

**Associate of Arts**

**Academic Assessment Plan**

Adopted by

The UAA Associate of Arts Assessment Plan Committee: 12/7/16

Reviewed with curriculum changes as an information item by the Academic Assessment Committee: 4/21/23

Reviewed by the Faculty Senate as an information item: 5/5/23

Reviewed by the FS Academic Assessment Committee: 2/3/17

Submitted as an information item to the Faculty Senate: 3/3/17

**I. Introduction:**

**A. Background**:

Assessment of the AA PSLOs (Program Student Learning Outcomes) has been ongoing since 2006. The current AA assessment process was built around assessing each of the 7 AA PSLOs every year, attempting to gather data and analysis from every disciplinary category: written communication, oral communication, humanities, fine arts, social sciences, mathematics, and natural sciences. While this has generated a vast amount of data, it was hard to see the forest for the trees. Furthermore, each campus (Anchorage, Mat-Su, KPC, Kodiak, and PWSCC) developed their own AA assessment plans and processes. Responding to accreditation and institutional needs, an AA Assessment Plan Committee (AAAPC) was formed in February 2016 tasked with creating a simplified, yet unified approach to assessing a single AA program delivered across all the campuses. The following plan was drafted in the Spring of 2016 and put forward in November 2017 as the proposed AA assessment plan for UAA.

**B. Recommendations:**

Assessment of the AA at UAA currently focuses on seven student learning outcomes as well a very specific mission statement. When the outcomes and mission statement were created, they made sense for the processes and requirements then used for assessment. However, they are not fully connected to the General Education Requirement outcomes, which is problematic, especially for any students who believe they will be able to “transfer” their AA directly into a baccalaureate program at UAA. Additionally, most of the literature seems to suggest that having more measurable, flexible outcomes is important; the proposed new AA outcomes are broadly linked to the ACC&U LEAP initiative, and other national trends in AA and General Education student learning outcomes.

Based off these concerns, it is this committee’s recommendation that the **mission, outcomes, and assessment process of the AA program be revised**. As with all assessment processes, this plan is a work in progress. As data and analysis come forward, and as challenges arise, further changes or revisions may be made to this AA assessment plan. The committee’s overall goal is to create an assessment process that is simplified, unified, sustainable and meaningful, for both faculty and students.

**C. Relation to General Education (GER):**

The work toward a shared AA assessment plan should also be seen in relationship to the current GER assessment process, now in the second year of a three-year plan to assess the nine GER Student Learning Outcomes over three years (AY16-18). The two assessment processes work in tandem. The current GER assessment process builds upon the GER Assessment Committee’s AY15 efforts, and the shared AA assessment will draw upon the faculty-developed GER assessment rubrics. In turn, the simplified AA PLSOs provide a model for simultaneously simplifying and broadening the GER Student Learning Outcomes in the forthcoming GER revision. Ultimately, the goal is to bring the GER and AA into full alignment.

# II. Mission Statement

## Current AA Mission Statement as of May 2016:

The Associate of Arts (AA) degree provides a solid foundation in mathematics and written and oral communication, the natural and social sciences, the humanities, and the fine arts.  The AA degree prepares students for career advancement and baccalaureate programs and to better understand their world.

## Proposed New AA Mission Statement, December 2016:

The Associate of Arts (AA) degree provides an academic foundation for student success in multiple pathways including continued study, career preparation, and engaged citizenship for Alaska’s diverse peoples.

# III. Program Student Learning Outcomes: Current and Proposed Changes

## Current AA PSLOs as of May 2016:

Students graduating with an AA degree from UAA will be able to:

1. Communicate effectively with diverse audiences (individual, group, or public) using a variety of verbal and nonverbal communication strategies;
2. Respond effectively to writing assignments using appropriate genres and standard written English;
3. Use library and electronic research responsibly and appropriately;
4. Identify, describe, and evaluate the aesthetic, historical, and philosophical aspects of material culture, including artistic expressions, language, and texts;
5. Apply critical thinking skills to identify premises and conclusions of arguments, evaluate their soundness, and recognize common fallacies;
6. Use appropriate mathematical language and symbols to develop and communicate solutions and demonstrate quantitative and analytical skills and knowledge;
7. Articulate the fundamentals, developments, and impacts of one or more scientific disciplines and develop and analyze evidence-based conclusions about the natural and social world.

## New AA PSLOs—December 2016:

Students graduating with an AA degree from UAA will be able to do the following at the introductory level:

1. Communicate Effectively
2. Think Critically
3. Evaluate Analytically
4. Reason Empirically

Table 1: Comparison of New PSLO’s vs Old PSLO’s

**Students graduating with an AA degree from UAA will be able to do the following at the introductory level:**

| NEW PSLO’s | OLD PSLO’s | GER / COURSE CATEGORIES |
| --- | --- | --- |
| CommunicateEffectively | Communicate effectively with diverse audiences (individual, group, or public) using a variety of verbal and nonverbal communication strategies – (1) | ORALMULTIPLE |
| CommunicateEffectively | Respond effectively to writing assignments using appropriate genres and standard written English - (2)  | WRITTENMULTIPLE |
| Think Critically | Use library and electronic research responsibly and appropriately (3) | MULTIPLE |
| Think Critically | Apply critical thinking skills to identify the premises and conclusions of arguments, evaluate their soundness, and recognize common fallacies (5) | MULTIPLE |
| Evaluate Analytically | Identify, describe, and evaluate the aesthetic, historical and philosophical aspects of material culture, including artistic expressions, language, and texts (4) | HUMANITIESARTS |
| Reason Empirically | Use appropriate mathematical language and symbols to develop and communicate solutions and demonstrate quantitative and analytical skills and knowledge (6) | MATH |
| Reason Empirically | Articulate the fundamentals, developments, and impacts of one or more scientific disciplines and develop and analyze evidence-based conclusions about the natural and social world (7) | NAT SCISOCIAL SCI |

# IV. Measures

## Common Rubrics:

Rubrics and assessment data collection sheets for the AA assessment are designed to allow useful and consistent data collection across multiple disciplines while also minimizing as much as possible the faculty burden of data collection. In addition, the rubrics share similar language and design as those used for the General Education Requirements (GER) to help align both programs. Rubrics largely have four main areas for each outcome, with another three open-ended areas that programs or campuses can add for specific data they are interested in recording. (See Appendix, Tables 3 & 4.)

## Student Artifacts and Collection

Faculty may collect data of student artifacts in a number of ways. Suggested components to guide faculty collection practices include: specific AA PSLO being assessed; a description of the assignment (a copy of the assignment guidelines could also be used); a brief summary of the findings; and any faculty recommendations, concerns or actions taken based on the findings.

Compiling the artifacts and sending them with completed rubrics or other assessment tools would help for norming and archiving materials. Some artifacts—oral presentations are excellent examples--will be more difficult to compile. In this instance, rubric assessment might happen in the classroom, and a faculty workshop group could bring their individual class findings to the table for discussion. See the GERA report (Dan Kline) for the Summer 2016 GER assessment working group in regards to their approach to Oral communication artifact and rubric assessment.

## Benchmarks:

An important part of assessment is faculty collaborating together to establish benchmarks for what is considered acceptable student learning for a particular outcome. For example, does an outcome meet expectations if 70% of students assessed either met or exceeded expectations? Or do we expect 80% of our students to meet or exceed expectations? Benchmarking may be used to gauge student success rates, and the AAAC will communicate back findings to faculty and departments. The Spring and Summer AA assessment working group will discuss and set initial benchmarks that will allow us to compare to previous data and information received.

### V. Process

This revised AA Assessment plan calls for a simplified process for assessing the PSLOs. The goal is to ensure student success in meeting the SLOs, creating an aligned assessment process that draws on the energy of the respective campuses. The assessment process draws on the GER assessment principles of staggering outcome assessment and sampling campuses and courses. This approach allows a systematic look at student learning across the UAA system while at the same time making assessment more sustainable across a multitude of campuses and disciplines. It also encourages collaboration among different disciplines and campuses, allowing faculty to spot trends in student learning so that, when needed, changes can be made to curriculum. Finally, common assessment rubrics help faculty maintain consistency, especially since a variety of disciplinary assignments will be used in the assessment.

## A. Assessment, by Outcome with Common Rubrics and Faculty working groups

## Staggered AA SLO assessment: AA SLOs would be assessed on a staggered basis. This method of data analysis and reporting will involve one SLO per year over a four year period (utilizing the 4 revised AA SLOs):

* Year One: communicate effectively
* Year Two: think critically
* Year Three: evaluate analytically
* Year Four: reason empirically

The AAAC should coordinate with the scheduled GER assessment process so as to minimize redundancy and increase efficiency and shared assessment activities across all UAA campuses.

### Course-embedded assignments assessment:

Each year, the AAAC will identify the sampling of courses that will be assessed for the chosen outcomes that year and ask for faculty to submit student artifacts.

For example, for effective written communication, ENGL A111 and A212, might be identified, but other courses outside of English could also assessed for effective writing. HIST A101 and PHIL A201 could be identified for the evaluate analytically outcome; Sociology 101 and PSY 111 and PHIL 101 could be used for critical thinking; and BIO A102 and ENVI 211 could be used for empirical thinking. Additionally, while COMM courses would be identified for effective communication, any courses that routinely have presentations could also be part of the assessment. (See Table 1 in Appendix for example of scheduling.)

As courses are identified for assessment of each SLO, members of the AAAC will need to coordinate with their campuses to arrange for data collection. Each campus will have a representative on the AAAC, and there should be a connection built between the campus representative and the campus assessment committee. Faculty who are collecting data and samples for assessment will give their material to their campus AAAC representative, who will then bring the data to the AAAC.

It is important that there is enough flexibility for different campuses to meet their own needs, too. Thus, it should be very clearly explained that each campus or department should feel free to add its own assessment needs to the rubrics (as can be seen in the AA/GER rubrics in Tables 3 & 4).

### Use of Common Assessment Rubrics:

The AAAC would develop, distribute, and collect shared rubrics for assessing each outcome at the course level. These rubrics would be developed with faculty collaboration in the GER/AA assessment workshops held each Spring/Summer.

Specific rubrics will be filled out by course instructors based on a course embedded assignment(s) which seeks to build student skills in identified AA SLO/s. (See Tables 3 & 4 in Appendix for sample rubrics.) Instructors can also submit reports of student learning, creating a narrative of what happened and why it happened.

### Artifacts: AAAC would need to coordinate collection of student artifacts:

Since different disciplines will use different artifacts (especially oral communications), some flexibility will be needed in collection. For example, we would not expect faculty to record all presentations and then provide the video. Some might do so while others might simply give the assignment guidelines and rubrics. Other artifacts collected would be essays, exams, lab reports and the like (particularly examples of artifacts meeting each of the rubric levels, such as “developing,” “proficient” and “mastery”).

### Cross Campus AA Assessment Workshops (see current GER assessment model):

The AAAC will organize an annual Spring and/or Summer cross-campus working group to assess the student artifacts collected for that year’s targeted PSLOs. This working group will work with existing rubrics, or help develop and revise new ones, as needed. The AAAPC will report out on the findings and recommendations made by the annual AA assessment working group/s. The intent behind the working groups is both to assess student learning on defined outcomes, and to increase faculty discussion and collaboration on faculty instruction and student learning in the AA program across all the UAA campuses.

## B. AAAC Standing Committee:

A standing UAA-wide Associate of Arts Assessment Committee, comprised of a small group of cross-campus representatives, will need to be created for to oversee and guide this AA assessment process.

### Membership:

 Each of the campuses would contribute at least one member; disciplinary representation is not as important as committee members being active, engaged, and experienced in AA assessment.

### Responsibilities: The AAAC would:

* + - * organize the AA assessment for each year, set up outcomes to be assessed (coordinating with GER assessment schedule), distribute the rubrics, collect student artifacts and instructor report outs, organize the annual AA PSLO faculty assessment working group/s, collate and analyze results, and draft annual assessment reports;
			* coordinate assessment workshops and forums to assist in developing the AA cross-campus assessment process and discussion of its findings
			* communicate findings and assessment activities with the UAA community, such as the Academic Assessment Committee and other curriculum bodies

### Vision:

The AAAC would also act as initiator, liaison, and sounding board for cross-campus dialogue, reflection, and action on student achievement of SLOs for the AA degree at UAA. The overall intent is to encourage collaborative initiative and participation at each respective campus, all unified under a common AA assessment process for UAA as a whole. The end goal is to ensure improvement in student learning and continued excellence in faculty instruction in the AA program.

# AA Assessment: Appendix

## Table 1: Specific course type separation which is categorized by distinct SLO’s (across the campuses).

| Student Learning Outcome:Students Will… | Anchorage Courses | MatSu Courses | KPC Courses | PWSC Courses | Kodiak Courses | AAAC Report |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Communicate Effectively(Old AA PSLOs 1 & 2) | ENG 111, 211, 212, 213, 214COMM 111, 235, 236, 241HIST and PHIL courses |  |  |  |  |  |
| 2. Think Critically(Old AA PSLOs 3 & 5) | PHIL 101 ENG 120HIST 101, 102, 131, 132Social Science courses |  |  |  |  |  |
| 3. Evaluate Analytically(Old AA PSLO 4) | HIST 101, 102, 131, 132, 121, 122ART 160, 261, 262PHIL 201Social Sciences |  |  |  |  |  |
| 4. Reason Empirically(Old AA PSLO 6 & 7) | MATH 107, 115BIOL 102, ENVI 211PSY 111, ANTH 250SOC 101, PS 102CHEM, ASTR |  |  |  |  |  |

## Table 2: Overall AA Assessment Process by Outcome and Campus

| Student Learning Outcome:Students Will… | Faculty/Course Level Rubrics and Report outs | Cross Campus AA Assessment Workshop | Individual Campus AA Assessment Summits | AAAC Report |
| --- | --- | --- | --- | --- |
| 1. Communicate Effectively (Old AA PSLOs 1 & 2)Assessed AY 2017 | Anchorage CoursesMatSu CoursesKPC CoursesPWSC & Kodiak Courses |  Spring/Summer of AY 2017 | Anchorage: FallMatSu: SpringKPC: SpringPWSC & Kodiak: Spring | Annual report AY 2017, Fall |
| 2. Think Critically(Old AA PSLOs 3 & 5)Assessed AY 2018 | Anchorage CoursesMatSu CoursesKPC CoursesPWSC & Kodiak Courses | Spring/Summer of AY 2018 | AnchorageMatSuKPCPWSC & Kodiak | Annual report AY 2018, Fall |
| 3. Evaluate Analytically(Old AA PSLO 4)Assessed AY 2019 | Anchorage CoursesMatSu CoursesKPC CoursesPWSC & Kodiak Courses | Spring/Summer of AY 2019 | AnchorageMatSuKPCPWSC & Kodiak  | Annual report AY 2019, Fall |
| 4. Reason Empirically (Old AA PSLO 6 & 7)Assessed AY 2020 | Anchorage CoursesMatSu CoursesKPC CoursesPWSC & Kodiak Courses | Spring/Summer of AY 2020 | AnchorageMatSuKPCPWSC & Kodiak | Annual reportAY 2020, Fall |

## Table 3: UAA GER / Program Outcomes Rubric / Fall 2016

| **UAA Revised GER/AA - Program Scoring Rubric / Fall 2016** |
| --- |

**Written Communication Outcome: Communicate effectively in a variety of contexts and formats**

| **GER Criteria** | **4Mastery** | **3Proficient** | **2Developing** | **1Beginning** | **0 Unsatisfactory** |
| --- | --- | --- | --- | --- | --- |
| 1. Responds effectively to assignment
 |  |  |  |  |  |
| 1. Demonstrates effective organization
 |  |  |  |  |  |
| 1. Develops content adequately
 |  |  |  |  |  |
| 1. Controls syntax and mechanics
 |  |  |  |  |  |
| **Course / Disciplinary / Programmatic Criteria** |  |  |  |  |  |
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**Oral Communication Outcome: Communicate effectively in a variety of contexts and formats**

| **GER Criteria** | **4Mastery** | **3Proficient** | **2Developing** | **1Beginning** | **0 Unsatisfactory** |
| --- | --- | --- | --- | --- | --- |
| 1. Demonstrates clear and appropriate organization
 |  |  |  |  |  |
| 1. Uses clear and suitable language
 |  |  |  |  |  |
| 1. Incorporates appropriate verbal & nonverbal cues
 |  |  |  |  |  |
| 1. Develops relevant and adequate content
 |  |  |  |  |  |
| **Course / Disciplinary / Programmatic Criteria** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

**Information Literacy Outcome: Locate/use relevant information to make appropriate decisions**

| **GER Criteria** | **4Mastery** | **3Proficient** | **2Developing** | **1Beginning** | **0 Unsatisfactory** |
| --- | --- | --- | --- | --- | --- |
| 1. Determines information needs
 |  |  |  |  |  |
| 1. Demonstrates relevant use of supporting evidence
 |  |  |  |  |  |
| 1. Evaluates information sources critically
 |  |  |  |  |  |
| 1. Follows appropriate documentation conventions
 |  |  |  |  |  |
| **Course / Disciplinary / Programmatic Criteria** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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**Course Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GER Totals \_\_\_\_\_\_\_\_\_\_
Course Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment Totals \_\_\_\_\_\_\_\_\_\_**

**Combined Total \_\_\_\_\_\_\_\_\_\_**

## Table 4: LEAP Mapping based on UAA GER / Program Outcomes Rubric / Fall 2016

***UAA Revised GER Outcomes – LEAP Mapping / Written, Oral, Info Lit / Summer 2016***

| **LEAP Categories** | **Capstone** | **Milestones** | **Milestones** | **Benchmark** | **LEAP** |
| --- | --- | --- | --- | --- | --- |
| **Written Comm** |  |  |  |  |  |
| **UAA GER Criteria** | **4 - Mastery** | **3 - Proficient** | **2 - Developing** | **1 - Beginning** | **0** |
| 1. **Responds effectively to assignment**
 | Demonstrates a **thorough** understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates **adequate** consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, context). | Demonstrates **awareness** of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates **minimal** attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). | (1) Context & Purpose |
| 1. **Demonstrates effective organization**
 | Demonstrates **detailed attention** to and **successful** execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates **consistent use** of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices. | **Follows expectations appropriate** to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | **Attempts** to use a consistent system for basic organization and presentation. | (3) Genre & Disc Conv |
| 1. **Develops content adequately**
 | Uses appropriate, relevant, and **compelling** content to illustrate **mastery** of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and **compelling** content to **explore ideas** within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to **develop** and **explore** ideas through most of the work. | Uses appropriate and relevant content to develop **simple** ideas in some parts of the work. | (2) Content Development |
| 1. **Controls syntax & mechanics**
 | Uses **graceful language** that skillfully communicates meaning to readers with clarity and fluency, and is **virtually error- free**. | Uses **straightforward language** that generally conveys meaning to readers. The language in the portfolio has **few errors**. | Uses language that **generally conveys** meaning to readers with clarity, although writing may include **some errors**. | Uses language that sometimes **impedes** meaning because of errors in usage. | (GrammaticalCoherence) |
| **Oral Comm** |  |  |  |  |  |
| **UAA GER Criteria** | **4 - Mastery** | **3 - Proficient** | **2 - Developing** | **1 - Beginning** | **0** |
| 1. **Demonstrates clear & appropriate 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. | 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. | (1) Org |
| 1. **Uses clear & suitable language**
 | Language choices are **imaginative, memorable, and compelling,** and **enhance the effectiveness** of the presentation. Language is appropriate to audience. | Language choices are **thoughtful** and **generally support** the effectiveness of the presentation. Language is appropriate to audience. | Language choices are **mundane and commonplace** and **partially support** the effectiveness of the presentation. Language is appropriate to audience. | Language choices are **unclear** and **minimally support** the effectiveness of the presentation. Language in presentation is not appropriate to audience. | (2) Lang |
| 1. **Incorporates appropriate verbal & nonverbal cues**
 | 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**. | (3) Delivery |
| 1. **Develops relevant & adequate content**
 | 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. | (4) SupportingMaterial |
| **Info Literacy**  |  |  |  |  |  |
| **UAA GER Criteria** | **4 - Mastery** | **3 - Proficient** | **2 - Developing** | **1 - Beginning** | **0** |
| 1. **Determines information needs**
 | **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. Accesses information using **effective**, well- designed search strategies and **most appropriate** information sources. | **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. Accesses information using **variety of search strategies** and **some relevant** information sources. Demonstrates ability to refine search. | **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. Accesses information using **simple search strategies**, retrieves information from **limited and similar sources**. | 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. Accesses information **randomly**, retrieves information that **lacks relevance and quality**. | (1) Extent & (2) Access |
| 1. **Demonstrates relevant use of evidence**
 | 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**. | (4) Specific Purpose |
| 1. **Uses information sources critically**
 | Chooses a **variety of information sources** appropriate to the scope and discipline of the research question. Selects sources after **considering the importance** (to the researched topic) of the **multiple criteria** used (such as relevance to the research question, currency, authority, audience, and bias or point of view). | Chooses a **variety of information sources** appropriate to the scope and discipline of the research question. Selects sources using **multiple criteria** (such as relevance to the research question, currency, and authority). | Chooses a **variety of information sources**. Selects sources using **basic criteria** (such as relevance to the research question and currency). | Chooses a **few information sources**. Selects sources using **limited criteria** (such as relevance to the research question). | (3) Use Critically |
| 1. **Follows appropriate documentation conventions**
 | 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. | (5) Info UsedLegally & Ethically |

## Table 5: Tracking sheet of student artifact assessment of Learning Objectives based on UAA GER / Program Outcomes Rubric / Fall 2016

**UAA Revised GER Outcomes – LEAP Mapping / Written, Oral, Information Literacy / Summer 2016**

**Written Communication – Communicate effectively in a variety of contexts and formats**

| Student Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | **Tot** | **Ave** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Responds effectively to assignment**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Demonstrates effective organization**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Develops content adequately**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Controls syntax & mechanics**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Oral Communication - Communicate effectively in a variety of contexts and formats**

| Student Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | **Tot** | **Ave** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Demonstrates clear & appropriate organization**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Uses clear & suitable language**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Incorporates appropriate verbal & nonverbal cues**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Develops relevant & adequate content**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Information Literacy – Locate and use relevant information to make appropriate personal and professional decisions**

| Student Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | **Tot** | **Ave** |
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| 1. **Determines information needs**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Demonstrates relevant use of evidence**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Uses information sources critically**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Follows appropriate documentation conventions**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_