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

Competency [Year(s) Assessed]	Definition	Standards	Description of Methodology
QRC initial submission 2007 revision 2009 and 2010	Quantitative reasoning is the capacity to reason mathematically in everyday life.	Longwood students will demonstrate quantitative reasoning (QR) by performing the following tasks: (1) Interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them; (2) Represent mathematical information symbolically, visually, numerically, and/or verbally; (3) Use arithmetic, geometric, and/or statistical methods to solve problems; (4) Estimate and check answers in order to determine reasonableness, identify alternatives, and select optimal results; and (5) Recognize the limitations of mathematical and/or statistical methods. The above goals are informed by a 2001 report from the Committee on the Undergraduate Program in Mathematics (CUPM) of the Mathematical Association of	Initial instrument was developed by the Longwood faculty. The goal of using the instrument is to track a given freshman cohort over a four year time period, and to measure value-added learning outcomes. In 2010, the following changes were made: 1. Longwood began to use the QRC instrument that was developed by CARS at JMU. This practice will be continued. 2. Instead of conducting a longitudinal study, we use a cross-sectional method to collect data. The difference in freshman and senior performance was analyzed. The report is pending.

		America (MAA). They also closely match the standards being used to measure Quantitative Reasoning as a part of General Education assessment at Longwood.	
WCC Initial submission 2008 Revision 2011	Competent writing should provide evidence of suitable content, effective organization and reasoning, appropriate rhetoric, and compliance with standard conventions of writing and documentation.	1. Rhetorical knowledge, which consists especially of • The ability to "focus on a purpose" • The ability to "respond to the needs" of an audience, • The ability to "use conventions of format and structure appropriate to the rhetorical situation;" 2. Knowledge of textual and document conventions, which consist especially of • The ability to use "genre conventions ranging from structure and paragraphing to tone and mechanics." • The ability to "practice appropriate means of documenting" work and to "control such surface features [of writing] as syntax, grammar, punctuation, and spelling."	The original design was to use a random sample from Eng 150 (freshmen) and Eng 400 (seniors) to conduct a comparison study. In 2010, a revision of WCC plan was made in conjunction with development of CTC and ILC plans. Mainly, the changes included: • Sample population was extended to include all institutionally designated “writing intensive (WI) courses” that are across disciplines and colleges; • Random sampling method will be used to select written sample from the WI courses; • Three groups of teaching faculty members will be trained this summer to use three separate rubrics (to be developed) to score the same set of

			written samples that are randomly selected from all WI courses; • The first pilot study will be done in summer 2011. If the pilot study yields intended results, we believe that this method will reduce the monetary and labor costs of conducting assessment. Therefore, it will make the competency assessment sustainable.
SRC Initial submission 2009	Scientific reasoning denotes systematic, logical thought patterns employed during the process of scientific inquiry. A citizen leader can apply the methods of science to the acquisition of knowledge and appreciate the major contributions of science to our cultural heritage and the solution of contemporary problems.	**Understand methods of natural science inquiry** • Identify and evaluate scientific concepts, assumptions, and components of an experimental design or process; identify and evaluate data presented in graphs, figures, or tables; translate given data into an alternate form. • Process information needed to draw conclusions or to formulate hypotheses; determine whether information provided supports a given hypothesis or conclusion; evaluate, compare, and contrast	A cross-sectional method was used in measuring SRC. The instrument used for this study was developed by CARS at JMU. We will continue to use it. Random sampling method was used.

		experimental designs or viewpoints; specify alternative ways of testing hypotheses or viewpoints. • Extend information given to a broader or different context; generate a model consistent with given information; develop new procedures to gain new information; use given information to predict outcomes. • Describe the methods of inquiry that lead to mathematical truth and scientific knowledge and be able to distinguish science from pseudoscience. • Use theories and models as unifying principles that help us understand natural phenomena and make predictions, • Formulate hypotheses, identify relevant variables, and design experiments to test hypotheses. **Recognize and explain major contributions of science to our cultural heritage** • Recognize the interdependence of	

		applied research, basic research, and technology, and how they affect society. **Understand how natural science has been used to address significant contemporary issues** • Illustrate the interdependence between developments in science and social and ethical issues. • Evaluate the credibility, use, and misuse of scientific and mathematical information in scientific developments and public policy issues.	
CTC Initial submission 2011	In process of development	In process of development	See statement in WCC.
ILC Initial submission 2011	In process of development	In process of development	See statement in WCC.
OCC Initial submission 2012	To be developed		