

Assessment of General Education

Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)

Section 2: Core Requirements – “Core requirements are basic qualifications that an institution must meet to be accredited with the Commission on Colleges.”

2.7.3 – “In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion ... for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. **The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (General Education)**”

Section 3: Comprehensive Standards

3.5 Educational Programs

3.5.1 “The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-level competencies)**”

SCHEV Guidelines for Assessment of Student Learning

“Institutions shall design learning outcomes and methods of assessing student achievement that are aligned with their missions and enable efficient satisfaction of accreditation requirements. Institutional assessment of student learning shall be designed to (a) demonstrate that an institution’s students are achieving – at a college level – skills, abilities, knowledge, and/or dispositions central to the institution’s mission; and (b) produce information that is used to improve institution’s educational programs.” These core areas are as follows:

Written Communication (2011-12)
Critical Thinking (2011-12)
Oral Communication (2012-13)

Scientific Reasoning (2013-14)
Information Literacy (2013-14)
Quantitative Reasoning (2014-15)

ODU’s Revised General Education Curriculum 2010

Lower Division – Skills

1. **Written Communication Skills (100 Level)**
2. **Written Communication Skills (200 Level)**
3. **Mathematical Skills**
4. **Oral Communication**
5. **Information Literacy and Research**
6. Language and Culture

Lower and Upper Division – Ways of Knowing

12. Philosophy and Ethics
13. The Impact of Technology

Upper Division

14. **Written Communication within the Major**
15. Upper Division Fulfillment Options

Lower Division – Ways of Knowing

7. Human Creativity
8. Literature
9. **The Nature of Science**
10. Human Behavior
11. Interpreting the Past

Proposed Process

General Education Assessment is on a four year cycle so each general education competency is assessed every 4 years – this will ensure that each of the 6 SCHEV competencies are reported every 4 years

Each competency requires:

- ✓ One semester to a year to plan and develop instruments etc. (**Plan**)
- ✓ One semester to a year to gather data (**Assess**)
- ✓ One semester or year to analyze data and recommend improvements (**Report / Improve**)
- ✓ One semester or year to implement the recommendations for improvements (**Implementation**)

Each year we will simultaneously be **Planning** several general education assessments, **Assessing** several other general education goals, **Reporting / Improving** several other general education goals, and **Implementing** the improvements.

On the following Example Timeline the General Education Goals that are also **SCHEV competencies are displayed in red** and scheduled to meet the SCHEV timeline. The remaining goals of general education (displayed in black) are randomly assigned to 4-year cycles and can be re-arranged as desired. The arrows indicate how the cycle moves from Planning in the first year to Assessing in the second year to Reporting / Improving in the third year to Implementing in the fourth year.

Example Timeline

Fall 2011 to Spring 2012	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015
Planning <ul style="list-style-type: none"> • oral communication (4) • literature (8) • human creativity (7) 	Planning <ul style="list-style-type: none"> • scientific reasoning (9) • information literacy (5) • philosophy & ethics (12) • interpreting the past (11) 	Planning <ul style="list-style-type: none"> • quantitative reasoning (3) • impact of technology (13) • human behavior (10) 	Planning <ul style="list-style-type: none"> • critical thinking • writing (1, 2, 14) • language & culture (6)
Assessing <ul style="list-style-type: none"> • critical thinking • writing (1, 2, 14) • language & culture (6) 	Assessing <ul style="list-style-type: none"> • oral communication (4) • literature (8) • human creativity (7) 	Assessing <ul style="list-style-type: none"> • scientific reasoning (9) • information literacy (5) • philosophy & ethics (12) • interpreting the past (11) 	Assessing <ul style="list-style-type: none"> • quantitative reasoning (3) • impact of technology (13) • human behavior (10)
Reporting and Improving <ul style="list-style-type: none"> • scientific reasoning (9) 	Reporting and Improving <ul style="list-style-type: none"> • critical thinking • writing (1, 2, 14) • language & culture (6) 	Reporting and Improving <ul style="list-style-type: none"> • oral communication (4) • literature (8) • human creativity (7) 	Reporting and Improving <ul style="list-style-type: none"> • scientific reasoning (9) • information literacy (5) • philosophy & ethics (12) • interpreting the past (11)
Implementing <ul style="list-style-type: none"> • quantitative reasoning (3) 	Implementing	Implementing <ul style="list-style-type: none"> • critical thinking • writing (1, 2, 14) • language & culture (6) 	Implementing <ul style="list-style-type: none"> • oral communication (4) • literature (8) • human creativity (7)

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

Old Dominion University

Competency [Year(s) Assessed]	Definition	Standards	Description of Methodology
Writing (2011-12)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand how to incorporate research responsibly and effectively into an extended piece of academic writing. * • recognize the core principles of argumentation, including proper use of assumptions, claims, emotion, and reason, as well as identification of logical fallacies, biases, and propaganda. * • develop a repertoire of effective and ethical rhetorical tools for academic and professional writing tasks. • read popular, academic, and professional nonfiction writing analytically and critically. * • differentiate among data sources those that are pertinent and legitimate to the scholarship of the discipline. * • produce discipline specific written communication reflecting scrutiny in content and free from mechanical errors. • execute the discourse conventions most commonly used in the student’s major disciplines. • creatively adapt their writing process to the kinds of knowledge and the purposes most fundamental to their major disciplines. * 	Students should score at least 2 in all areas of the VALUE Rubric	VALUE Rubric will be used to assess students’ competency level at the end of General Education English Composition courses (ENGL 211C, 221C, or 231C) and upper-division writing-intensive courses (300/400-level)
Critical Thinking (2011-12)	Critical Thinking is not one of Old Dominion University’s Goals of General Education and thus has no specified student learning outcomes (SLO). However, many SLO taught across the General Education curriculum are related to the definition and SLO included in the VALUE Rubric for critical thinking. The related SLO in the SCHEV competencies are denoted by an *.	The VALUE Rubric will be adapted	A rubric will be used to assess students’ competency level at the end of upper-division writing-intensive courses (300/400-level)
Oral Communication (2012-13)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Relate the principles of public speaking to a variety of extemporaneous speech situations • Develop skill in researching a topic for a speech or professional presentation • Prepare and organize the content for a speech or professional presentation • Improve the use of language in conveying messages • Develop critical analysis while listening to speeches and professional presentations * • Deliver appropriate speeches and professional presentations using digital visual software 	Students should score at least 2 in all areas of the VALUE rubric	Rubric will be used to assess students’ competency level at the end of General Education Oral Communication courses (COMM 101)

	<p>with increased skill and confidence</p> <ul style="list-style-type: none"> • Develop an understanding of the communication styles and strategies of others • Enhance the ability to express oneself with empathy and sensitivity, as well as with assertiveness 		
<p>Scientific Reasoning (2013-14)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Students will demonstrate their comprehension of a body of scientific knowledge. • Students will develop the ability to apply concepts to new situations, solve problems, and interpret evidence that is presented in various formats, such as verbally, numerically, and graphically as appropriate to the content of the course. * • Students will be able to describe the domain and methods of scientific thinking, and be able to distinguish between questions that can and cannot be answered scientifically. * • Students will describe the role of experiment and observation in the development of scientific theory and knowledge. 	<p>A test was developed by the faculty and they will determine the level of competency a student must achieve</p>	<p>Test will be administered at the end of General Education Science courses (100-level)</p>
<p>Information Literacy (2013-14)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • determine the nature and extent of the information needed for research. * • access information effectively and efficiently. • critically evaluate information and information sources, such as library databases, collections, or websites appropriate to the field of research. * • use information effectively to accomplish a specific purpose or to complete a specific project. • understand the economic, social, legal, and ethical issues surrounding the access and use of information. • use information ethically and lawfully. * 	<p>Students should score at least 2 in all areas of the VALUE Rubric</p>	<p>VALUE Rubric will be used to assess students' competency level at the end of General Education English information literacy and research courses</p>
<p>Quantitative Reasoning (2014-15)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • interpret sentences to contain the logical connectives “and,” “or,” “some,” “all,” and “none.” They will be able to use deductive reasoning to draw conclusions from a series of statements and to identify appropriate generalizations or trends (Logical Reasoning). * • develop facility in the language and symbols of mathematics and will be able to perform basic calculations and operations related to the application of mathematics or statistics (Computational Skills). • read and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. They will be able to use them to make predictions and draw inferences from the data (Data Interpretation). * • read a word problem, set up the necessary equations that describe the problem, solve these equations using basic quantitative techniques, and interpret or draw a conclusion from the solution (Problem Solving). • model physical and natural phenomena and assess validity of a model, make predictions 	<p>A test was developed by the faculty and they will determine the level of competency a student must achieve</p>	<p>Test will be administered at the end of General Education Math courses (100-level)</p>

	from the model, and draw conclusions based on the model (Quantitative Modeling). *		
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Note: Old Dominion University has chosen our QEP topic for SACS – “Focused Thought: Reasoning through Writing and Research” – which incorporates several of the competencies. As our QEP develops some of these assessments may be modified.