

General Education Assessment Plan

2017-2018

Office of Institutional Analysis and Effectiveness
University of Mary Washington

August 2018

Arts, Literature, and Performance – Appreciation (ALP-A)

Learning Outcomes

1. Students will incorporate or respond to theories/perspectives/values of others.
2. Students will move beyond a descriptive account to an evaluative or critical analysis.
3. Students will reflect on the value of creative works in society. *(Please note: these changes pending review by the General Education Committee.)*

Schedule of Assessment

We will assess the following courses fulfilling the Arts, Literature, and Performance – Appreciation (ALP-A) general education requirement in the fall of 2017 (spring 18 TBA):

ARTH 114	CLAS 110	CLAS 204
ENGL 206	ENGL 245	ENGL 251HH, N
FREN 326	GERM 311	MUHL 151, 152, 154, 156

Assessment Methods

To assess the ALP-A learning outcomes, faculty teaching each course will assess student's course activity or assignment on overall effectiveness in meeting the expectations specified in the ALP-A rubric. For courses with enrolment higher than 30, faculty may choose to report assessment data on 50% or more of students enrolled in the course.

All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assess 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. By the last day grades are due each semester, submit your results to the Office of Institutional Analysis and Effectiveness (OIAE) using the excel sheet for ALP-A in the result template. Some departments may choose to coordinate efforts through the department chair (especially those assessing multiple goals), in which case the chair will forward all results to OIAE.

Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on university wide assessment data.

Arts, Literature, and Performance – Appreciation (ALP-A) Assessment Rubric

Instructions: Please record the score for each student for each SLO in the Excel spreadsheet using the scale below. Individual disciplines may develop this template further to meet their discipline’s specific understanding of these topics.

	Exceeds expectations		Meets expectations adequately		Does not meet expectations	No Evidence
	5	4	3	2	1	[blank]
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 creative works in society.						

Arts, Literature, and Performance - Process (ALP-P)

Learning Outcomes

- Students will be able to speak about work critically, both process and product.
- Students will be able to evaluate the work's effectiveness in conveying the student's message or intent and/or achieving the student's goals.
- Students will reflect or explains *how* they created a work of substance and value.
- Students will identify the process to achieve the goals of the creative project and how successful the process was.
- Students will reflect on the value of the creative process.

(Please note: these changes pending review by the General Education Committee.)

Schedule of Assessment

We will assess the following courses fulfilling the Arts, Literature and Performance – Process (ALP-P) general education requirement in the fall of 2017 (spring 18 TBA):

MUPR 342	MUPR 344E	ENGL 302
ENGL 312	ENGL 380	DANC 305
THEA 291	THEA 321	THEA 436

Assessment Methods

To assess the ALP-P learning outcomes, use a creative assignment or activity, typically one where students have the opportunity to directly or indirectly reflect on their ability to meet some or all of the expectations of the learning outcomes. Faculty will rate each student by selecting the most appropriate number on the scale in the rubric. For courses with enrolment higher than 30, faculty may choose to report assessment data on 50% or more of students enrolled in the course.

All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assess 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. By the last day grades are due each semester, submit your results to the Office of Institutional Analysis and Effectiveness (OIAE) using the excel sheet for ALP-P in the result template. Some departments may choose to coordinate efforts through the department chair (especially those assessing multiple goals), in which case the chair will forward all results to OIAE.

Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on the university wide assessment data.

Art, Literature, and Performance – Process (ALP-P) Assessment Rubric

Instructions: Please record the score for each student for each SLO in the Excel spreadsheet using the scale below. Individual disciplines may develop this template further to meet their discipline’s specific understanding of these topics.

	Exceeds expectations		Meets expectations adequately		Does not meet expectations	No Evidence
	5	4	3	2	1	[blank]
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 (GI)

Learning Outcomes

- Students will be able to express an understanding of forces that foster global connections among places, persons, groups, and/or knowledge systems.
- Students will be able to compare and contrast multiple perspectives or theories on global processes and systems.
- 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 fulfilling the Global Inquiry (GI) general education requirement will be assessed in fall 2017 (spring 18 TBA):

CLAS 105	EESC 230	GEOG 102, 332
HIST 141	HIST 358	HIST 371
HIST 383	HIST 390	SPAN 370

Assessment Methods

There are two methods available to faculty for assessing GI learning outcomes:

A: 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.

B: Faculty may rate each student's completed course activity assignment and the student's reflection on it in terms of its *overall* effectiveness in meeting the expectations identified in the GI rubric by selecting the most appropriate number on the scale. For courses with enrolment higher than 30, faculty may choose to report assessment data on 50% or more of students enrolled in the course.

All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assess 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. By the last day grades are due each semester, submit your results to the Office of Institutional Analysis and Effectiveness (OIAE) using the excel sheet for GI in the result template. Some departments may

choose to coordinate efforts through the department chair (especially those assessing multiple goals), in which case the chair will forward all results to OIAE.

Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on the university wide assessment data.

Global Inquiry (GI) Assessment Rubric

Instruction: Please record the score for each student for each SLO in the Excel spreadsheet using the scale below.

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
Diverse perspectives on global processes and systems.	Demonstrates critical knowledge of diverse perspectives on global processes and systems	Demonstrates an adequate knowledge of diverse perspectives on global processes and systems	Demonstrates a partial knowledge of diverse perspectives on global processes and systems	Fails to demonstrate the knowledge of diverse perspectives 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.

Experiential Learning (EL)

Learning Outcomes

- Students will be able to apply what was learned in coursework to new scenarios outside standard university courses.
- 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.
- Students will be able to clarify and refine their understanding of their strengths and weaknesses in content of relevant disciplines.
- Students will be able to clarify and refine their understanding of their strengths and weaknesses related to skills such as time management, organization, professionalism, and so forth.
- Students will be able to connect their undergraduate experiences and their post-graduation lives

(Please note: these changes pending review by the General Education Committee.)

Schedule of Assessment

The following courses fulfilling the Experiential Learning (EL) general education requirement will be assessed in 2017-18 academic year:

ANTH 380	EDUC 351	ENGL 314
HIST 485 (all)	HONR 201	URES 197 (all)
SAGE 000	PSYC 000	All 491 and 492; Psychology in second semester only

Assessment Methods

Assessment of EL courses involves 2 activities:

1. Students enrolled in the EL courses listed above complete a set of reflective questions (see below) by the end of the experience. Completion of the reflective questions is a requirement for completion of the experience and should be embedded in the course (as a set of journal or log assignments, a final reflective essay, etc.). It does not have to be graded. This assignment of self-reflection on one's experience and learning can be adapted as needed, but is designed to be valuable for resumes, job interviews, or graduate school applications and useful beyond an assignment for the course.

Briefly describe your experience. What was the most interesting thing you learned during this experience? What knowledge or skills acquired or developed while in college were most useful in this experience? (explain)

What were you hoping to learn from this learning experience? Were you able to shape the experience so that you got what you were hoping for?

What knowledge or skills developed while in this experience were relevant to your undergraduate coursework? (explain) What knowledge or skills developed while in this experience broadened your perspectives on the world? (explain)

What problems or struggles did you encounter in this experience, if any? If so, how did you solve them? What did you do well? (Consider your time management, organization, teamwork, and/or professionalism as well as your own knowledge or expertise). In what areas would you most like to continue to strengthen your knowledge or skills?

Has this experience changed your post-graduation plans? If so, how? How has it helped you understand what you do or don't want to do with your career?

2. Students must complete a quantitative self-evaluation. OIAE will email the rubric to all students being assessed and follow-up as needed. We just ask that you encourage your students to complete the evaluation by the last day of the semester.

Experiential Learning (EL) Assessment Rubric

	Strongly Agree	Agree	Somewhat agree	Disagree	Strongly Disagree	Not enough experience to assess
I was able to apply what I learned in my classes to new situations outside the university classroom.						
I was able to take responsibility for directing my own learning.						
My experience has taught me something about my field.						
My experience has helped me understand how my field is relevant to the world and to other fields.						

This experience helped me understand my strengths and weaknesses in skills such as time management, organization, and professionalism.						
This experience helped me <u>improve</u> my time management, organization, and professionalism						
This experience has helped me connect my undergraduate course work with my post-graduation plans.						

* some SLOs have multiple questions and responses will be averaged.

Human Experience and Society (HES)

Learning Outcomes

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

Schedule of Assessment

The following courses fulfilling the Human Experience and Society (HES) general education requirement will be assessed in fall 2017 (spring 2018 TBA):

	ECON 100	ECON 201
HIST 341	HIST 361	HIST 387
PHIL 201	PHIL 225	PSCI 201
RELG 210	RELG 250	THEA 361

Assessment Methods

Faculty may use any of the two methods below for assessing HES learning outcomes:

A: 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.

B: Faculty may use the grading rubric below to score an essay or other written assignment. For courses with enrolment higher than 30, faculty may choose to report assessment data on a random sample of 50% or more of students enrolled in the course.

All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assess 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. By the last day grades are due each semester, submit your results to the Office of Institutional Analysis and Effectiveness (OIAE) using the excel sheet for HES in the result template. Some departments may choose to coordinate efforts through the department chair (especially those assessing multiple goals), in which case the chair will forward all results to OIAE .

Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on university wide assessment data.

Human Experience and Society (HES) Assessment Rubric

Instructions: Please record the score for each student for each SLO in the Excel spreadsheet using the scale below. Individual disciplines may develop this template further to meet their discipline's specific understanding of these topics.

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.

Quantitative Reasoning (QR)

Learning Outcomes

- Students will demonstrate an ability to interpret quantitative/symbolic information.
- Students will have the ability to convert relevant information into various mathematical/analytical forms (e.g., equations, graphs, diagrams, tables, words).
- Students will be able to apply analytical techniques or rules to solve problems in a variety of contexts.
- 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 fulfilling the Quantitative Reasoning (QR) general education requirement will be assessed in fall 2017 (spring 2018 TBA):

DATA 101	MATH 110	MATH 120
MATH 121		
MUTH 181	PSYC 360	STAT 180

Assessment Method

Each program will develop appropriate assessment methodology for determining the proficiency level of students on each of the four learning outcomes. For easy analysis, it is recommended that all four outcomes be scored on the same scale. For courses with enrolment higher than 30, faculty may report assessment data on 50% or more of students enrolled in the course. Each student should be scored on each learning outcome based on a maximum value determined by the program.

All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assess 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. By the last day grades are due each semester, submit your results to the Office of Institutional Analysis and Effectiveness (OIAE) using the excel sheet for QR in the result template. Some departments may choose to coordinate efforts through the department chair (especially those assessing multiple goals), in which case the chair will forward all results to OIAE.

Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on the university wide assessment data.

Quantitative (QR) Assessment Rubric

Instructions: Please record the score for each student for each SLO in the Excel spreadsheet using the scale below. Individual disciplines may develop this template further to meet their discipline's specific understanding of these topics.

Learning Outcome	Excellent (A) - 4	Good (B) - 3	Fair (C) - 2	Unacceptable (D/F) - 1
Demonstrates an ability to interpret quantitative/symbolic information.				
Demonstrates the ability to convert relevant information into various mathematical/analytical forms (e.g., equations, graphs, diagrams, tables, words)				
Applies analytical techniques or rules to solve problems in a variety of contexts.				
Demonstrates an appreciation for how analytical techniques or rules are used to address real-world problems across multiple disciplines.				

Language Assessment

(Please note: pending review by the General Education Committee.)

Learning Outcomes

1. Interpersonal and presentational speaking skills:
For MLL courses
Students can participate in conversations and give presentations on familiar topics using complete sentences.
For classical language courses
Students can understand the phonology of the target language and can correctly pronounce and recite prose and poetry in the language.
2. Writing:
For MLL courses
Students can write briefly on familiar topics and present information using a series of sentences.
For classical language courses
Students can write brief compositions in the target language.
3. Interpretive listening:
For MLL courses
Students can understand the main idea in messages and presentations on familiar topics related to everyday life and personal interests and studies.
For classical language courses
Students can understand the main idea in simple messages and presentations on familiar topics.
4. Interpretive reading:
For MLL courses
Students can understand the main idea of literary and non-literary texts when the topic is familiar.
For classical language courses
Students can understand the morphology and syntax of the target language, and can understand literary and non-literary texts.
5. Cultural appreciation (both MLL and classical):
Students are acquainted with the variety of cultures and cultural perspectives associated with the target language.

*Although students of classical languages will attain skills in all five areas, particular emphasis will be placed on areas four and five, and students will be expected to reach a higher level of competency (advanced low) in area four (interpretive reading).

Schedule of Assessment

The following courses fulfilling the Language general education requirement will be assessed:

Arabic 202	Chinese 202	French 202/205
German 202/205	Greek 202	Ital 202
Latin 202	Spanish 202/25	

Assessment Method

Each program will develop appropriate assessment methodology for determining the proficiency level of students. For easy analysis, it is recommended that outcomes be scored on the same scale. For courses with enrolment higher than 30, faculty may report assessment data on 50% or more of students enrolled in the course.

All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assess 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. By the last day grades are due each semester, submit your results to the Office of Institutional Analysis and Effectiveness (OIAE) using the excel sheet for LANG in the result template. Some departments may choose to coordinate efforts through the department chair (especially those assessing multiple goals), in which case the chair will forward all results to OIAE.

Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on the university wide assessment data.

Modern Languages and Literatures:

SLO 2 (Writing) will be assessed for Spanish 202/205 in the fall.

SLO 1 and 5 will be assessed in the spring.

Classical Language:

SLO 1, 2 and 5 will be assessed in the spring.

Natural Science (NS)

Learning Outcomes

- Students will be able to describe the scientific methods that lead to scientific knowledge.
- Students will be able to report and display data collected, interpret experimental observations and construct explanatory scientific hypotheses.
- Students will be able to use theories and models as unifying principles that help us understand the natural world.
- Students will gain an understanding for how the natural sciences are used to address real-world issues.

Schedule of Assessment

The Natural Science (NS) general education requirement will be assessed during the 2017-2018 fall and spring semesters. Academic programs participating include Biology, Chemistry, Earth and Environmental Science, Geography and Physics. Each program will consider the sequence of courses to decide when and how it is most appropriate to assess each learning outcome. The courses fulfilling this requirement are listed:

BIO 121-127, 121-132	CHEM 111-112	EESC 110-112, 110-120
GEOG 110-111	EESC 111-112	PHYS 101-102
PHYS 103-104	PHYS 105-106	

Assessment Method

Each program will develop appropriate assessment methodology for determining the proficiency levels of students on each of the four learning outcomes in conjunction. For easy analysis, it is recommended that all four outcomes be scored on the same scale. For courses with enrolment higher than 30, faculty may choose to report assessment data on 50% or more of students enrolled in the course.

By the last day grades are due each semester, submit your results to the Office of Institutional Analysis and Effectiveness (OIAE) using the excel sheet for NS in the result template. Some departments may choose to coordinate efforts through the department chair (especially those assessing multiple goals), in which case the chair will forward all results to OIAE.

Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on the university wide assessment data.

Writing Intensive Program

Introduction

The WI committee is committed to continually assessing and determining the writing skills needed by our students in order to be competent, confident writers. It is further our charge to determine if students are gaining the skills necessary to perform well not only on senior capstone projects and theses but also in life beyond the university.

The WI committee hopes that you will see this as not only a way for us to satisfy requirements for assessment but also as a way to assist individual departments with their assessment so there is less work. The ultimate goal of the WI committee is for UMW students to have the reputation of being outstanding writers regardless of their disciplines/ majors.

Learning Outcomes:

The following are the learning outcomes for the WI general education requirement:

- (Ideas): Students will demonstrate satisfactory knowledge of the varying strategies to convey arguments, main ideas and support/evidence.
- (Organization): Students will demonstrate satisfactory knowledge of the varying patterns of composition organization and development.
- (Rhetorical Situation): Students will demonstrate satisfactory knowledge of the audience, the role of the writer, and rhetorical strategies.
- (Editing): Students will demonstrate satisfactory knowledge of writing conventions and correctness.

Schedule of Assessment

1. All English 202 courses will be assessed.
2. Classics, Historic Preservation, Philosophy, Religion* have been selected to participate in 2017-18 WI program assessment activities because they are up for 5 and 10 year program reviews in 2018-19. We hope these departments will include the WI assessment report as part of that academic program review submission.

**Other departments not selected may also participate by contacting the Director of the Writing Center*

Assessment Method

To assess the Writing Intensive (WI) learning outcomes, external reviewers will be hired in the summer to assess sample student writing. The WI committee will do its best to find external reviewers who are familiar with the subject matter; however, this is not necessary. The goal is not to assess the content of courses; rather, it is to assess the basic skills of writing that students should master in order to be effective writers regardless of the discipline. For courses designated as WI, in an effort to a respectable sample, we would like to request writing samples from at least 70% of students enrolled in at least one 200, one 300, and one 400 level WI designated course. These samples can be collected over the fall and spring semesters.

Once the committee receives the assessments back from the external reviewers (each essay will be reviewed by two different reviewers and if there is disagreement, a third reviewer will be utilized), the committee will put together a report with findings and recommendations for the individual departments.

Submission of Writing Samples

When submitting writing samples, please leave off instructor names, course numbers, and any other identifier. Indicate on each sample the general course level (200, 300, 400) as well as the department name (Ex. Biology 200).

You may submit these essays in the way that is easiest for you:

1. Email them to ghale@umw.edu
2. Send paper copies to Gwen Hale via campus mail.

We want to make this assessment as easy and trouble free for departments as possible. If you have any questions, please do not hesitate to contact Gwen Hale, Writing Intensive Program Director.

Scoring Scale and Rationale

Scoring Criteria	(1)Limited Proficiency	(2) Minimal Proficiency	(3) Average Proficiency	(4)High Proficiency	Score/ Rating
(LO1) Ideas: Students will demonstrate satisfactory knowledge of the varying strategies to convey arguments, main ideas, and support/ evidence.	No evidence of a controlling idea; no substantiation of argument; no evidence or support; no references.	Some evidence of a controlling idea but may wander from the argument; some evidence or support; minimal substantiation of argument	Adequate controlling idea or argument; satisfactory references; satisfactory substantiation of argument; adequate examples and support.	Exceptional controlling idea or argument; significant amount of references and/ or evidence/ support; excellent substantiation of argument	P= 3 or higher F=2 and below
(LO2) Organization: Students will demonstrate satisfactory knowledge of the varying patterns of composition organization and development.	Does not demonstrate a working knowledge of varying patterns of composition organization and development; argument or main idea is difficult to decipher and/ or follow; little to no development of the argument/ main idea occurs.	Demonstrates some knowledge of the varying patterns of composition organization and development; argument or main idea is minimally evident; some development occurs but not enough to clearly substantiate the argument/ main idea.	Demonstrates an adequate knowledge of the varying patterns of composition organization and development; argument or main idea is evident; development of this main idea or argument occurs but is not sophisticated to which collegiate writing should aspire.	Demonstrates a superior knowledge of the varying patterns of composition organization and development; argument or main idea is clear and concise; development of this argument/ main idea occurs with sophistication.	P= 3 or higher F=2 and below
(LO3) (Appropriate Writer's Voice): Students will demonstrate satisfactory knowledge of appropriate voice, tone, and rhetorical strategies for a specified audience.	Does not demonstrate knowledge of audience awareness or use of appropriate rhetorical strategies; word choice and tone may not be appropriate for specified audience; slang and clichés may be used.	Demonstrates some knowledge of audience awareness and/ or use of appropriate rhetorical strategies; may lapse into inappropriate tone or word choice periodically; some use of slang and clichés may be used.	Demonstrates an adequate knowledge of appropriate audience awareness and use of rhetorical strategies; minor lapses in tone and word choice may occur within the paper.	Demonstrates a superior knowledge of appropriate audience and use of rhetorical strategies; skillfully employs rhetorical strategies when needed; word choice and tone are appropriate for the intended audience; is not without a few minor lapses in voice and tone.	P= 3 or higher F=2 and below
(LO4) (Process): Students will demonstrate satisfactory knowledge of the writing process.	Does not demonstrate a working knowledge of the writing process; shows no substantial evidence of the writing process.	Demonstrates some knowledge of the writing process but the evidence may be inconsistent.	Demonstrates a satisfactory knowledge of the writing process; there may still be errors and inconsistencies, but the process is still clear and understandable.	Demonstrates a superior knowledge of the writing process; while the essay is not error-free, the process is clearly defined and consistent.	P= 3 or higher F=2 and below
Total Score/ Rating					/16

An overall score of 11 or higher is passing while a score of 10 or lower is not passing.

Speaking Intensive Program

Introduction

Strong communication skills are essential to academic and professional success. The SI committee is committed to providing our students with opportunities to develop their interpersonal, discussion, and public presentation skills. The committee works to continually assess and review the university's course offerings and academic support in this area. The Speaking Intensive Program is interested in coordinating assessment efforts with individual departments and programs so that we can work more efficiently and share assessment data.

Learning Outcomes

- Students will understand and be able to explain the conventions and expectations of oral communication as practiced within the discipline of the course taken.
- Students will apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.
- Students will be able to craft oral messages after a conscious process in which various options are reviewed and will be able to explain and support their choices.
- Students will be able to metacommunicate about their own communication patterns.

Schedule of Assessment

Classics, Historic Preservation, Philosophy, Religion* have been selected to participate in 2017-18 SI program assessment activities because they are up for 5 year and 10 year program reviews in 2018-19. We hope these departments can include the WI assessment report as part of that academic program review submission.

**Other departments not selected may also participate by contacting the Director of the Speaking Intensive Program*

Assessment Methods

To assess the Speaking Intensive (SI) learning outcomes, external evaluators will be hired in the spring and summer to assess sample student presentations. The goal is not to assess the content of presentations, but rather to assess the basic skills of presentation that students should master in order to be effective speakers regardless of the discipline. The SI Director will work with each department to identify at least one SI class in that department that will be used for this assessment. Student presentations will be recorded in class and then assessed by outside evaluators. Evaluators will use the attached rubric to assess recorded presentations.

Once the SI Director receives the assessments back from the external reviewers (each presentation will be reviewed by two different evaluators and if there is disagreement, a third reviewer will be utilized), the SI Director will prepare a report with findings and recommendations for the individual departments.

If you have any questions, please contact the Speaking Intensive Program director Dr. Anand Rao at arao@umw.edu

Oral Communication Categories	Not Proficient	Proficient	Strong
Delivery: The speaker spoke clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation.			
Word Choice: The speaker demonstrated careful word choice appropriate to the audience and showed sensitivity in the use of language regarding gender, age, ethnicity, or sexual/affectional orientation.			
Organization: The speaker presented ideas using an appropriate organizational structure that included an introduction, main points, transitions, and a conclusion.			
Purpose: The speaker distinguished between different purposes and goals in communication (persuading, informing, etc.), and included a clear, specific, appropriate purpose for the speech.			
Support: The speaker provided appropriate support material and developed the content of the message to enlighten the audience.			
Oral Communication Subtotal			

Critical Thinking Categories	Not Proficient	Proficient	Strong
Accuracy: The speaker presented the issue in a manner that demonstrated clarity, precision, and consistency of thought.			
Perspective: The speaker presented the topic in a balanced and comprehensive manner representing different points of view and was able to convey the complexities and nuances of issues related to it.			
Logic: The speaker presented arguments in a logical fashion showing how one point led to another until a reasonable conclusion could be reached.			
Fairness: The speaker exhibited a healthy skepticism of any assertion or claim until evidence sufficient to support the validity of said assertion or claim could be advanced.			
Strategy: The speaker crafted a conclusion appropriate for the purpose of the speech.			
Critical Thinking Subtotal			