

*Virginia Public Higher Education Policy on the Assessment of Student Learning
Template for Reporting Assessment Plans*

VIRGINIA TECH

Virginia Tech’s assessment of core competencies is grounded in its belief that quality, meaningful assessment is an integral component of the teaching and learning process. As such, assessment of the core competencies is primarily embedded in the assessment of authentic student work at the program level, including both majors and Virginia Tech’s general education program, the Curriculum for Liberal Education (CLE). The Office of Academic Assessment (OAA)’s approach to assessing core competencies will not only include the initiatives described below, but will also include documentation of any other assessments of core competencies that take place within programs and departments that demonstrate the iterative approach taken by the institution to foster the core competencies in undergraduate students. In other words, in addition to the specific direct assessments structured in collaboration with the OAA, Virginia Tech will report upon the multiple opportunities students have to practice skills and abilities that lead to competence in the areas of critical thinking, quantitative reasoning, scientific reasoning, oral communication, written communication, and information literacy. Finally, it is important to note that Virginia Tech is participating in AAC&U’s General Education for a Global Century initiative. As such, there is a high probability that Virginia Tech’s CLE will change significantly in the next few years; as such, descriptions of the approach to assessing core competencies within the CLE are written to allow for a degree of flexibility in planning to accommodate any and all changes to the CLE. All of this work will be completed for the 5-year interim report due to SACS in 2014.

Competency [Year(s) Assessed]	Definition	Standards	Description of Methodology
<p>Critical Thinking</p> <p>2011-2012 Academic Year with the Proficiency Profile</p> <p>2011-2012 through 2013-2014 academic years using AAC&U VALUE – <u>V</u>alid <u>A</u>ssessment of <u>L</u>earning in <u>U</u>ndergraduate <u>E</u>ducation – rubrics modified to fit the context and culture of Virginia Tech.</p>	<p>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 (AAC&U Critical Thinking Rubric).</p>	<p>For the PP administration, competency is defined as students achieving a “passing” score of 75% (i.e., correctly at least 75% of questions) on the questions on the PP instrument that assess critical thinking.</p> <p>For the modified VALUE rubrics, competency is defined as students achieving “practitioner” level on the rubric’s performance criteria</p>	<p>A representative sample of first-year and senior students will take the ETS Proficiency Profile (PP), (formerly the Measure of Academic Progress & Proficiency, or MAPP); the PP is an integrated test of general education skills that measures college-level skills in critical thinking, reading, writing, and mathematics. Administration of this test also satisfies VT’s responsibilities as a member of the Voluntary System of Accountability.</p> <p>The Office of Academic Assessment will work with the new Director of</p>

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			the Curriculum for Liberal Education (CLE), VT's general education program, to sample student work from CLE courses for assessment against the VT-modified AAC&U VALUE for critical thinking. A team of faculty raters will be assembled from sampled courses to apply the rubric student work.
<p>Quantitative Reasoning</p> <p>2011-2012 Academic Year with the Proficiency Profile</p> <p>2011-2012 through 2013-2014 academic years using AAC&U VALUE VALUE – Valid Assessment of Learning in Undergraduate Education – rubrics modified to fit the context and culture of Virginia Tech</p>	<p>Quantitative Reasoning is a "habit of mind," competency, and comfort in working with numerical data (AAC&U VALUE Rubric). It is an everyday understanding of mathematics. More explicitly, quantitative literacy includes a knowledge of mathematical content embedded in a contextual framework that promotes an understanding and appreciation of the nature, development, and social impact of its applications. (Wilkins, 2000, p. 406)</p>	<p>For the PP administration, competency is defined as students achieving a “passing” score of 75% (i.e., correctly at least 75% of questions) on the questions on the PP instrument that assess mathematics.</p> <p>For the modified VALUE rubrics, competency is defined as students achieving “practitioner” level on the rubric’s performance criteria</p>	<p>A representative sample of first-year and senior students will take the ETS Proficiency Profile (PP), (formerly the Measure of Academic Progress & Proficiency, or MAPP); the PP is an is an integrated test of general education skills that measures college-level skills in critical thinking, reading, writing, and mathematics. Administration of this test also satisfies VT’s responsibilities as a member of the Voluntary System of Accountability.</p> <p>The Office of Academic Assessment will work with the new Director of the Curriculum for Liberal Education (CLE), VT’s general education program, to sample student work from CLE courses for assessment against the VT-modified AAC&U VALUE for quantitative reasoning. A team of faculty raters will be assembled from sampled courses to apply the rubric student work.</p>
<p>Scientific Reasoning</p> <p>2011-2012 through 2013-2014 academic years using a VT-developed rubric modeled after the 2011-2012 through 2013-2014 academic years using AAC&U VALUE VALUE – Valid Assessment of Learning in Undergraduate Education – rubrics</p>	<p>Scientific reasoning can be defined as the interpretation of measurable, observable, or empirical information through inference, analogy, and induction to direct the formulation of hypotheses and conclusions (VT CLE Area 4)</p>	<p>For the VT-developed rubric, competency is defined as students achieving “practitioner” level on the rubric’s performance criteria</p>	<p>The Office of Academic Assessment will work with the new Director of the Curriculum for Liberal Education (CLE), VT’s general education program, to sample student work from CLE courses for assessment against the VT-developed rubric for scientific reasoning. A team of faculty raters will be assembled from</p>

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			sampled courses to apply the rubric student work.
<p>Written Communication</p> <p>2011-2012 Academic Year with the Proficiency Profile</p> <p>2011-2012 through 2013-2014 academic years using AAC&U VALUE – <u>V</u>alid <u>A</u>ssessment of <u>L</u>earning in <u>U</u>ndergraduate <u>E</u>ducation – rubrics modified to fit the context and culture of Virginia Tech.</p>	<p>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 (AAC&U VALUE rubric).</p>	<p>For the PP administration, competency is defined as students achieving a “passing” score of 75% (i.e., correctly at least 75% of questions) on the questions on the PP instrument that assess mathematics.</p> <p>For the modified VALUE rubrics, competency is defined as students achieving “practitioner” level on the rubric’s performance criteria</p>	<p>A representative sample of first-year and senior students will take the ETS Proficiency Profile (PP), (formerly the Measure of Academic Progress & Proficiency, or MAPP); the PP is an integrated test of general education skills that measures college-level skills in critical thinking, reading, writing, and mathematics. Administration of this test also satisfies VT’s responsibilities as a member of the Voluntary System of Accountability.</p> <p>The Office of Academic Assessment will work with the new Director of the Curriculum for Liberal Education (CLE), VT’s general education program, to sample student work from CLE courses for assessment against the VT-modified AAC&U VALUE for written communication. A team of faculty raters will be assembled from sampled courses to apply the rubric student work.</p>
<p>Oral Communication</p> <p>2011-2012 through 2013-2014 academic years using AAC&U VALUE – <u>V</u>alid <u>A</u>ssessment of <u>L</u>earning in <u>U</u>ndergraduate <u>E</u>ducation – rubrics modified to fit the context and culture of Virginia Tech.</p>	<p>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. (AAC&U VALUE rubric)</p>	<p>For the modified VALUE rubrics, competency is defined as students achieving “practitioner” level on the rubric’s performance criteria</p>	<p>The Office of Academic Assessment will work with the new Director of the Curriculum for Liberal Education (CLE), VT’s general education program, to sample student work from CLE courses for assessment against the VT-modified AAC&U VALUE for oral communication. A team of faculty raters will be assembled from sampled courses to apply the rubric student work.</p>
<p>Information Literacy</p> <p>2011-2012 through 2013-2014 academic years using AAC&U</p>	<p>The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and</p>	<p>For the modified VALUE rubrics, competency is defined as students achieving “practitioner” level on the rubric’s performance criteria</p>	<p>The Office of Academic Assessment will work with the new Director of the Curriculum for Liberal Education (CLE), VT’s general education</p>

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<p>VALUE – <u>V</u>alid <u>A</u>ssessment of <u>L</u>earning in <u>U</u>ndergraduate <u>E</u>ducation – rubrics modified to fit the context and culture of Virginia Tech.</p>	<p>share that information for the problem at hand. - Adopted from the National Forum on Information Literacy (AAC&U VALUE rubric)</p>		<p>program, to sample student work from CLE courses for assessment against the VT-modified AAC&U VALUE for information literacy. A team of faculty raters will be assembled from sampled courses to apply the rubric student work.</p>