

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

THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

Competency [Year(s) Assessed]	Definition	Standards	Description of Methodology
Quantitative Reasoning 2008	Quantitative Reasoning is defined as the ability to understand, solve, and convey information about problems given in quantitative terms.	80% of students should earn a score that ensures a competent rank or a more than competent rank. 15% should earn a more than competent rank.	Quantitative reasoning questions are included on math placement tests and on the finals at the end of each general education math course. This is a cross-sectional study. A three point scoring rubric is used to evaluate the problems.
Scientific Reasoning 2009	Scientific reasoning is defined as the ability to: a. Make statements about the natural world based on objective data and observations; b. Reject any statement that is inconsistent with or unsupported by data and observations; c. Generalize statements based on data and observations in order to identify trends and relationships in nature; d. Seek out confirmation of generalizations with further observations or controlled experiments; and e. Use confirmed conclusions to make logical	On a 10 point scale, competence is defined as a 5, with a 6 deemed as more than competent, and 8 is highly competent. We expect only 35% of students at the beginning of science courses to rate a score of competent. 90% of students at the end of these classes should achieve a score of 5 or higher, 65% a score of 6 or higher and 15% a score of 8 or higher.	Students in general education science classes are given a scientific reasoning instrument developed by faculty which is based on the learning outcomes stated in the definition. This instrument is given in class during the first week of classes. It is given again as part of the final exam. A comparison of the datasets allows for assessment of our effectiveness in teaching scientific reasoning skills. These instruments have been used since 2006.

	<p>predications that can be tested experimentally, supporting or rejecting original conclusions.</p>		
<p>Written Communication 2011</p>	<p>Written Communication is defined as the ability to communicate in an effective, well-organized, and analytical manner that is grammatically correct and appropriate in choice of diction.</p>	<p>Scores of 3 on the 5-point rubric are considered competent, those below less than competent and those above more than competent. Based on past use of the rubric, 20% of freshmen should earn a score of competent or more than competent. 95% of seniors should score at the competent level or above, while 40% should score as more than competent.</p>	<p>Freshman placement essays, final papers in the general education literature class, and final papers in the senior capstones are evaluated by English faculty using a 5-point rubric developed specifically for this purpose and based on the learning outcomes for the writing competency. This rubric has been in use since 2004. This study is cross-sectional.</p>
<p>Foreign Language Competency 2012</p>	<p>Foreign Language Competency is defined as:</p> <ul style="list-style-type: none"> a. A rudimentary mastery of tenses; b. Familiarity with pronouns and ability to use them correctly in most instances; c. A core vocabulary that enables students to communicate on an elementary level, both comprehending and responding d. Near standard spelling; e. Knowledge of present subjunctive (French and Spanish only; German introduces subjunctive in the third semester); f. Understanding of the four cases (German only) ; and g. An introduction to another 	<p>A score of 2 on the 3 point ACTFL rubric is considered competence. 100% of students should achieve this score. 30% should achieve a 2.5 and 5% a 3. A score of 12 out of 20 questions is considered competence on the minimum competency test. 100% of students should achieve this score and 15% should achieve a score of 17. A score of 15 on the cultural competency test is considered competence, and 100% of students should achieve that score. 15% should achieve a score of 18.</p>	<p>Foreign language competency is determined by use of three instruments. One is an oral exam evaluated by a rubric developed by the American Council for the Teaching of Foreign Language (ACTFL). The second is a minimum competency test included on the final exam. This exam consists of 20 questions from a test bank of 25. It tests grammar, vocabulary, and reading comprehension, as well as the ability to write complete grammatical sentences. The third instrument is a bank of 30 cultural questions given at the beginning of the course. Twenty of these will be on the final exam. These are</p>

	<p>culture and an awakening understanding of the culture of the countries associated with the target language.</p> <p>h. oral competency appropriate for first and second semester students</p>		<p>developed based on the material taught in the class. These instruments have been in use since 2006 or before.</p>
<p>Oral Communication 2013</p>	<p>Oral Communication Competency includes the following:</p> <p>a. Ability to present main thesis in a clear manner;</p> <p>b. Ability to present ideas in an organized manner;</p> <p>c. Ability to support the thesis;</p> <p>d. Use of grammatically appropriate language;</p> <p>e. Ability to respond to questions in a clear fashion;</p> <p>f. Appropriate nonverbal behavior (eye contact, posture, etc.).</p>	<p>Competency on the 5-point rubric is indicated by an average of 3 or above on the rubric. 100% of students should attain this score. At least 35% should score a 4 or above on the rubric.</p>	<p>Oral Communication is assessed in the capstones and in the upper division courses in the very few majors that do not have capstones. The assessment instrument is a 5-point rubric which was developed using learning outcomes for oral communication. It has been in use since 2005.</p>
<p>Critical Thinking 2014</p>	<p>Critical thinking is defined as the ability to define a question or issue, to reason through an issue, to arrive at a solution, to evaluate one's own assumptions, to evaluate the quantity and quality of information provided, and to determine whether the solution is reasonable.</p>	<p>Using a 3 point holistic scoring rubric, students will be classified as less than competent, competent and highly competent. 75% of students should be defined as competent, with at least 15% highly competent.</p>	<p>A group of randomly selected juniors will be provided with a hypothetical question to think about critically over a week's time. They will then be asked to return to write a response in a classroom setting. The question specifically asks them to posit a solution and to consider their own reasoning processes and assumptions as well as the quality of information provided. Scorers for this instrument will receive instruction from faculty</p>

			members who regularly use holistic scoring and who score for AP.