Contemporary Ethical Issues (E)  
Assessment Planning

E Student Learning Outcomes

Students will be able to . . .

1. identify ethical issues in a contemporary situation/professional setting.
2. deliberate responsibly on ethical issues using tools/processes/frameworks.
3. form sound ethical judgments.

Goal: Acceptable Performance Level

80% of students perform at MEETING or EXCEEDING levels of performance (see Rubric).

Evidence to be Collected

Student coursework in E courses will be collected: student papers, presentations, powerpoint slide show, exams, outline of presentations, discussion or debate. The collected work should already be part of the faculty member’s course.

Assessment Plan (Tentative)

Activities for end of Fall 2007

(A) Survey fall 2007 instructors of E courses (approximately 48 instructors offering 72 sections):
- Can rubric be applied to existing student work?
- Is the rubric useful to them?
- Are there pieces of evidence (e.g. student papers) that could be collected at the end of the term?

Survey Monkey <www.surveymonkey.com> could be used and Gen Ed Office can assist.

(B) Cross section 10% of the fall 2007 E instructors and ask them to submit 5 student samples. Attempt to score them using the rubric.

Assessing the assessment: Do faculty members actually have the data? Can they provide the evidence to be able to assess these SLOs? Does the rubric need clarification?

(C) Survey faculty members who are applying for a spring 2008 E course: could they incorporate the rubric in their course? Gen Ed office/Monica would do this.

Activities for Spring 2008

(A) Review the results of the pilot project. Refine and repeat.

(B) Prepare to conduct a full scale assessment at the end of Fall 2008. Sample=50 pieces of student work from a representative sample of E courses.

(C) Consider if professional development is necessary (e.g. ethics across the curriculum, presenting the results of the pilot, engaging in dialogue about rubrics, scoring, hallmarks).
### Rubric

<table>
<thead>
<tr>
<th></th>
<th>Not Meeting-1</th>
<th>Approaching-2</th>
<th>Meeting-3</th>
<th>Exceeding-4</th>
</tr>
</thead>
</table>
| **Identifies ethical issue(s)**     | - Does not identify the ethical issue(s) or realizes something is not “right” but does not clearly identify the professional and/or contemporary ethical issues at play  
- Sees issues mostly in “black and white” terms | - Identifies some of the professional and/or contemporary ethical issues or identifies what is legal/illegal or acceptable/unacceptable  
- Recognizes relevant ethical ambiguities/dilemmas but does not clearly describe them | - Identifies/names the inherent ethical choices and implications involved in the professional and/or contemporary situation  
- Clearly describes relevant ethical ambiguities/dilemmas | - Clearly identifies the inherent ethical choices and implications involved in a professional and/or contemporary situation  
- Understands the effects of perspective, context, personal views, codes and laws (if applicable)  
- Specifies the decision-makers and stakeholders  
- Integrates clear descriptions of relevant ethical ambiguities/dilemmas into the overall analysis |
| **Deliberates responsibly using ethical tools, processes, and/or frameworks** | - Unclear about the frameworks, principles, and/or code of ethics to be applied  
- Fails to acknowledge multiple viewpoints or embraces contradictory viewpoints  
- May discuss ethical issues but unclear on own position and/or the effects of different perspectives | - Describes the frameworks, principles, and/or code of ethics that can be applied  
- Comfortable discussing ethical issues from own point of view, but may have difficulty seeing different points of view | - Draws upon frameworks, principles, and/or code of ethics to develop pertinent arguments and/or positions  
- Debates and/or discusses ethical issues with sensitivity to others’ points of view and different perspectives | - Draws upon frameworks, principles, and/or code of ethics to develop pertinent arguments and/or positions  
- Develops and presents alternate arguments/positions  
- Discusses and/or debates ethical issues with sensitivity to others’ perspectives and the context while also defending own position with logic and fact |
| **Forms sound ethical judgments**    | - Does not specify a resolution or judgment or decision | - Makes a judgment/decision but may not take into account multiple perspectives  
- Partial or flawed use of a systematic decision-making process | - Makes a judgment that considers and is sensitive to multiple perspectives  
- Evidence of a logical, systematic decision-making process | - Makes a reasoned judgment that takes into account an array of arguments and perspectives  
- Evidence of a logical, systematic decision-making process. |
| **Uses professional code of ethics (if applicable)** | - Does not correctly reference sections of the professional code of ethics  
- Cites applicable sections, but may not correctly use in decision-making process | - Cites applicable sections, but may not correctly use in decision-making process | - Correctly cites applicable sections of the professional code and explains how they guide forming a judgment | - Correctly cites applicable sections of the professional code and explains their meaning and/or implications on forming a judgment |
Oral Communication Focus (OC)

OC Student Learning Outcomes

Content Selection
1. Students will select appropriate content for an oral presentation activity.

Organization
2. Students will present information in a clear and organized manner appropriate for the intended audience and purpose.

Delivery (Style)
3. Students will demonstrate effective verbal and nonverbal delivery.
4. Students will use handouts or visual aids to promote clarity and interest [if applicable].

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Time-Line

The proposed plan is to assess the four outcomes simultaneously, with a pilot test conducted this semester.

Pilot test. We plan to get approximately six student volunteers from two departments. We will videotape the students’ presentation and ask two raters trained to apply the rubrics to evaluate. In addition, we will collect any handouts, bibliography or reference pages, and presentation outlines.

An “alignment question”: Do students with prior training in public speaking (e.g., completed SP 151 or SP 251) perform differently on the 4 learning outcomes than students who do not?

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Rubrics

1. Content Selection for Oral Presentation Activities

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not select relevant content</td>
<td>Selects insufficient content or selects content of limited relevance</td>
<td>Selects sufficient and mostly relevant content</td>
<td>Selects substantial and highly relevant content</td>
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</tbody>
</table>
### 2. Organization of Oral Presentation

<table>
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<tr>
<td>Provides little or no focus or order to the material, lacks audience awareness.</td>
<td>Provides some focus or order to the material but the structure is somewhat unclear, somewhat appropriate for the audience.</td>
<td>Focuses and orders the material to convey a generally unified point or effect, generally appropriate for the audience.</td>
<td>Focuses and orders the material to convey a unified point or effect, highly appropriate for the audience.</td>
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</tbody>
</table>

### 3. Delivery: Verbal and Nonverbal Communication

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<tr>
<td>Inappropriate or ineffective enunciation; pronunciation, volume, pitch, inflection, or pace seriously hinder the speaker’s audibility or obstruct communication with the audience. Reading of or reference to notes, recitation. Inappropriate display or lack of energy level or empty vocalizations adversely affect the delivery. Poor posture, distracting or inappropriate body movements or gestures, or lack of eye contact interferes with the delivery.</td>
<td>Enunciation is hampered by occasionally lazy articulation; some inappropriateness of pronunciation, volume, pitch, inflection, or pace may be noticeable but such instances do not seriously hinder the speaker’s audibility. Delivery generally appears spontaneous but some moments of apparent recitation, reading of notes, or reference to notes occasionally interrupt. Inappropriate body movements, facial expressions, or gestures are occasionally noticeable.</td>
<td>Clear enunciation; appropriate pronunciation, volume, pitch, inflection, and pace are generally maintained, but occasionally the speaker’s voice is lacking somewhat in the appropriate enthusiasm or energy level. Delivery appears spontaneous throughout. A few empty vocalizations are noticeable but are not distracting. Speaker appears interested; facial expressions are consistently compatible with spoken content; body movements and gestures are usually natural, appropriate, and relaxed. Any nervous movements do not interfere with the presentation. Any lack of eye contact is only momentary.</td>
<td>Clear enunciation; appropriate pronunciation, volume, pitch, inflection, and pace throughout. Speaker sounds genuinely interested in the topic. Delivery appears spontaneous throughout. Notes may assist but do not interrupt or control delivery. Physical presentation is appropriate and purposeful in enhancing the speaker’s comments; body movements and gestures are natural, appropriate, and relaxed; eye contact is consistently maintained.</td>
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4. Delivery: Handouts and Visual Aids [if applicable]

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<th>Exemplary</th>
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<tbody>
<tr>
<td>No use of handouts or visual aids –or– Aids are inappropriate, distracting, incomprehensible, or extraneous.</td>
<td>Only minimal use of handouts or visual aids –or– Handouts and/or visual aids are not quite appropriate, or are somewhat distracting, not completely comprehensible, or somewhat extraneous.</td>
<td>Handouts and/or visual aids are appropriate, not distracting, generally comprehensible or not extraneous.</td>
<td>Handouts and/or visual aids are highly appropriate, not distracting, completely comprehensible, and highly relevant. They add significantly to the presentation.</td>
</tr>
<tr>
<td>Speaker faces the screen, blocks audience’s view of the aid, and/or does not refer to the handout.</td>
<td>Speaker occasionally faces the screen, blocks the audience’s view of the aid, and/or does not refer to handout in a very appropriate or effective manner.</td>
<td>Speaker generally faces the audience, does not block the audience’s view of the aid, and/or refers appropriately to the handout.</td>
<td>Speaker consistently faces the audience, does not block the audience’s view of the aid, and/or the references to handouts contribute to the effectiveness.</td>
</tr>
</tbody>
</table>

The Content Selection rubric was adapted from the San Diego State University Cabrillo Tidepool Study Collaboration Rubric (p. 60 of Allen’s yellow handout).

The Organization and Delivery rubrics were adapted from the University of South Carolina’s General Education Assessment Criteria – Oral Communication (p. 36 of Allen’s yellow handout).
Writing Intensive (W)
Assessment Planning
Excerpted from the Mānoa Writing Program’s Mission, Goals, Outcomes statement (April 2003)

STUDENT LEARNING OUTCOMES
Through multiple W classes, students will develop strategies for effective writing. Students can
✓ define a purpose and audience for various writing tasks.
✓ describe processes for composing an effective piece of writing.
✓ revise a draft purposefully.
✓ write a final draft that is well-focused, effectively organized, and precise in its language.
✓ edit their written work so that it is reasonably free from errors of usage, mechanics, and spelling.
✓ appropriately incorporate (and credit) source materials.

Through multiple W classes, students will learn to use and value writing as a tool for learning. Students can
✓ use writing to build and expand their understanding of a topic.
✓ use writing to consider different ideas or viewpoints on a topic.
✓ explain to others how writing can be used as a tool for learning.

Through multiple W classes, students will learn to write in the primary genres of their chosen fields, following appropriate conventions. Students can
✓ identify the primary genres of their field, describe identifying characteristics, & write in at least one of the genres.
✓ use vocabulary appropriate for field-specific texts.
✓ follow the writing, documenting, and formatting conventions that are appropriate to a field.

Hawaiian, Asian, & Pacific Issues (HAP)

NOTE: The UH system HAP group will create HAP student learning outcomes.