RADFORD UNIVERSITY

Competency [Year(s) Assessed]	Definition	Standards	Description of Methodology
Written Communication, Oral Communication, Critical Thinking, and Information Literacy • Pilot Fall 2010 and Spring 2011- collecting work. • Pilot assessment in Summer 2011. • Full implementation during 2011-2012 and 2012-2013 academic years. • Reporting Spring of 2014	Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition. Radford University students will be able to: a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation c. choose appropriate genres and styles when writing for a variety of different audiences d. describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. Radford University students will be able to: a. identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts b. demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts c. identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts d. identify and demonstrate communication skills appropriate in interpersonal, small group, and public speaking contexts	CORE A coordinators in conjunction with elected members of constituency groups will develop rubrics during the Spring 2011 semester. These rubrics will be piloted and finalized during the summer of 2011. Upon completion, standards and categories for student performance will be determined.	**Methodology** *Pilot Test* Student works identified in Curriculum Map for University Core A will be collected during the 2010-11 academic year. Volunteers will be solicited from CORE 101 and 102/103 instructors and those who have taught CORE 201 and 202 previously. Student works will be submitted in electronic or paper format to the Director of Academic Assessment before **May 15, 2011**. During spring 2011, draft rubrics will be developed by elected teams of faculty teaching in University Core A as well as experts in the learning areas (i.e., written communication, oral communication, critical thinking, and technology/information literacy). Draft rubrics will be developed by teams of instructors currently teaching the courses, including tenure-track faculty, adjunct faculty, and graduate students, with input from experts in the learning areas. These instructors will collaborate on rubrics that reflect the assignments as they are being taught in relation to the outcomes. Full-time and adjunct faculty teaching in University Core A will be solicited to assess sample student works and revise draft rubrics as applicable. This work will occur during summer 2011, and qualified instructors* (*Qualified instructors will have at least a master's degree, experience using rubrics, and at least two semesters teaching in University Core A.) will be compensated according to university guidelines. *Full Implementation* Student works identified in the Curriculum Map for University Core A will be collected using an ePortfolio system and assessed using the finalized rubrics. A draft report will be written and submitted to CCAC for review and comment. Subsequently, CCAC will recommend improvements to University Core A program based upon assessment results.

	Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. Radford University students will be able to: a. apply the processes of deduction, induction, and other key elements of logical reasoning b. create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable c. analyze issues, solve problems, and apply reasoning to everyday situations d. evaluate written and verbal arguments by discerning any logical fallacies, distinguishing between documented fact and opinion, examining explicit and implicit assumptions, and assessing the use of evidence to draw inferences and conclusions Goal 4: Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated. Radford University students will be able to: a. explain contemporary technological trends and issues b. utilize industry standard technologies as appropriate for academic purposes c. identify economic, societal, legal, privacy, and ethical considerations for using and sharing digital and print information d. demonstrate the use of basic research techniques to locate information from a variety of electronic and print sources e. apply appropriate modes of inquiry to evaluate digital and print information in terms of credibility, reliability, and accuracy		Stage 1: Assessment plan approved by CCAC and Faculty Senate. Plan submitted to SCHEV by **March 1, 2011.** Stage 2: Draft rubrics submitted to CCAC for review by **April 29, 2011.** Stage 3: During summer 2011, student works from the 2010-11 academic year will be assessed using draft rubrics. Changes and revisions to rubrics will be made when applicable and resubmitted to CCAC. Summary data from the pilot testing will be presented to CCAC before **December 1, 2011.** Stage 4: During 2011-12 and 2012-13 academic years, student works identified in assessment plan will be collected and assessed. Stage 5: Draft report of analysis submitted to CCAC by **February 1, 2014**, for review and comment. CCAC recommends improvements to University Core A program based upon assessment results. Stage 6: Final report submitted to Faculty Senate and SCHEV by **June 1, 2014**. Stage 7: During 2014-15 academic year, improvements made to University Core A to enhance student achievement of the learning outcomes.

Competency [Year(s) Assessed]	Definition	Standards	Description of Methodology
Mathematical Sciences (Quantitative Reasoning) Natural Sciences (Scientific Reasoning)	Goal 5: Radford University students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems. Radford University students will be able to: a. identify and interpret relationships among numeric, symbolic, and graphical information b. generate mathematical models using numeric, symbolic, and graphical information for use in real-world applications c. solve problems using numeric, symbolic, and graphical information Goal 6: Radford University students will understand the methodologies of scientific inquiry; think critically about scientific issues and understand that the results of scientific research can be critically interpreted; participate in informed discussions of scientific issues; and describe the natural/physical world within the context of a specific scientific discipline. Radford University students will be able to: a. employ scientific methods to gather and analyze data and test hypotheses in a laboratory setting b. distinguish between findings that are based upon empirical data and those that are not c. explain the relationships among the sciences and between science, technology, popular media, and contemporary issues in society d. explain how scientific ideas are	Standards for the assessments are established by departments and set forth in their assessment plans. These are subsequently reported in aggregate across the area. All results are submitted in a three level format (ex. Below expectations, Meets expectations, and Exceeds expectations).	**<u>Assessment Guidelines</u>** This plan relies upon direct, course-embedded methods to assess learning outcomes. Departments will develop assessment measures that are designed specifically for the course and are embedded as part of the course. The following contains an explanation of different aspects of the course-embedded assessment techniques and a summary concludes this section. Students' learning must be directly assessed. A direct assessment is an objective measure of achievement of learning outcomes. The most common forms of direct assessments are rubric oriented and objective test items. ***Rubric Oriented Embedded Assessments*** Rubric-oriented assessments describe different levels of a students' performance on learning outcomes. Student work that is especially suited to assessment by rubric may include essays, portfolios, short answers, speeches, performances, research projects, and lab assignments. ***Objective Test Items*** Objective test items may be multiple choice, fill-in the blank, matching, or identification. Objective test items must be consistent with the cognitive level stated in the learning outcome. At a minimum, three items should be utilized to measure each learning outcome. **<u>Stages of Assessment</u>** The process for completing the Core Curriculum Assessment includes the following steps. ***Stage 1: A plan for each course will be submitted to CCAC*** A plan for each course will be submitted to CCAC and will include information about the course as well as the assessment measures being used If using objective test measure, include sample test questions and scoring key. If using rubric-oriented assessment include a description of the assignment and the rubric used for scoring. ***Stage 2: CCAC reviews assessment plans*** In the second stage of the assessment the CCAC will review the plan. Modifications may be suggested when appropriate. ***Stage 3: Data is collected and submitted to CCAC*** Departments, schools, and programs will collect and submit assessment data to CCAC.

Timeline: Implementation for Mathematical Sciences and Natural Sciences will take place in the 2011-2012 Academic year. Draft reports will be developed during the 2012-2013 academic year and final reports will be submitted in conjunction with the CORE A report in the Spring of 2014.	developed or modified over time based on evidence e. use the language of science to explain scientific principles within the context of a specific scientific discipline		***Stage 4: CCAC evaluates data and submits an area report*** The Office of Academic Assessment will provide a summary report to the CCAC. The CCAC will evaluate the data, generate a report for each area, and present this information to university stakeholders. This report will include recommendations for area improvement based upon assessment findings. ***Stage 5: Improvements are made based on assessment findings*** Departments, schools, and programs will address recommendations for improving student learning based upon assessment findings. ***Stage 6: Core Curriculum Final Report is submitted*** Upon completion of one full cycle of assessment, university-wide discussions will be held to determine if any overall structural changes need to be made to the Core Curriculum program. **Other Requirements for Assessment** There are several other requirements for course embedded assessment. First, assessment measures must be required or graded components of the course so they are taken seriously. Second, all learning outcomes for the area must be assessed. If a course falls within more than one area, all outcomes in both areas needs to be assessed. Third, the same assessment method must be used across all sections of a course. **What Will Not Be Done with Assessment Findings** Assessment results are not intended to be used: • To evaluate any faculty member in regards to their teaching • For promotion or tenure decisions • For evaluation of any School or Department The goal of the assessment program is to examine the Core Curriculum program and to determine if students are learning what Radford University deems important.