



LOMA LINDA UNIVERSITY



# ASSESSMENT GUIDE

2015 – 2016



## **Publishing Note:**

The Guide is published once a year and is available online. Addendums with information pertinent to the current academic year will also be posted at:

*[www.llu.edu/central/assessment/assessment.page](http://www.llu.edu/central/assessment/assessment.page)*

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# 2015-2016 EDITION

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# Introduction

The Loma Linda University Assessment Guide is designed for busy faculty in the following ways:

- Provides essential assessment information in a quick-to-read format of brief narratives and bullet lists.
- Demystifies how to develop or update a Program Assessment Plan.
- Gives step-by-step directions about how to fill out the three annual reports due at the end of October:
  - Faculty Portfolio – all faculty
  - Annual Action Plan – all programs
  - Institutional Learning Outcome Assessment Report – all programs
- Includes assessment resources in the appendices for those who want to learn more about assessment.
- Offers a glossary for assessment and program review terms used at LLU.
- Provides templates and all five Institutional Learning Outcomes rubrics for easy reference while reading the guide. In addition, all of these resources are posted at the Office of Educational Effectiveness' assessment website<sup>1</sup>.

**Important Terminology Change:** Initially LLU referred to its institutional learning outcomes as Student Learning Outcomes or SLOs. However, at the end of the four-year assessment pilot, the term was changed to be more specific, Institutional Learning Outcomes (ILOs).

- Student Learning Outcomes is a broad category of learning outcomes at various levels:
  - Institutional Learning Outcomes (ILOs)
  - Program Learning Outcomes (PLOs)
  - Course Learning Outcomes (CLOs)

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<sup>1</sup> LLU Assessment and Program Review Resources: <http://www.llu.edu/assessment/>

# LLU Learning Outcomes and Assessment Strategy

## Institutional Learning Outcomes

Loma Linda University's Institutional Learning Outcomes (ILOs) for students are assessed throughout the academic degree programs within the University appropriate for the discipline and degree. The Office of Educational Effectiveness works with these programs to guide their assessment. For more in depth information about LLU's ILO assessment, please see:

<http://www.llu.edu/central/assessment>

1. **Critical Thinking:** Students demonstrate critical thinking through examination of ideas and evidence before formulating an opinion or conclusion.
2. **Information Literacy:** Students demonstrate the ability to identify, locate, evaluate, utilize, and share information.
3. **Oral Communication:** Students demonstrate effective oral communication skills in English.
4. **Quantitative Reasoning:** Students demonstrate the ability to reason and develop evidence-based decisions using numerical information.
5. **Written Communication:** Students demonstrate effective written communication skills in English.

## Mission Focused Learning Outcomes

Loma Linda University's three Mission Focused Learning Outcomes (MFLOs) are firmly rooted in its mission, vision, and values<sup>2</sup>. Because Mission Focused Learning is LLU's culture, this academic year the University is developing specialized assessment processes to ensure integration of these outcomes over time.

- **Wholeness**<sup>3</sup>: Students apply the University philosophy of wholeness into their personal and professional lives.
- **Wellness:** Students facilitate healthy lifestyles in self and others.
- **Values:** Students integrate LLU's Christ-centered values in their personal and professional lives.

## ILO Focus and Assessment Schedule

2015	2016	2017	2018
Information Literacy	Quantitative Reasoning	Critical Thinking	Oral & Written Communication
2019	2020	2021	2022
Information Literacy	Quantitative Reasoning	Critical Thinking	Oral & Written Communication

This schedule will be updated with the MFLOs for later this year.

<sup>2</sup> LLU Values: <http://www.llu.edu/central/values.page>

<sup>3</sup> Wholeness: Loved by God, growing in health, living with purpose in community.

# Program Assessment Plan

There are three components to the program assessment plan: (1) program learning outcomes with performance indicators, (2) a curriculum map, and (3) an assessment matrix. These tools are used to plan and monitor the program's curriculum, teaching, and assessment.

## Program Learning Outcomes (PLOs)

The good news is that even if not yet explicitly stated, all programs have expected student learning program outcomes. Whether you are reviewing and updating your program's existing PLOs, or, if you are developing PLOs for the first time, the process is the same.

Program learning outcomes are the program's expectations for student learning.

- Ask the question, "What do we want our students to learn, know, or be able to do by the end of this program?"
- Responses to this question will guide the identification and development of the program's outcomes.

**Professional Accreditation:** Programs with professional accreditation will be guided by their professional accrediting agency's expectations and requirements for the profession/discipline.

**Remember:** These outcomes should cover the *big* picture of student learning in the program. This is not the place for specific, detailed course competencies or objectives. All courses should address at least one of the PLOs. Below are some key definitions, concepts, and guidelines.

## Learning Outcomes

The knowledge, skill, attitudes, values, etc., that students should be able to demonstrate by the end of the program. ~*Gloria Rogers*

## Program learning outcomes should:

- Build on what already formally or informally guides your program.
- Be limited to only 5 to 7.
- Be clear, concise, AND measurable.
- Have 1 to 3 performance indicators to measure each outcome. Each one must be assessed.

## Process of Developing Program Learning Outcomes

1. Review your program's professional or programmatic competencies.
2. Condense, combine, and/or collapse the resulting summative outcomes down to 5-7 outcomes. These outcomes should cover the full scope of the program.
3. Put resulting outcomes into a standard format.

### **Gloria Roger's Example – Standard Format**

Learning outcome: Understand ethical responsibilities.

Performance criteria:

- 1) Demonstrate knowledge of professional code of ethics.
- 2) Evaluate the ethical dimensions of a problem in the discipline.

## Performance Indicators for ILOs and PLOs

Performance indicators describe *specifically* how the learning outcome will be measured. Typically, learning outcomes can be assessed in many different ways, so each one needs from 1-3 performance indicators to describe specific assessments.

### LLU Institutional Learning Outcomes (ILOs) Performance Indicators (PIs)

Previously LLU developed performance indicators for the initial eight Student Learning Outcomes (SLOs—2008-2014), but PIs are not provided for the ILOs. Many programs' requested to develop their own PIs for the ILOs to better meet the needs of the programs, so now it is expected that each program will develop its own PIs to ensure that the ILOs assessment will fit each program appropriately.

### Value of Performance Indicators and Collected Data

1. To focus and motivate students, faculty, staff, and administration toward achieving results
2. To communicate achievements to university and community stakeholders, and prospective students

*USAID Center for Development Information and Evaluation*

### Two Essential Parts of Performance Indicators

1. *Content reference:* Subject content that is the focus of instruction (e.g., steps of the design process, chemical reaction, scientific method).
2. *Action verb:* Direct students to a specific performance (e.g., “list,” “analyze,” “apply”)  
*Gloria Rogers*

**Example: Mission Focused Learning Outcome 1:** Students apply the University philosophy of wholeness into their personal and professional lives.

1. Demonstrate knowledge of LLU's philosophy of wholeness.
2. Plan a strategy for wholeness, including implementation of your wholeness strategies.

### Types of Measures

1. **Direct measures** provide for the direct examination or observation of student knowledge or skills against measurable learning outcomes.
2. **Indirect measures** are those that ascertain the opinion or self-report of the extent or value of learning experiences.

### Performance Indicator Principles

- There should be *at least* one direct measure for each outcome.
- Develop 1-3 recommended performance indicators appropriate for the discipline and level for each of the five LLU ILOs and the program's 5-7 PLOs.

### Writing ILO and PLO Performances Indicators

1. Analyze a learning outcome to determine how it is currently being assessed or how it could be assessed in the program.
2. Develop a statement that indicates the method of assessment along with the specific characteristics students should exhibit to show achievement.
3. Write one to three performance indicators for each learning outcome.

## Assessment Measures

There are several possible measures, but the two most important are direct and indirect measures.

### Examples of Direct Measures

- Exit and other interviews
- Standardized exams, only if questions are mapped to outcomes
- Locally developed exams, only if questions are mapped to outcomes
- Portfolios
- Simulations
- Performance appraisal
- External examiner
- Oral exams
- Behavioral observations

### Examples of Indirect Measures

- Written surveys and questionnaires
- Exit and other interviews (yes, they can also be direct measures!)
- Archival records
- Focus groups

**NOTE:** Although the following methods are used to evaluate student learning, they are *not* accepted as assessment for specific ILOs or PLOs:

- Course evaluations
- Grades
- GPAs
- Standardized, program, and course test *total scores*
  - If there is a way to analyze scores for specific questions in a test that are directly linked to specific ILOs or PLOs, the resulting scores would be acceptable as ILO or PLO assessments. Using ExamSoft is one way to track specific learning outcomes to particular exam questions.

## Developing a Curriculum Map

Curriculum maps give programs a mechanism to organize curriculum in a logical and reasonable manner to support ILOs and PLOs. They encourage faculty to rethink what is taught, how learning is assessed, and a process in which to focus on the goal of implementing the Loma Linda University ILOs as well as the program learning outcomes (PLOs). The curriculum map ensures that the ILOs and PLOs will be implemented into the program's courses. Not only does this strengthen the curriculum, but it also helps to ensure that the program will not stray from the PLOs, ILOs, and LLU's mission.

### Five Basic Steps on How to Prepare a Curriculum Map<sup>4</sup> in a Table:

1. List the five institutional learning outcomes (ILOs) and the 5-7 programmatic outcomes across the top of the table.
2. List all of the program's course numbers on the vertical axis of the table.
3. Review each course to determine what intentional educational strategy supports or helps students to achieve a specific outcome.
4. Identify to what extent the course addresses the outcome and note it on the map.
5. Repeat the last two steps for *each* course and outcome.

### Learning Outcome Implementation in Courses' Instruction

- Determine the extent that each outcome is implemented in every course.
- Choose the appropriate scale that is most appropriate for your program or if the program is externally accredited, use the required scale. Here is one example that would be appropriate for all programs:
  - I = Introduced
  - E = Expanded
  - A = Advanced
- Enter an I, E, or A in a cell whenever a course *intentionally* addresses a learning outcome at one of these levels.

### Assessment with Results Tracked over Time:

In addition to indicating the level of instruction for every learning outcome, assessment also needs to be indicated:

- **B = Baseline** – Assessment at beginning of program. **Recommended**; tracked by the program. This assessment shows the level of skills or learning of students when they enter the program.
- **F = Formative** – Assessment at the middle of the program. **Highly recommended**; tracked by the program. Mid-program assessment gives the program the opportunity to make any necessary changes for the current students, if they did not meet the criteria for success.
- **S = Summative** – Assessment at the end of the program. **Required**; tracked by the University. Shows the students' final level of success for the indicated learning outcome. If students did not meet the criteria for success, the program needs to determine what changes need to be made to improve student learning. This is the final closing of the loop to make improvements for future students.

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<sup>4</sup> LLU curriculum map template: <http://www.llu.edu/central/assessment/assessment.page>

## How to Analyze a Curriculum Map

Review the curriculum map with these key principles and then make changes as needed.

- Every course needs to have *at least* one ILO *and* one PLO.
- Every ILO and PLO needs to have *at least* one course.

### What to do with a Course without an ILO or PLO

- Each learning outcome (ILO and PLO) must be addressed in at least *one* course.
- If a course does not have an ILO, review the ILOs carefully to find one to fit, and add it to the curriculum map.
- If a course does not have a PLO, evaluate it carefully. Then take *one* of these actions:
  - Redesign the course to include at least one PLO.
  - Develop a new PLO that is necessary for the program and is addressed in the course.
  - Evaluate the course further to see if it should be eliminated because it does not support any of the required PLOs.

### What to do with an ILO or PLO without a Course

- Evaluate the learning outcome carefully, then take *one* of these appropriate actions:
  - Add the outcome to an appropriate current course.
  - Modify an appropriate current course and address the ILO an PLO.
  - Develop a new course to address the orphan outcome.
  - Re-examine the outcome to see if it should be revised or eliminated.

**Keep It Current:** Update the program's curriculum map<sup>5</sup> whenever there is a change in the curriculum so it is always current.

## Conclusion

Going through this development and evaluation process will provide an accurate program curriculum map that will give a comprehensive overview of where and to what extent the program's courses implement and assess the five LLU ILOs and the 5-7 program outcomes.

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<sup>5</sup> The LLU Curriculum Map and the Assessment Matrix templates have been updated and can be found at: <http://www.llu.edu/central/assessment/assessment.page>

## Developing an Assessment Matrix

An assessment matrix is a tool to organize and track *how* the LLU Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) will be assessed. The required ILO assessment reports—and voluntarily PLO assessment reports—should be entered into the AMS **Learning Outcomes Analysis** tab. An up-to-date assessment matrix will make the submission of the ILOs' assessment reports much easier to complete. Please see page 31 for the LLU Assessment Matrix Template.

### Two Sections

There are two sections that ask for different kinds of information:

1. Where the learning outcomes are published
2. A detailed learning outcomes assessment plan and results

### First Section: Publishing Outcomes

Programs should ideally publish their learning outcomes in all of the following locations so potential students and current students can see the program's commitment to what they will learn:

- University catalog
- Program web site
- Course syllabi
- Other program materials

### Second Section: A Detailed Learning Outcomes Assessment Plan

#### Column 1: Learning Outcomes

- University ILOs are already included in the template posted at the Office of Educational Effectiveness assessment website<sup>6</sup>.
- Add Program Learning Outcomes.

#### Column 2: Performance Indicators (PIs)

- Add learning outcomes performance indicators for each ILO and PLO.

#### Column 3: Assessment Tools & Data Collection Cycles

Indicate the following for each learning outcome:

- Existing assessment tools already in use:
  - Student assignment, project, lab, etc.
  - Rubric or other tool to assess the students' work on the assignment, project lab, etc.
- New assessment tools that will be developed
- The data collection cycle (e.g., end of every quarter, annually, every other year, etc.)

#### Column 4: Criteria for Success

How will programs know if student learning is successful?

- Identify the level of success for each learning outcome's performance indicator's assessment across the program.

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<sup>6</sup> LLU Assessment: <http://www.llu.edu/central/assessment/assessment.page>

- Example 1: “75% of the students will attend at least one professional meeting; 50% will present at such meetings.”
- Example 1: “80% of the students will achieve level 3 or higher on the University rubric.”
- Course and test grades are *not* considered to be learning outcomes assessment *unless* specific learning outcomes are mapped to individual test questions. Course evaluations are also not considered learning outcome assessments but are indicators of student satisfaction.

**Column 5: Who interprets the assessment data? What is the process?<sup>7</sup>**

- Document the evaluation process for the program’s assessment data (*who* does it and *how* is it done). For example, “Course instructor(s) conducts the assessments;” “Program faculty team assess the culminating projects/paper.”
- Carefully analyze existing data collection processes. Each outcome should have at least one direct assessment. If needed, make the necessary changes.

**Column 6: Findings from Data Collection**

- Analyze the collected data for each ILO and PLO.
- Look for meaningful findings.
- Was the criteria for success met?
- Submit report in AMS under the “Learning Outcomes Analysis” tab.

**Column 7: Resulting Program Changes**

Finally, close the assessment loop by making necessary changes whenever the criteria for success on a learning outcome has not been met:

- If the “Criteria for Success” *has* been met, then state NA. No changes are necessary.
- If the “Criteria for Success” has *not* been met, note the resulting course or program changes that either have been or will be made.

**NOTE:** The purpose of assessment is to improve student learning. Closing the loop when the “Criteria for Success” for a learning outcome has not been met given the perfect opportunity to make changes to the program designed to improve student learning.

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<sup>7</sup> Column 6 was originally “Data Collected Over Time Period”; however, WSCUC recently added these two new questions: “Who interprets the assessment data? What is the process?” The data cycle information is now included in Column 4, “Assessment Measurement Tools & Data Collection Cycles.”

# LiveText at LLU

Loma Linda University (LLU) has selected LiveText<sup>8</sup> as the campus assessment and electronic portfolio tool of choice for schools and programs. LiveText "is an Internet-based subscription service that allows students and instructors to create, share, and collaborate on educational curriculum"<sup>9</sup>. Once it is set up, faculty and students can use it as part of regular course work assessment or for a program- or school-based portfolio assessment.

LLU Institutional Learning Outcomes<sup>10</sup> (ILOs) rubrics have already been uploaded and are ready to use in LiveText. This will make assessment of ILOs easier and faster for faculty. In addition, it is easy to set up rubrics for program and course learning outcomes as well. LiveText can be used for many other things including student e-Portfolios, Field Experience Management<sup>11</sup> (FEM) to assist with internships, practicums, and so on.

If you would like to get started in LiveText, please request a faculty account by emailing Floyd Palitang at [edtech@llu.edu](mailto:edtech@llu.edu).

Once you have signed up for your faculty account, email your school's LiveText administrator requesting the LLU Metarubrics so you can begin assessing the ILOs!

To find schedules for LiveText training at LLU, and other up-to-date LLU resources, please go to the LLU LiveText support page<sup>12</sup>.

Have questions about LiveText? Contact your school's LiveText administrator:

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<sup>8</sup> LiveText - <https://www.livetext.com/>

<sup>9</sup> Eastern Michigan University College of Education LiveText FAQ

<sup>10</sup> LLU ILOs - <http://www.llu.edu/central/assessment/ilo.page>

<sup>11</sup> LiveText: What We Do - <https://www.livetext.com/what-we-do/>

<sup>12</sup> LiveText at LLU - <http://www.llu.edu/central/assessment/livetextintro.page>

# LLU Annual Reports

Three LLU annual reports are due each year at the end of October: Faculty Portfolio, Annual Action Plan, and Institutional Learning Outcome Assessment.

## 1. Annual Faculty Report<sup>13</sup> also called “Faculty Portfolio”.

Who: All faculties

This report is needed so programs, departments, schools, and the University can learn about significant faculty contributions that can help administrators make informed decisions and plans. It is also useful for meeting both WSCUC and professional or discipline-specific accreditation requirements.

**What’s in it for the faculty?** There are several personal benefits of keeping portfolios updated each year:

- Provides an online professional profile in the LLU Faculty Directory<sup>14</sup>
- Keeps updated CVs in your Faculty Portfolio (safe, editable, and downloadable—see in left menu)
- Use **Search Professional Activities** to promote interprofessional research, projects, and activities for faculty and students by finding those who share common interests, skills, etc.

**Portfolio Location:** To find the Faculty Portfolio:

1. Login to myLLU.
2. Click on **Faculty Annual Report under Faculty Portals**. The list of portfolio categories will then appear on the right.

**Data Entry Tips:** There are just a few things to remember:

- *Plus sign (+)* – Click on the plus sign to **add** a new item in the desired category.
- *Pencil (✎)* – Click on the pencil by the item that you want to **edit**.
- *Item sections* – Inside each category new item are several sections. Some vary from category to category but most are alike:
  - *Change Activity Type* – A pull-down menu at the top of the item. Select the best subcategory.
  - *Title and Description* – A textbox is given for each one. Copy text from your CV and paste into the textboxes. There are basic word processing-like tools available when needed.
  - *Internal Audience Only*: Click on the small arrow next to Internal Audience Only. If desired, enter a message for administration only. Even if the item is marked for Public Display, the Internal Audience Only note will *not* be publically displayed.
  - *Start and End Month/Year*: This is the way all the dates are entered including for publications and presentations that have only one date. Just enter the same date for both the start and end.
  - *End Date: To Date/Present*: Whenever the end date should be “to date/present:”
    - Click on **End Date**.
    - Scroll up to the top of the **Month** pull-down menu until there is a *blank*, and select it.

<sup>13</sup> Faculty Portfolio: <http://myllu.llu.edu/profile/portfolio/>

<sup>14</sup> LLU Faculty Directory: <http://www.llu.edu/pages/faculty/directory/>

- Do the same thing with the **Year** until it says *None*, and select it.
- Now you won't have to update the end date for these activities every year.
- Enter a fixed date *only* when you no longer are teaching the course, etc.
- *Public Display*: If you want the item to show up in your profile on the LLU Faculty Directory, select "Yes." If you don't want it to be publically available, select "No."
- *Save*: Don't forget to **Save**, or your work will be wasted!
- *Delete Item*: If you want to delete an activity item, click in the box beside "Delete this item?" at the bottom of the item entry window. Then click **Save**. There is no undo for this function, so use it carefully.

**Portfolio Items:** There are key areas to be completed that most likely will not need to be updated every year. They are:

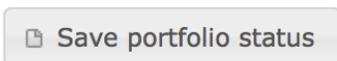
- Educational History
- Employment History

Annually update the following items as needed:

- Professional Development
- Teaching LLU Courses
- Teaching (Other)
- Research and Grantsmanship
- Publications
- Presentations
- Patient Care
- Service
- Honors and Awards

*Important Last Step Each Year:* When you have completed updating your portfolio to meet the end of October deadline, click on **Annual Activities Update** in the left menu. Then select the academic year from the date pull-down menu at the top of the window to the right. It will generate a list of all the activities you entered for the selected year. After reviewing it, respond to the prompt (see below) and then click **Save**:

- My portfolio information for the selected year is complete.
- I have not yet completed my portfolio information for the selected year.

 Save portfolio status

Completing this last step will allow administrators to run reports on the faculty completion status.

**Strategy to Relieve Deadline Stress:** Eliminate the end of October deadline stress by updating your portfolio every time you complete an activity; or update it monthly or quarterly.

**Need "Faculty Portfolio" Report Permission for Administrators?** If you are a program director, department chair, academic associate dean, or dean, you may need to be set up to run reports on Faculty Portfolio data for your area of responsibility. Please contact the Office of Educational Effectiveness at [assessment@llu.edu](mailto:assessment@llu.edu) or extension 15042.

## 2. Annual Action Plan Report<sup>15</sup> (formerly “Annual Program Report”)

Who: All program directors

LLU’s Annual Program Report was completely changed recently. The original report resembled a mini-self-study that included finding program data, analyzing it, and much more. After the Program Review Committee and the Office of Educational Effectiveness conducted focus groups and interviews with many program directors concerning the value of the annual program report, it was redesigned to be easier to complete and more relevant for programs, departments, schools, and University.

The new Annual Action Plan begins with entering the program’s action plan recommendations along with the planned solutions from the most recent program review or professional accreditation cycle. Each year this action plan should be updated. When the program completes a new cycle of LLU review or professional accreditation, enter the new action plan, and then update it annually.

**What’s in it for LLU?** The Annual Action Plan report is an online database that will make it possible for administrators at every level to:

- Track trends across their area of responsibility
- Identify issues to be addressed.
- Understand timelines for solutions.
- Find who is responsible for specific action items.
- Get data to make better informed decisions.
- Locate examples and data for writing accreditation and program review documents plus other reports as well.

**What’s in it for You?** Faithfully updating the annual program report will:

- Systematically build evidence to be used for making informed decisions and writing program review and/or accreditation reports.
- Helps you to sleep better at night because you now know your action plan is updated!

**Tip:** Give all program faculty read-only access so they can keep track of what needs to be done, when, how, and who is responsible (keeps everyone on the same page). It is recommended to give only one or two people edit access to prevent edit conflicts. However, some programs divide the responsibilities among the faculty so each designated faculty would need edit access.

### Annual Report: Action Plan in the AMS

The AMS Action Plan Report has two parts for *each* recommendation’s **Issues & Goals**.

**Section One:** Identify the nature of the recommendation.

- **Category:** Select the category from pull-down menu for a recommendation. There are nine categories in which to put recommendations and plans to solve them. If you only have two recommendations in two categories, the rest of the categories will be empty.
  1. Alignment with: Vision, Mission, and Goal Statements; Academic and Professional Trends; Societal and Professional Demand
  2. Administration and Management of Resources (space, equipment, and funding)
  3. Faculty and Staff: Profiles; Scholarship; Achievements
  4. Students: Student Enrollment, Retention, and Graduation; Satisfaction; Accomplishments/Outcomes
  5. Collaboration and Communication

<sup>15</sup> **Action Plan Report:** <http://myllu.llu.edu/assessment/programs/>

6. Alumni Satisfaction
  7. Curricula
  8. Assessment Procedures and Tools
  9. Other
2. **Current State/Issue:** Give a good description.
  3. **Source:** Identify where the recommendation came from. For example, program self study, external team report, etc.
  4. **Date Identified:** Note when the source gave the recommendation.
  5. **Goal:** Describe the ideal situation or goal after the necessary changes have been completed.
  6. **Timeframe for Completion:** Select the deadline for the completed goal by year, and either month or quarter from the pull-down menu.
  7. **Status:** Don't forget to update the status for each goal before the end of October deadline: Not Started (default), In Progress, Completed, and Cancelled.
  8. **Notes:** This is the place to keep records for anything related to the recommendation. If you cancel the recommendation, be sure to give a clear explanation for doing so.
  9. **Save:** Don't forget to **Save** each time you add or edit the recommendation or your work will be lost.

**Section Two:** After entering the basic information on Section One, complete separate action item descriptions for *each* action necessary to accomplish the recommendation's proposed solution (goal).

- **Target Goal Timeframe:** This is automatically populated from the data entered in Section One.
- **Action:** Describe what must be done. It may take more than one action to accomplish a goal. Be sure to make a separate action item for each action so it can be tracked properly.
- **Completion Time Frame:** Enter the time this particular action item should be completed.
- **Responsible Parties:** Enter the name(s) of the person(s) who are assigned to accomplish this action.
- **Responsibility Level:** Select the appropriate option: Program, Department, School, or University
- **Status:** It is important to select the appropriate status level: Not started (default), In progress, Completed, or Cancelled. If it has been cancelled, be sure to indicate in the Notes area why it has been cancelled.
- **Notes:** Enter documenting notes on the action item or status.
- **Save:** Don't forget to Save!

#### **Important Edit Options**

- **Pencil:** Click on the pencil icon to **edit** an item.
- **Folder:** Click on the folder to **upload files** to attach to the recommendation's solution goal. This will be helpful to keep files accessible whenever needed including when writing interim reports or the next self study.

### **3. Institutional Learning Outcome Assessment Report<sup>16</sup>** (formerly “Annual SLO Report”)

Who: All program directors

After an initial four-year pilot of Student Learning Outcomes (SLOs) assessment, the Student Learning Outcomes Committee (SLOC) evaluated the SLOs, assessment data, and process. After careful consideration SLOC made recommendations for new student learning outcomes and changed the SLO name to a more accepted term: Institutional Learning Outcomes (ILOs). These were vetted in appropriate committees and councils. The 2014-2015 academic year begins a new cycle of assessment on the new ILOs<sup>17</sup>. The ILO for the 2015-2016 academic year is Quantitative Reasoning.

#### **ILO Assessment Report Submission**

All programs will submit their current year’s ILO summative assessment report to the LLU Academic Management System (AMS<sup>18</sup>) by the end of October every year. The assessment report is based on the LLU program Assessment Matrix Template and can be found in the **Learning Outcomes Analysis** tab.

**Academic Year:** Select the correct academic year for the report to be submitted. Make date adjustments by clicking the arrows to the right or left under the program’s name at the top of the page. This is very important; some programs have temporarily “lost” their reports because they put them into the incorrect academic year.

**Institutional Learning Outcome:** Select the outcome in the pull-down menu for the report being entered.

**Completion Status:** When you are done working on the report, be sure to select the appropriate status from the pull-down menu at the top of the page: Not Started (default), In Progress, and Completed.

**Assessment Tools:** (1) Describe the project or other culminating-type assessment given to students. Also, (2) list the rubric used or other measurement tool perhaps from a professional/discipline-specific accrediting agency. If the program did not use the LLU rubric, describe how the culminating assessment was evaluated. Upload it here.

**Data Collection Cycle:** Note whether this outcome is assessed annually, every other year, or every four years. Ideally, it would be annually.

**Criteria for Success:** LLU uses the AAC&U four-point rubrics so indicate the level of success expected and the percentage of students who must achieve this level in order for the program to be successful for the designated ILO. For example, “80% of the students will achieve a three or better on the LLU rubric.”

**How Is Data Interpreted?** There are various ways that the data can be analyzed and interpreted: course instructor/s, program director, and program director and faculty. It is best practice for at least some of the ILO and PLO assessments to be evaluated by more than one person such as the course instructor.

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<sup>16</sup> See Learning Outcomes Analysis tab: <http://myllu.llu.edu/assessment/programs/>

<sup>17</sup> LLU ILOs: <http://www.llu.edu/central/assessment/ilo.page>

<sup>18</sup> AMS: <http://myllu.llu.edu/assessment/programs/> - Learning Outcomes Analysis tab

**Findings and Analysis:** Give a brief summary of the data and what it meant.

**Success Criteria Met?** This short response makes it possible to run reports on submitted assessment data reports. There are only two options: **Met**, and **Not Met**. The description for this item is in “Findings and Analysis.”

**Resulting Changes:** This only needs to be filled out *if* the program did not meet the criteria for success on the designated ILO or PLO. Describe how the program closed the loop in order to improve student success on the next assessment of the learning outcome.

**Save:** Your work will not be saved unless you click on **Save**. Save regularly!

*Important Note for All AMS Reports*

- **Tables:** Please do *not* copy and paste tables into the report textboxes, because this causes many complications in running AMS reports. Instead, whenever needed, please upload documents with the appropriate tables into the reporting section they support. Click on the folder to the right of the desired section’s name to upload.

**Office of Educational Effectiveness**

Contact OEE for help with assessment, program review, and institutional research:

- **Phone:** extension 15042
- **Email:** [assessment@llu.edu](mailto:assessment@llu.edu)
- **Website:** <http://www.llu.edu/assessment>

# Appendices

# Assessment Resources

## Books

- Allen, M. J. (2004). *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker Publishing Company, Inc.
- Allen, M. J. (2006). *Assessing General Education Programs*. Bolton, MA: Anker Publishing Company, Inc.
- Angelo, T. A., and Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (2<sup>nd</sup> ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Banta, T. W. and Associates (2002). *Building a Scholarship of Assessment*. San Francisco, CA: John Wiley & Sons, Inc.
- Bresciani, M. J. (2006). *Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices*. Sterling, VA: Stylus Publishing, LLC.
- Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. J., Hutchings, P., Kinzie, J. (2015). *Using Evidence of Student Learning to Improve Higher Education*. San Francisco, CA: Jossey-Bass.
- Light, T. P., Chen, H. L., and Ittelson, J. C. (2012). *Documenting Learning with ePortfolios: A Guide for College Instructors*. San Francisco, CA: John Wiley & Sons, Inc.
- Maki, P. L. (2004). *Assessing for Learning: Building a Sustainable Commitment across the Institution*. Sterling, VA: Stylus Publishing, LLC.
- Maki, P. L., and Borkowski, N. A. (Eds.) (2006). *The Assessment of Doctoral Education: Emerging Criteria and New Models for Improving Outcomes*. Sterling, VA: Stylus Publishing, LLC.
- Palloff, R. M., and Pratt, K. (2009). *Assessing the Online Learner: Resources and Strategies for Faculty*. San Francisco, CA: John Wiley & Sons, Inc.
- Stevens, D. D., and Levi, A. J. (2013). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, VA: Stylus Publishing, LLC.
- Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide* (2<sup>nd</sup> ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Walvoord, B. E. (2010). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education* (2<sup>nd</sup> ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Walvoord, B. E., and Anderson, V. J. (2010). *Effective Grading: A Tool for Learning and Assessment in College* (2<sup>nd</sup> ed.). San Francisco, CA: John Wiley & Sons, Inc.

## Web

Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment - CHEA [http://www.chea.org/alliance\\_publications/default.asp](http://www.chea.org/alliance_publications/default.asp)

Committing to Quality: Guidelines for Assessment and Accountability in Higher Education, CHEA - [http://www.chea.org/alliance\\_publications/default.asp](http://www.chea.org/alliance_publications/default.asp)

LLU Assessment and Program Review - Office of Educational Effectiveness  
<http://www.llu.edu/assessment>

National Learning Institute for the Assessment of Learning Outcomes -  
<http://www.learningoutcomeassessment.org/>

## Glossary

**Academic Management System (AMS)**<sup>19</sup>: An online repository and reporting tool that includes the three annual reports.

**Action Plan Report**: Formerly called the Annual Program Report. At the end of a program review or professional accreditation cycle the program should develop an action plan showing how it plans to address each of the resulting recommendations before the next cycle's visit. This updated report is required annually by the end of October each year. Update the report in the AMS.

**ALO**<sup>20</sup>: Accreditation Liaison Officer to interface between the Western Association of Schools and Colleges (WSCUC) and the college or University.

**Annual Program Report**: See Action Plan Report

**Annual reports**: LLU has three annual reports: Faculty Portfolio (See pp. 20-21), Annual Action Plan Report (See pp. 22-23), and the Institutional Learning Outcome Assessment Report (See pp. 9 and 23). All are due the end of October of each year.

**Assessment**: Processes that identify, collect, use, and prepare data that can be used to evaluate student achievement.

**Assessment matrix**: A tool to organize and track how the LLU Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) are assessed. (See pp. 18-19)

**Baseline assessment**: Assessment conducted at the beginning of the program to determine students' entry levels on ILOs and PLOs. This assessment shows the level of skills or learning of students when they enter the program. (See pp. 12 and 16)

**Competency**: Level at which performance is acceptable.

**Curriculum map**: A mechanism to organize the program's curriculum in a logical and reasonable manner to support their learning outcomes and shows where the outcomes are taught and assessed. (See pp. 16-17)

**Direct measures**: Provide for the direct examination or observation of student knowledge or skills against measurable learning outcomes. (See pp. 14-15)

**Evaluation**: Process of reviewing the results of data collection and analysis and making a determination of the value of findings and action to be taken.

**Exit and other interviews**: Asking individuals to share their perceptions about the target of study—e.g., their own skills/attitudes, skills and attitudes of others, or program qualities—in a face-to-face dialog with an interviewer. This can be done in online programs with Zoom<sup>21</sup>.

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<sup>19</sup> AMS: <http://myllu.llu.edu/assessment/programs/>

<sup>20</sup> LLU ALO - Marilyn Eggers, PhD, Office of Educational Effectiveness Director

<sup>21</sup> Zoom: <https://www.zoom.us>

**Focus groups:** Guided discussion of a group of people who share certain characteristics related to the research or evaluation question, conducted by a trained moderator.

**Formative assessment:** Assessment at the middle of the program. **Highly recommended;** tracked by the program. Mid-program assessment gives the program the opportunity to make any necessary changes for *current* students, if the students did not meet the criteria for success. (See pp. 12 and 16)

**Indirect measures:** Are those that ascertain the opinion or self-report of the extent or value of learning experiences.

**Institutional learning outcomes (ILOs):** The institution's learning outcomes that all students at all levels should successful in on or before program completion. (See pp. 8)

**Institutional research<sup>22</sup>:** Provides the university community with information to support decision-making and educational effectiveness efforts and fulfills requests for institutional data from local, state and federal agencies.

**Learning outcome:** See Student Learning Outcomes (SLOs)

**Mission Focused Learning Outcomes (MFLOs):** Loma Linda University's three Mission Focused Learning Outcomes (MFLOs) are firmly rooted in its mission, vision, and values<sup>23</sup>. Because Mission Focused Learning is LLU's culture, this academic year (2014-2015) the University is developing specialized assessment processes to ensure integration of these outcomes over time.

- **Wholeness<sup>24</sup>:** Students apply the University philosophy of wholeness into their personal and professional lives.
- **Wellness:** Students facilitate healthy lifestyles in self and others.
- **Values:** Students integrate LLU's Christ-centered values in their personal and professional lives.

**Objectives:** Broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

**OEE:** See Office of Educational Effectiveness

**Office of Educational Effectiveness (OEE)<sup>25</sup>:** This office promotes educational effectiveness by coordinating and facilitating assessment, program review, University accreditation, institutional research, and distance learning (minimally) in addition to special projects including EXSEED<sup>26</sup>.

**Operational (—ize):** Defining a term or object so that it can be measured. Generally states the operations or procedures used that distinguish it from others.

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<sup>22</sup> **LLU Institutional Researcher:** W. Ken Nelson, MD, Office of Educational Effectiveness Associate Director

<sup>23</sup> **LLU Values:** <http://www.llu.edu/central/values.page>

<sup>24</sup> **Wholeness:** Loved by God, growing in health, living with purpose in community

<sup>25</sup> **OEE:** <http://www.llu.edu/assessment>

<sup>26</sup> **EXSEED:** <http://www.llu.edu/exseed>

**Outcomes:** Statements that describe what students are expected to know and are able to do by the time of graduation. Here is an example from Gloria Rogers' workshop on assessing student learning that shows proper form: Students "understand ethical responsibilities."

**Performance criteria/indicators:** Specific, measurable statements identifying the performance(s) required to meet and assess the outcome. They are confirmable through evidence. (See pp. 14-15)

**Portfolios:** Collections of work samples and reflections usually compiled over time and rated using rubrics.

**Program review**<sup>27</sup>: LLU has a formal program review process and guide to assist programs in their cycle of review.

**Rubrics:** A rubric is a set of categories that define and describe the important components of the work being completed, critiqued, or assessed. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria needs to be met to attain the score at each level.

**School Assessment Specialist**<sup>28</sup>: Each school assigns at least one Assessment Specialist to coordinate school assessment activities. These individuals have evaluation and measurement experience and receive additional training and support from the OEE.

**Stakeholder:** Anyone who has a vested interest in the outcome of the program/project.

**Student Learning Outcomes (SLOs):** Knowledge, skill, attitudes, values, etc., that students should be able to demonstrate by the end of the program. This is a large category term for three types of SLOs: (1) institutional (ILOs), (2) program (PLOs), and (3) course (CLOs). (See p. 13)

**Summative assessment:** Assessment at the end of the program. **Required;** tracked by the University. Shows the students' final level of success for the indicated learning outcome. If students did not meet the criteria for success, the program needs to determine what changes need to be made to improve student learning. This is the final closing of the loop to make improvements for future students. (See pp. 12 and 16)

**Triangulate:** The use of a combination of assessment methods in a study. An example of triangulation would be an assessment that incorporated surveys, interviews, and observations.

**Written surveys:** Asking individuals to share their perceptions about the study target—e.g., their own or others' skills/attitudes/behavior, or program/course qualities and attributes.

*Some of these definitions were presented by Gloria Rogers in her Faculty Workshop on Assessing Student Learning, August 6 & 7, 2007, at LLU.*

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<sup>27</sup> **Program Review:** <http://www.llu.edu/central/assessment/programreview.page>

<sup>28</sup> **See School Assessment Specialist:** <http://www.llu.edu/central/assessment/assessment.page>



PLOs <sup>31</sup>	1.	2.	3.	4.	5.	6.	7.

**Instruction:**

I = Introduced  
 E = Expanded  
 A = Advanced

**Assessment<sup>26</sup>:**

B = Baseline – Assessment at beginning of program. **Recommended**; tracked by the program.  
 F = Formative – Assessment at the middle of the program. **Highly Recommended**; tracked by the program.  
 S = Summative – Assessment at the end of the program. **Required**; tracked by the University.

**Institutional Learning Outcomes (ILOs):**

Abbreviation	SLO
1. CritThink	Critical Thinking
2. InfoLit	Information Literacy
3. OralCom	Oral Communication
4. QuantR	Quantitative Reasoning
5. WrittenCom	Written Communication

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<sup>31</sup> Results tracked over time

**Assessment Matrix<sup>32</sup>**  
**[School name: Program name]**  
**[Academic year]**  
 Loma Linda University

Where are outcomes published? Mark all that apply.

	Catalog	Program Website	Course Syllabi	Program Documents	Other (list)
LLU Institutional Learning Outcomes					
Program Learning Outcomes					

**LLU Institutional Learning Outcomes**

LLU Institutional Learning Outcomes (ILOs)	Performance Indicators <sup>33</sup>	Assessment Measurement Tools & Data Collection Cycles	Criteria for Success	Who interprets the assessment data? What is the process?	Findings from Assessment Data Collection	Resulting Program Changes
<b>1. Critical Thinking</b>						
<b>2. Information Literacy</b>						
<b>3. Oral Communication</b>						
<b>4. Quantitative Reasoning</b>						
<b>5. Written Communication</b>						

<sup>32</sup> LLU template based on Point Loma Nazarene University's Assessment Plan Matrix

<sup>33</sup> Develop ILO Performance Indicators (1- 3) to fit the program.

**Program Learning Outcomes**

<b>Program Learning Outcomes (PLOs)</b>	<b>Performance Indicators</b>	<b>Assessment Measurement Tools &amp; Data Collection Cycles</b>	<b>Criteria for Success</b>	<b>Who interprets the assessment data? What is the process?</b>	<b>Findings from Assessment Data Collection</b>	<b>Resulting Program Changes</b>
1.						
2.						
3.						
4.						
5.						
6.						
7.						

# LLU INSTITUTIONAL LEARNING OUTCOME: INFORMATION LITERACY RUBRIC

*Based on the AAC&U Information Literacy VALUE Rubric, [value@aacu.org/assessment@llu.edu](mailto:value@aacu.org/assessment@llu.edu), or see sites below<sup>1</sup>.*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success. In July 2013, there was a correction to Dimension 3: Evaluate Information and its Sources Critically.

## 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. - Adopted from the National Forum on Information Literacy

## Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

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<sup>1</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>  
LLU Assessment Guide October 2015

# LLU INSTITUTIONAL LEARNING OUTCOME: INFORMATION LITERACY RUBRIC

Based on the AAC&U Information Literacy VALUE Rubric, [value@aacu.org](http://value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>2</sup>

## 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.*

	4	3	2	1
<b>Determine the Extent of Information Needed</b>	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.
<b>Access the Needed Information</b>	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.
<b>Evaluate Information and Its Sources Critically*</b>	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.)
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	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.
<b>Access and Use Information Ethically and Legally</b>	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.

<sup>2</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>  
LLU Assessment

# LLU INSTITUTIONAL LEARNING OUTCOME: QUANTITATIVE REASONING RUBRIC

*Based on the AAC&U Quantitative Reasoning VALUE Rubric, [value@aacu.org](mailto:value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>1</sup>.*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

## Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U's rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

## Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections

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<sup>1</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>  
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and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student's QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

# LLU INSTITUTIONAL LEARNING OUTCOME: QUANTITATIVE REASONING RUBRIC

Based on the AAC&U Quantitative Reasoning VALUE Rubric, [value@acu.org](mailto:value@acu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>2</sup>.

## Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

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

	4	3	2	1
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
<b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
<b>Calculation</b>	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
<b>Application / Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for ordinary (without inspiration or nuance) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
<b>Assumptions</b> <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
<b>Communication</b> <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explains it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explanation may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

<sup>2</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>  
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# LLU INSTITUTIONAL LEARNING OUTCOME: CRITICAL THINKING RUBRIC

*Based on the AAC&U Critical Thinking VALUE Rubrics, [value@aacu.org](mailto:value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>1</sup>.*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

## Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are “taken for granted or accepted as true without proof.” (quoted from <http://dictionary.reference.com/browse/assumptions>)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, “she was green with envy” would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, “she was green with envy” is intended to convey an intensity of emotion, not a skin color.

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<sup>1</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>

# LLU INSTITUTIONAL LEARNING OUTCOME: CRITICAL THINKING RUBRIC

Based on the AAC&U Critical Thinking VALUE Rubrics, [value@aacu.org](http://value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>2</sup>.

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

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

	4	3	2	1
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	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.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

<sup>2</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>

# LLU INSTITUTIONAL LEARNING OUTCOME: ORAL COMMUNICATION RUBRIC

*Based on the AAC&U Oral Communication VALUE Rubric, [value@aacu.org/assessment@llu.edu](mailto:value@aacu.org/assessment@llu.edu), or see sites below<sup>1</sup>.*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.*

## 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.

## Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentation of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Central message:** The main point/thesis/"bottom line"/"take away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

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<sup>1</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>

# LLU INSTITUTIONAL LEARNING OUTCOME: ORAL COMMUNICATION RUBRIC

Based on the AAC&U Oral Communication VALUE Rubric, [value@aacu.org](mailto:value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>2</sup>.

## 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 level-one performance.*

	4	3	2	1
<b>Organization</b>	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.
<b>Language</b>	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.
<b>Delivery</b>	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.
<b>Supporting material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which 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 which 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 which 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 which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	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.

<sup>2</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>

# LLU INSTITUTIONAL LEARNING OUTCOME: WRITTEN COMMUNICATION RUBRIC

*Based on the AAC&U Written Communication VALUE Rubric, [value@aacu.org](mailto:value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>1</sup>.*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

## Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is “How well does writing respond to the needs of audience(s) for the work?” In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers’ fluency with different modes of textual production or publication, or writer’s growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers’ work. Also recommended is including reflective work samples or collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing—in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators’ White Paper on Writing Assessment (2008; <http://www.wpacouncil.org/whitepaper>) and the Conference on College Composition and Communication’s Writing Assessment: A Position Statement (2008; <http://www.ncte.org/cccc/resources/positions/123784.htm>).

## Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: Who is reading it? Who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer’s intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g., introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions,

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according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.

- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g., lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes—to extend, argue with, develop, define, or shape their ideas, for example.

# LLU INSTITUTIONAL LEARNING OUTCOME: WRITTEN COMMUNICATION RUBRIC

Based on the AAC&U Written Communication VALUE Rubric, [value@aacu.org](mailto:value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>2</sup>.

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level-one performance.*

	4	3	2	1
<b>Context of and purpose for writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	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., the task aligns with audience, purpose, and context).	Demonstrates awareness of context audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
<b>Content development</b>	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.
<b>Genre and disciplinary conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	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.
<b>Sources and evidence</b>	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of syntax and mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and its 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.

<sup>2</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>  
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