

University of Mary Washington

General Education Assessment Plan

2012-2013

FIRST YEAR SEMINAR

Learning Outcomes

1. Students will engage in several writing assignments and become better writers.
2. Students will engage in numerous discussions, speaking assignments, and become better public speakers.
3. Students will make use of primary sources of information and be able to draw conclusions from the materials.
4. Students will utilize research techniques and conduct research relevant to the subject.

Schedule of Assessment

At the beginning of fall 2012 and spring 2013 semesters, the Office of Institutional Analysis and Effectiveness (OIAE) in conjunction with FSEM faculty, the Writing Center and the Speaking Center will collect samples of speaking and writing assignments of students across all FYS courses

Assessment Methods

The Speaking Intensive Committee will assess the collected samples of speaking activities using the standards already developed for assessing speaking intensive courses. The Writing Intensive Committee will collect and assess the collected samples of writing activities using standards already developed for assessing writing intensive courses. A survey will be developed and administered at the end of each semester to gauge student assessment of the FSEM courses completed.

The FSEM Committee will collect and review syllabi of all FSEM courses taught each semester. A sample of the syllabi will be assessed according to a rubric designed to score the numbers and types of assignments and class activities related to FSEM outcomes.

Submissions of Assessment Results

At the end of each semester, the Speaking Intensive and Writing Intensive committees will submit the assessment reports on the speaking and writing assignments of students to the FSEM committee. These results plus the survey results analyzed by OIAE will form the based for the final report that FSEM committee will submit to the OIAE office by July 1, 2013.

ARTS LITERATURE AND PERFORMANCE - APPRECIATION

Learning Outcomes

1. Students will be able to explore and explain different, divergent, or contradictory perspectives and incorporate the results into one's understanding of creative work.
2. Students will be able to evaluate creative processes and products using appropriate criteria.

Schedule of Assessment

The following courses will be assessed during the 2012-2013 assessment year:

CLAS 110	FREN 328	LATN 307
CLAS 130	GREK 306	LATN 352
CLAS 202	GREK 308	MUHL 154
CLAS 204	GREK 309	PHIL 212
FREN 326	INDS 204	SPAN 312
FREN 327	LATN 305	

At the beginning of 2012-2013 assessment year, the Office of Institutional Analysis and Effectiveness (OIAE) in conjunction with departments offering Art, Literature, and Performance – Appreciation courses listed above will identify a representative sample of courses that will be assessed during the fall and spring semesters. Each academic program chair will ensure that all courses are assessed and results turned in promptly. At the end of each semester, faculty teaching assessed courses will submit their assessment results using the template provided by the OIAE. Completed results should be forward to OIAE by the last day grades are due each semester.

Assessment Methods

A: To assess these learning outcomes, the faculty will rate each student's completed course activity or assignment in terms of its *overall* effectiveness in meeting the following expectations, checking the *one* most appropriate box on the scale below.

	Exceeds expectations 5	Between 3 and 5	Meets expectations adequately 3	Between 1 and 3	Does not meet expectations 1	No Evidence
Incorporates or responds to theories/perspectives/values of others.						
Moves beyond a descriptive account to an evaluative or critical analysis.						
Reflects on the value of the creative process.						

ARTS LITERATURE AND PERFORMANCE - PROCESS

Learning Outcomes

1. Students will be able to experiment with the creation of an idea, question, format or product by applying new, or different or divergent approaches to it.
2. Students will be able to use the creative process to understand one self and solve problems.

Schedule of Assessment

The following courses will be assessed during the 2012-2013 assessment year:

COMM 207	ENG 304	THEA 131
COMM 209	MUPR 341D	THEA 132
DANC 225*	MUPR 341E	THEA 218
DANC 226*	MUPR 341F	THEA 225*
DANC 243*	MUTH 370	
ENG 202	MUTH 483	
ENG 207	SPAN 413	

*Not offered 2012-13

At the beginning of 2012-2013 assessment year, the Office of Institutional Analysis and Effectiveness (OIAE) in conjunction with departments offering Art, Literature, and Performance – Process courses listed above will identify a representative sample of course sections that will be assessed during the fall and spring semesters. Each academic program chair will ensure that all courses are assessed and results turned in promptly. At the end of each semester, faculty teaching assessed courses will submit their assessment results using the template provided by the OIAE. Completed results should be forward to OIAE by the last day grades are due each semester.

Assessment Methods

A: To assess these learning outcomes, faculty will rate each student's completed course activity assignment *and the student's reflection on it* in terms of its **overall** effectiveness in meeting the following expectations, checking the **one** most appropriate box on the scale below.

	Exceeds expectations	Between 3 and 5	Meets expectations adequately	Between 1 and 3	Does not meet expectations	No Evidence
	5		3		1	
Speaks about work critically, both process and product.						
Evaluates the work's effectiveness in conveying the student's message or intent and/or achieving the student's goals.						
Explains/reflects <i>how</i> the student created a work of substance and value.						
Identifies the process to achieve the goals and how successful the process was.						
Reflects on the value of the creative process.						

GLOBAL INQUIRY

Learning Outcomes

1. Students will be able to express an understanding of forces that foster global connections among places, persons, groups, and/or knowledge systems;
2. Students will be able to compare and contrast multiple perspectives or theories on global processes and systems; and
3. Students will be able to reflect upon how global relations impact their own lives and the lives of others.

Schedule of Assessment

The following courses will be assessed during the 2012-2013 assessment year.

AMST 333*	CPSC 310	HIST 357*
ANTHR 101	ECON 382	HIST 358*
ANTHR 318	ECON 383	INDS 350F
ANTHR 333	ECON 384	LING 202
ARTH 470	ENG 206	LING 205
CHEM 331	EESC 230	MFL 201
CLAS 103	FREN 316	MUHL 154
CLAS 105	GER 317	PSCI 102
CLAS 380	HIST 142	REL 210
CPSC 104*	HIST 356	ARTS 454

*Not offered 2012-13

At the beginning of 2012-2013 assessment year, the Office of Institutional Analysis and Effectiveness (OIAE) in conjunction with departments offering Global Inquiry courses listed above will identify a representative sample of course sections that will be assessed during the fall and spring semesters. All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assessment should be given toward the end of the semester (e.g. final writing assignment or final exam). Faculty are encouraged to administer the assessment as part of an existing graded assignment so that students will put adequate effort into the assessment. Each academic program chair will ensure that all courses are assessed and results turned in promptly. At the end of each semester, faculty teaching assessed courses will submit their assessment results using the template provided by the OIAE. This would be either the results of the rubric analysis, or indication of students' response to each of the multiple choice questions. Completed results should be forward to OIAE by the last day grades are due each semester.

Assessment Methods

A: Faculty may collect samples of one assignment (e.g. essay, research project, capstone, lab report) and assess using the rubric included below to score student performance.

Learning Outcome	Excellent (A) - 4	Good (B) - 3	Fair (C) - 2	Unacceptable (D/F) - 1
Forces that foster global connections.	Articulates sophisticated insights into globalizing forces (e.g. seeking complexity; analyzing complex patterns such as human migration, conflict, economic and/or ecological exchanges, international relations, colonization/imperialism)	Articulates adequate insights into globalizing forces (e.g. not looking for sameness; able to recognize complex global patterns and consequences)	Articulates partial understanding of globalizing forces (e.g. recognizes that global forces exist but does not adequately engage with their complexities)	Fails to articulate an understanding of globalizing forces
Multiple perspectives or theories.	Demonstrates critical understanding of differences and/or similarities between multiple perspectives or theories on global processes and systems	Demonstrates an adequate understanding of multiple perspectives or theories on global processes and systems	Demonstrates a partial understanding of one or two perspectives or theories on global processes and systems	Fails to demonstrate an understanding of any perspective or theory on global processes and systems
Impact on own life and lives of others.	Provides highly reflective insights into the ways in which global processes produce the conditions in which we and others live	Provides adequate reflection into the ways in which global processes produce the conditions in which we and others live	Provides limited reflection into the ways in which global processes produce the conditions in which we and others live	Continues to believe in the autonomous individual self.

B: Faculty may Identify and use a minimum of 4 already existing (or, if necessary, develop a minimum of 4 new) embedded multiple choice questions for each SLO (minimum 16 total)

EXPERIENTIAL LEARNING

Learning Outcomes

1. Students will be able to apply what was learned in coursework to new scenarios outside standard university courses
2. Students will be able to identify their personal values and learning goals and direct themselves by creating personalized learning experiences that may include alternative means of learning
3. Students will be able to clarify and refine their understanding of their strengths and weaknesses in content of relevant disciplines and in skills such as time management, organization, professionalism, and so forth
4. Students will be able to recognize their knowledge and lack of knowledge
5. Students will be able to connect their undergraduate experiences and their post-graduation lives

Schedule of Assessment

At the beginning of fall 2012 and spring 2013 semesters, the Office of Institutional Analysis and Effectiveness (OIAE) will review student enrollment in courses that fulfill experiential learning (EL) requirements.

All EL related courses offered in 2012-2013 academic year will be assessed during the fall and spring semester.

Assessment Methods

A: Students completing the EL courses will complete a set of reflective questions (see below) at the end of the experience. Completion of the reflective questions is a requirement for completion of the experience. The online access to the reflective questions will be made available by OIAE to all students completing EL courses.

1. What was the single most useful or meaningful thing you learned in this experience?
2. What knowledge or skills acquired or developed while in college were most useful in this experience?
3. What problems or struggles did you encounter in this experience, if any? If so, how did you solve them?
4. In what areas would you most like to continue to strengthen your knowledge or skills?

5. Describe something significant that you have learned about yourself in this experience.
6. Has this experience changed your post-graduation plans? If so, how?

B: To evaluate student achievement of learning outcomes associated with this requirement, faculty supervising experiential learning courses will evaluate their students using the rubric below. The online access to the rubric will be made available by OIAE to all instructors. All evaluations must be completed online by the last day grades are due each semester.

	Very satisfied	Satisfied	Somewhat satisfied	Dis-satisfied	No opportunity to assess
Applying what the student has learned in college to this experience					
Identifying personal values and learning goals and helping to create a personalized learning experience					
Clarifying and refining an understanding of strengths and weaknesses in content of relevant disciplines					
Clarifying and refining an understanding of strengths and weaknesses in skills such as time management, organization, professionalism, and so forth					
Recognizing his or her knowledge and lack of knowledge					
Connecting the undergraduate experience and an anticipated post-graduation life					

C: Off campus experiential learning supervisors will be required to complete a report through the UMW career office.

HUMAN EXPERIENCE AND SOCIETY

Learning Outcomes

1. Students will be able to explain human and social experiences and activities from multiple perspectives.
2. Students will be able to draw appropriate conclusions based on evidence.
3. Students will be able to transfer knowledge and skills learned to a novel situation.

Schedule of Assessment

The following courses will be assessed during the 2012-2013 assessment year.

ARTH 460	HIST 315*	REL 101
CLAS 101	HIST 325	REL 102
CLAS 110	HIST 327*	REL 103
CLAS 211	HIST 328*	REL 205
CLAS 310	HIST 334	REL 206
GEOG 221	INDS 207	THEA 361
GEOG 331	PHIL 101	THEA 362
HISP 101	PHIL 201	WGS 101
HIST 305*	PSYC 100	WGS 102

*Not offered 2012-13

At the beginning of 2012-2013 assessment year, the Office of Institutional Analysis and Effectiveness (OIAE) in conjunction with departments offering Human Experience and Society courses listed above will identify a representative sample of course sections that will be assessed during the fall and spring semesters. All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assessment should be given toward the end of the semester (e.g. final writing assignment or final exam). Faculty are encouraged to administer the assessment as part of an existing graded assignment so that students will put adequate effort into the assessment. Each academic program chair will ensure that all courses are assessed and results turned in promptly. At the end of each semester, faculty teaching assessed courses will submit their assessment results using the template provided by the OIAE. This would be either the results of the

rubric analysis, or indication of students' response to each of the multiple choice questions. Completed results should be forward to OIAE by the last day grades are due each semester.

Assessment Methods

A: Faculty will use the grading rubric below developed by the committee to score an essay or other written assignment. (Note: If faculty have large sections, they can select a random sample of assignments from their students to assess.

Learning Outcome	Excellent (A) - 4	Good (B) - 3	Fair (C) - 2	Unacceptable (D/F) - 1
Explains human and social experiences and activities from multiple perspectives.	Connects with understanding examples, facts, or theories from multiple perspectives or disciplines.	Generally connects examples, facts, or theories from multiple perspectives or disciplines.	Sometimes connects examples, facts, or theories from multiple perspectives or disciplines.	Fails to connect examples, facts, or theories from multiple perspectives or disciplines.
Draws appropriate conclusions based on evidence.	There is clear evaluation of evidence and conclusion(s) are directly tied to evidence.	There is some evaluation of evidence and conclusion(s) are somewhat tied to evidence.	There is little evaluation of evidence and conclusion(s) are weakly tied to evidence.	Evidence is taken as fact without evaluation or conclusion(s) are inconsistent with evidence presented.
Transfers knowledge and skills learned to a novel situation.	Effectively applies previously learned knowledge or skills to novel situations.	Adequately applies previously learned knowledge or skills to novel situations.	Weakly applies previously learned knowledge or skills to novel situations.	Does not apply previously learned knowledge or skills to novel situations.

B: Faculty may develop a novel scenario for students to read. Develop a minimum of 4 multiple choice questions for each SLO based on the scenario. This method is preferred to non-scenario multiple choice questions (The OIAE will help develop online administration of such multiple choice questions).

QUANTITATIVE REASONING

Learning Outcomes

1. Students will demonstrate an ability to interpret quantitative/symbolic information.
2. Students will have the ability to convert relevant information into various mathematical/analytical forms (e.g., equations, graphs, diagrams, tables, words)
3. Students will be able to apply analytical techniques or rules to solve problems in a variety of contexts.
4. Students will gain an appreciation for how analytical techniques or rules are used to address real-world problems across multiple disciplines.

Schedule of Assessment

The following courses will be assessed during the 2012-2013 assessment year.

CPSC 105*
CPSC 125
ECON 361
PHYS 317

*Not offered 2012-13

At the beginning of 2012-2013 assessment year, the Office of Institutional Analysis and Effectiveness (OIAE) in conjunction with departments offering Quantitative Reasoning courses listed above will identify a representative sample of course sections that will be assessed during the fall and spring semesters. All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assessment should be given toward the end of the semester (e.g. final writing assignment or final exam). Faculty are encouraged to administer the assessment as part of an existing graded assignment so that students will put adequate effort into the assessment. Each academic program chair will ensure that all courses are assessed and results turned in promptly. At the end of each semester, faculty teaching assessed courses will submit their assessment results to the chair using the template provided by the OIAE. Completed results should be forward to OIAE by the last day grades are due each semester.

NATURAL SCIENCE

Learning Outcomes

1. Students will be able to describe the scientific methods that lead to scientific knowledge
2. Students will be able to report and display data collected, interpret experimental observations and construct explanatory scientific hypotheses
3. Students will be able to use theories and models as unifying principles that help us understand the natural world
4. Students will be able to identify current issues in which scientific progress may challenge traditional social ideas or present moral or ethical dilemmas

Schedule of Assessment

The next round of Natural Science assessment will be 2013-2014 assessment year. This academic year, all natural science programs are to review and perfect the 2011-2012 assessment methodologies. Individual program may choose to assess this requirement as part of their program assessment activities

Assessment Method

Each program will develop appropriate assessment methodology for determining the proficiency levels of students on each of the four learning outcomes.