median scores of 2.75 or below for both areas. Readers also reported that many students exhibited extremely poor ability to support their arguments with relevant or related information.</td>
<td>The Department will pilot a lexile test for selected sections of ENG 100 to gauge if students have deficiencies in reading that may be impacting their ability to integrate secondary material in their writing. Depending on the results, the Department may devise reading drills to be included in the regular coursework. The Department also passed a provision to fail any student who does not turn in the final paper.</td>
<td>2005 <a href="http://hilo.hawaii.edu/uhh/vcaa/documents/ChemistryMOU.pdf">http://hilo.hawaii.edu/uhh/vcaa/documents/ChemistryMOU.pdf</a></td>
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</table>
# Rubric for Information Literacy

<table>
<thead>
<tr>
<th>Rating</th>
<th>Documentation Conventions</th>
<th>Appropriateness of Sources</th>
<th>Evaluating Sources*</th>
<th>Integrating Sources*</th>
</tr>
</thead>
</table>
| 4 (Advanced) | • No errors with regard to citation format (in-text and bibliography).  
  • Properly documents citations and sources. | • All sources are relevant and appropriate to the assignment and course. | • Student demonstrates in-depth examination of information and/or material which coincide with specific needs and goals in the paper.  
  • Examination of information shows a clear understanding of the material’s criteria for inclusion (i.e. authority, credibility, relevance, timeliness, and accuracy). | • Student synthesizes information with a clear sense of direction/purpose in the assignment  
  • Student draws exceptional conclusions or insights based on the information cited  
  • Use of information leads to highly developed arguments, follow-ups, ideas, appeals, proposals, etc. |
| 3 (Competent) | • In-text citations generally match bibliography and vice versa.  
  • Minor errors with citation format. | • A majority of sources are relevant and appropriate to the assignment and course. | • Student demonstrates adequate examination of the material.  
  • There may be minor problems with the articulation of appropriateness of material to the assignment. | • Student adequately synthesizes information  
  • Student demonstrates some insight but conclusions or interpretations may seem obvious |
| 2 (Emerging) | • Incorrect use of required citation format.  
  • May include a bibliography but entries may not correlate to sources used in the paper, or vice versa. | • Writer attempts to use relevant sources but includes problematic (non-credible) sources of information. | • Student may exhibit some attempt to examine the information using academic criteria.  
  • Information and/or sources are questionable. | • Student includes information but exhibits problems in synthesizing it into the assignment (i.e. floating citations)  
  • Follow-up discussion of material may be minimal, unsubstantiated, and/or unoriginal |
| 1 (Beginning) | • No citations and/or bibliography.  
  • Copies or paraphrases without documentation.  
  • NOTE: Any evidence of plagiarism automatically drops the score for this column to a 1 | • No relevant or credible sources; paper is mainly speculative on the part of the writer. | • No effort to examine the information.  
  • Little awareness of the quality of the information. | • No synthesis of material into the assignment  
  • Very little of the materials in the bibliography are found in the body of the paper. |

- These columns simultaneously assess critical thinking

Comments:
<table>
<thead>
<tr>
<th><strong>Line of Reasoning</strong></th>
<th><strong>Organization and Structure</strong></th>
<th><strong>Content</strong></th>
<th><strong>Language/Prose/Syntax</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 (Advanced)</strong></td>
<td>Composes a well-defined thesis that is supported by coherent and relevant arguments. Argument is coherent and develops a clear line of logical reasoning.</td>
<td>Organization of ideas/information is well-planned, and organized; structure enhances the message or argument. Paragraphs are well-developed, and paragraph breaks enhance the main points.</td>
<td>Exhibits original insight into the content. Content illuminates the argument and/or message.</td>
</tr>
<tr>
<td><strong>3 (Competent)</strong></td>
<td>Constructs an identifiable thesis with some gaps or inconsistencies in reasoning. Minor gaps in logic but the overall argument is linear and coherent.</td>
<td>Some organizational problems evident. Paragraphs are developed but exhibit a few inappropriate breaks, or transitions between paragraphs are awkward.</td>
<td>Content is adequately addressed. Content generally supports main argument.</td>
</tr>
<tr>
<td><strong>2 (Emerging)</strong></td>
<td>Thesis is weak, unclear or too broad for assignment, but has some relevance to the body of essay or presentation. Paper utilizes only marginally coherent set of ideas; connections between some ideas and arguments are missing or underdeveloped.</td>
<td>Some attempt at organizing ideas/information but reasoning for that ordering is not apparent. Paragraphs are underdeveloped or and/or transitions between them are problematic.</td>
<td>Content is only superficially addressed. Content does not fully support main argument.</td>
</tr>
<tr>
<td><strong>1 (Beginning)</strong></td>
<td>No discernible thesis (unable to construct an argument). The paper is a collection of unrelated ideas.</td>
<td>Paragraphs are or appear non-existent. Transitions between paragraphs are non-existent.</td>
<td>Content is not appropriate to the assignment or minimally used. Content does not relate to the argument being made.</td>
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</tbody>
</table>

* This column is used to simultaneously assess critical thinking.

**COMMENTS:**
Non-Hawai'i, Non-Resident Students
ENG 100 Final Results

\[ y = 0.4411x + 1.1839 \]

\[ R^2 = 0.3014 \]