

After Mary Washington (AMW)

Learning Outcomes

- Students will explore their own values, interests, skills, and strengths that guide their personal and professional aspirations.
- Students will develop and articulate their personal and professional identities in appropriate modalities.
- Students will create professional relationships which support life-long career growth and satisfaction.

Schedule of Assessment

We will assess the following courses fulfilling the After Mary Washington (AMW) general education requirement in either semester, but typically in the spring, of 2024. Assessment is typically completed for courses taught by full-time faculty. **Sections taught by adjuncts may be included at the discretion of the chair/associate dean.**

ANTH 480	ARTS 474	EESC 465
IDIS 191, 195	MUSC 490	THEA 400

Assessment Methods

To assess the AMW learning outcomes, faculty teaching each course will assess one or more course activities or assignments on each student's overall effectiveness in meeting the expectations specified in the AMW rubric. For courses with enrollment higher than 30, faculty may choose to report assessment data on 50% of the 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 template for AMW. Please include student Banner or Net ID, whichever is easier. Some departments may choose to coordinate efforts through the department chair/associate dean (especially those assessing multiple goals), in which case they 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.

After Mary Washington Rubric

Note: the rubric is principally designed for the IDIS courses and can be adapted to courses in a specific discipline.

SLO1: Students will explore their own values, interests, skills, and strengths that guide their personal and professional aspirations.

	1 Beginning (below expectations)	2 Developing (needs improvement)	3 Accomplished (meets expectations)	4 Exemplary (exceeds expectations)
1.1 Identify: How well does the student understand their values, interests, skills and strengths?	Does not know about values, interests, skills and strengths	Can identify values, interests, skills and strengths but little to no capacity to understand or explain why they are important	Has completed values, interests, skills and strengths exploration/inventory and is able to communicate effectively about them	Sophisticated and thorough understanding of their values, interests, skills and strengths, effective at communicating to others, and is prepared to use this knowledge to drive career choices
1.2 Connect: How well does the student connect their values, interests, skills and strengths to career opportunities?	Does not connect their values, interests, skills and strengths to career opportunities	Some attempt to connect values, interests, skills and strengths to career opportunities	Understands values, interests, skills and strengths and connects them with career opportunities	Uses values, interests, skills and strengths to plan, make decisions, and pursue career opportunities.

SLO 2: Students will develop and articulate their personal and professional identities in appropriate modalities.

2.1 Message: Is the information presented accurate and correct?	Fails to present accurate, correct information	Provides mostly accurate, correct, information	Provides accurate and correct information	Exemplary provision of accurate and correct information
2.2 Appropriate: Is the information presented appropriate to the discipline/ field including language, formatting, style.	Fails to present information appropriate to the discipline or field including language, formatting and style.	Presents some information that is appropriate to the discipline or field however there are deficiencies in some areas such as language, format, or style.	Presents information appropriate to the discipline or field and meets major expectations regarding language, format or style.	Exemplary alignment with expectations for discipline or field and all of the conventions around language, format and style.
2.3 Mechanics and Grammar: Is the information presented free from errors in spelling, grammar, usage, mechanics?	Information presented has an unacceptable number of errors in spelling, grammar, usage and mechanics.	Information presented has some errors in spelling, grammar, usage, and mechanics.	Information presented is largely free of errors in spelling, grammar, usage, and mechanics.	Information presented is free from errors.

SLO 3 Connect: Students will create professional relationships which support life-long career growth and satisfaction.

3.1 Relevant: How relevant is the connection to the student's needs and professional aspirations?	The connection has no relevance to the student's needs and professional aspirations.	The connection has some limited relevance to the student's needs and professional aspirations.	The connection is consonant with the student's needs and professional aspirations.	The connection is well paired with the student's needs and professional aspirations.
3.2 Potential: How well has the student built the relationship	Student has not built a relationship (e.g., only sent email; informal initial connection that is not likely to lead somewhere).	Student has provided Some detail in communication but the purpose and direction of the relationship is unclear	Student has laid a foundation and has the capacity to use the connection to create others	Student has an established connection that will create opportunities and advocate for the student
3.3 Professionalism: How well does the student's conduct and participation reflect expected norms of professional behavior?	Student's conduct and participation violates expected norms of professional behavior	Student's conduct and participation shows some knowledge of professionalism, but it is not applied evenly	Student's conduct and participation shows an understanding of the importance of professionalism and they take pride in their behavior	Student goes above and beyond and makes an extra effort to be professional in all aspects of their interactions with others

Arts and Literature (AL)

Learning Outcomes

- Students will demonstrate knowledge of the processes used to create and/or interpret creative works or performances.
- Students will critically analyze and evaluate the aesthetic and/or compositional qualities of creative works or performances.
- Students will communicate about diverse perspectives, theories, values, and contexts relating to works within an artistic medium or genre.

Schedule of Assessment

We will assess the following courses fulfilling the Arts and Literature (AL) general education requirement in either semester, but typically in the spring, of 2024. Assessment is typically completed for courses taught by full-time faculty. **Sections taught by adjuncts may be included at the discretion of the chair/associate dean.**

ENGL 245	HISP 105	MUPR 250	MUPR 252
MUHL 152		THEA 113	THEA 131

Assessment Methods

To assess the AL learning outcomes, faculty teaching each course will assess one or more course activities or assignments on each student's overall effectiveness in meeting the expectations specified in the AL rubric. For courses with enrollment higher than 30, faculty may choose to report assessment data on 50% of the 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 template for AL. Please include student Banner or Net ID, whichever is easier. Some departments may choose to coordinate efforts through the department chair/associate dean (especially those assessing multiple goals), in which case they 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 and Literature (AL) 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.

	1 Beginning (below expectations)	2 Developing (needs improvement)	3 Accomplished (meets expectations)	4 Exemplary (exceeds expectations)	No Evidence
Students will demonstrate knowledge of the processes used to create and/or interpret creative works or performances.					
Students will critically analyze and evaluate the aesthetic and/or compositional qualities of creative works or performances.					
Students will communicate about diverse perspectives, theories, values, and contexts relating to works within an artistic medium or genre.					

Beyond the Classroom (BtC)

Learning Outcomes

- Students will be able to apply what was learned in coursework 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 the content of the relevant disciplines.
- Students will be able to clarify and refine an understanding of their strengths and weaknesses related to skills such as time management, organization, and professionalism.
- Students will be able to connect their undergraduate experiences and their post-graduation plans.

Schedule of Assessment: BTC will be assessed by IAE again in 2025-26.

Beyond the Classroom (BtC) Self-Evaluation

	Strongly Agree	Agree	Somewhat agree	Disagree	Strongly Disagree	Not applicable
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.

Beyond the Classroom: Community Engagement (CE)

Learning Outcomes: See rubric.

Schedule of Assessment: BTC: CE will be assessed by IAE in 2025-26.

Community-Engaged Course Student Learning Outcomes Scoring Scale and Rationale

Scoring Criteria	Limited to No Proficiency (1)	Somewhat Proficient (2)	Proficient (3)	High Proficiency (4)	Score/Rating
Analysis of Knowledge	Makes <i>basic identification</i> of knowledge (fact, theories, etc.) from one's academic studies that may be relevant to civic and community engagement.	Begins to <i>connect</i> knowledge (facts, theories, etc.) from one's own academic studies to civic engagement and to one's own participation in civic life, politics, and government.	<i>Analyzes</i> knowledge (facts, theories, etc.) from one's own academic studies <i>making relevant connections</i> to civic engagement and to one's own participation in civic life, politics, and government.	<i>Connects and extends knowledge</i> (facts, theories, etc.) from one's own academic study/field/discipline to engagement and to one's own participation in community life, politics, and government.	P = 2 or higher F = 1 and below
Identity/Commitment	Provides little <i>evidence</i> of the students experience in community-engagement activities and does not connect experiences to the development of one's public identity. Shows no commitment to future action for self.	Evidence suggests involvement in community engagement activities is generated from expectations or course requirements rather than from a sense of <i>public identity</i> . Shows rudimentary commitment to future action for self.	Provides evidence of experience in community engagement activities and describes what the student has learned about themselves as it relates to a growing sense of public identity and commitment to public action.	Provides evidence of experience in community engagement activities and describes what the student has learned about themselves as it relates to a <i>new or clarified sense of public identity</i> and continued commitment to public action.	P = 2 or higher F = 1 and below
Action and Reflection	Has <i>experimented</i> with some community engagement activities but shows little understanding of the aims and effects of community engagement	Has clearly <i>participated in</i> community focused actions and begins to reflect or describe how these actions may benefit individual(s) and/or communities.	Demonstrates independent experience and <i>team leadership of</i> community action, with reflective insights or analysis about the aims and accomplishments of community action.	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex and multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of community actions.	P = 2 or higher F = 1 and below

Community-Engaged Course OPTIONAL Student Learning Outcomes Scoring Scale and Rationale
(if a course meets these learning outcomes, in ADDITION to the three above, the course also receives DGP
General Education credit)

Scoring Criteria	Limited to No Proficiency (1)	Somewhat Proficient (2)	Proficient (3)	High Proficiency (4)	Score/Rating
Diversity of Communities/ Cultures	Demonstrates little evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	Demonstrates some evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	Demonstrates strong evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	optional
Communication	Little effort to employ communication strategies to effectively express, listen, and adapt to others to establish relationships to further community action	Some effort to employ communication strategies to effectively express, listen, and adapt to others to establish relationships to further community action	Tailors communication strategies to express, listen, and adapt to others to establish relationships to further community action	Effectively and consistently tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further community action	optional
Contexts/ Structures	Little ability and commitment to work collaboratively across and within community contexts and structures to achieve a community aim.	Some ability and commitment to work collaboratively across and within community contexts and structures to achieve a community aim.	Demonstrates ability and commitment to work collaboratively across and within community contexts and structures to achieve a community aim	Effectively and consistently demonstrates ability and commitment to work collaboratively across and within community contexts and structures to achieve a community aim	optional
Academic Impact	Little use of community engagement experience to inform one's academic study/field/discipline.	Some use of community engagement experience to inform one's academic study/field/discipline.	Uses community engagement experience to inform one's academic study/field/discipline.	Effectively and consistently uses community engagement experience to inform one's academic study /field/ discipline.	

Digital Intensive (DI)

Learning Outcomes

- Students will successfully locate and critically evaluate information using the Internet, library databases, and/or other digital tools.
- Students will use digital tools to safely, ethically, and effectively produce and exchange information and ideas.
- Students will creatively adapt to emerging and evolving technology.

Schedule of Assessment

We will assess the following courses fulfilling the Digital Intensive (DI) general education requirement in either semester, but typically in the spring, of 2024. Assessment is typically completed for courses taught by full-time faculty. **Sections taught by adjuncts may be included at the discretion of the chair/associate dean.**

ARTS 104	BIOL 260	CPSC 240
DGST 301	EESC 205	THEA 436?

Assessment Methods

To assess the DI learning outcomes, faculty teaching each course will provide artifacts for assessment. For courses with enrollment higher than 30, faculty may choose to report assessment data on 50% of the students enrolled in the course. Provide artifacts from the end of the semester (e.g., final writing assignment or final exam questions). By the last day grades are due each semester, submit your artifacts to the Office of Institutional Analysis and Effectiveness (OIAE) via zip file or upload to Canvas. Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on university wide assessment data.

Digital Intensive (DI) Assessment Rubric

	Limited to no proficiency (1)	Somewhat proficient (2)	Proficient (3)	Fluent (4)
Successfully locates and critically evaluates information using the Internet, library databases, and other digital tools	Trusts inaccurate and unreliable sources. Violates intellectual property rights, privacy rights, and/or terms of service agreements. Cites sources, but gives little indication of having read them, or fails to use sources at all. Does not use any technologies relevant to the discipline under study to discover information.	Tries to select only accurate, credible, and reliable sources, and has partial success. Exhibits some understanding of sources' content and context. Tries to respect others' rights, but may misunderstand what those rights are and how they work. Attempts to use at least one technology relevant to the discipline under study to discover information.	Trusts only accurate, credible, and reliable sources. Understands sources' content and context. Understands and respects the rights of other content creators, including privacy, reputation, intellectual property, and terms of service agreements. Successfully uses technologies relevant to the discipline under study to discover information.	Accurately discovers and assesses sources, including their content, the process by which they were created, and the context in which they exist. Demonstrates a thorough understanding of the rights of other content creators, including privacy, intellectual property, and/or terms of service agreements, as well as the implications of those rights on content usage. Successfully and extensively uses technologies relevant to the discipline under study to discover information.
Uses digital tools to safely, ethically, and effectively produce and exchange information and ideas	Does not attempt to use digital tools for content creation or collaboration. Fails to understand personal risks and rights associated with digital artifact creation. Fails to give credit to digital content creators. Spreads false or misleading information.	Attempts to use digital tools for content creation or collaboration but uses them incorrectly or unsuccessfully. Begins to understand personal risks and rights associated with digital artifact creation. Credits digital content creators, but in a way that makes it difficult to find the original source.	Uses digital tools to produce required projects. Works collaboratively and exchanges information with students or other readers using digital technologies in a responsible manner. Demonstrates an understanding of personal risks and rights associated with digital artifact creation. Gives credit to digital content creators.	Uses digital tools to produce works that are new, innovative and/or impactful in the discipline. Works collaboratively with other students or readers and exchanges information using digital technologies in a responsible manner. Demonstrates a thorough understanding of personal risks and rights associated with digital artifact creation. Provides credit and extensive information about digital content created by others.
Creatively adapts to emerging and evolving technology	Does not attempt to discover new or useful tools and/or tool features for projects. Misunderstands or overlooks important features of these tools, or avoids new technology altogether. Fails to consider digital and/or professional identity during project creation.	Selects one or two standard tools for projects. Uses some of the relevant features of these tools. Limited independent discovery of tool functionality. Attempts trouble-shooting one or two times but may leave the problem unresolved without exhausting options. Considers digital and/or professional identity in project work, but may not actively work to build upon that identity.	Selects and evaluates multiple digital tools for project purposes. Understands where and how to search for solution information, but may require assistance for implementation. Attempts trouble-shooting until problem is resolved or all potential solutions are exhausted. Considers digital and/or professional identity in project work and actively chooses how to incorporate that work.	Selects and evaluates multiple digital tools for project purposes. Chooses the tool(s) most relevant to the project goals. Independently discovers resources for tool functionality. Actively searches out and implements solutions for technology challenges. Trouble-shoots technology problems until they are resolved or a different avenue is found. Creatively and purposefully makes choices regarding digital project work to build the desired digital and/or professional identity.

Diverse and Global Perspectives (DGP)

Learning Outcomes

- Students will develop an informed understanding of an issue or a group of related issues (e.g., economic, environmental, geographical, health-related, historical, linguistic, political, technological) that influences cultures, global systems, and/or societies.
- Students will explore any of a range of topics including age, disability, ethnicity, gender, language, nationality, race, religion, sexuality, socioeconomic status, veteran status, and/or other salient social statuses that influence the human condition.
- Students will be able to articulate how complex natural and/or human systems are influenced and/or constructed, operate with differential consequences, and can be altered. Students will reflect upon their own relationship to these processes.
- Students will reflect on how knowledge of these global or intercultural connections and/or consideration of diverse perspectives can help explain conflict and establish respect for other cultures and/or societies.

BTC: Community Engagement courses also meet the DGP requirement if they include these additional SLOs for BT: CE and will be assessed in the same way as other DGP courses:

- Diversity of Communities/Cultures: Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.
- Communication: Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further community action
- Contexts/Structures: Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a community aim.

Schedule of Assessment: DGP will be assessed by IAE in 2024-25

DGP Rubric

Courses must meet at least 3 of the 4 outcomes and note which SLOs the course is meeting.

	Below expectations (1)	Needs improvement (2)	Meets expectations (3)	Exceeds expectations (4)
Informed understanding of issues with influence on cultures/societies/global systems.	Student's understanding of course issues is weak or lacking. Student is neither informed nor reflective about issues. Describes the experiences of others primarily through one cultural perspective.	Student has partial or general understanding of course issues but insights are not really nuanced or reflective about other cultures/societies/global systems impact on these issues.	Student has informed understanding of course issues with insights and reflection on their relationship to other cultures/societies/global systems.	Student has comprehensive understanding of course issues, and has nuanced insights about these issues across cultures/societies/global systems. Student is reflective about the role of U.S. society in these relationships.

Students will explore a range of topics/statuses that influence the human condition.	Student lacks or has a weak understanding of the concept of social status and the relevance of various types of social statuses in the course material.	Student understands the concept of social status and can explain some of the ways that these social statuses are relevant to the course material.	Student can explain a broad range of social statuses and is knowledgeable of how various social statuses are relevant to the issues under consideration.	Student applies a deep understanding of the multiple worldviews, experiences, and power structures that result from various social statuses, and is knowledgeable of how various social statuses are relevant to the issues under consideration.
Students will articulate how complex systems are constructed, operate with differential consequences, and can be altered. Students will reflect on their own relationships to these processes.	Student has a weak or lacks understanding of how complex systems are constructed, operate with differential consequences, and can be altered, with no reflection upon their own relationship to these processes.	Student understands how complex systems are constructed, operate with differential consequences, and/or can be altered, with some ability to reflect upon their own relationship to these processes.	Student can identify how complex systems are constructed, operate with differential consequences, and can be altered. Student reflects upon their own relationship to these processes.	Student can explicate how complex systems are constructed, operate with differential consequences, and can be altered. Student can strategically reflect upon their own relationship to these processes and ability to alter them if necessary.
Students will reflect on how knowledge of these global or intercultural connections and/or consideration of diverse perspectives can explain conflict and establish respect for other cultures and/or societies.	Student cannot easily articulate the benefits of knowledge of global or intercultural connections.	Student can articulate in a general way how global or intercultural connections can explain conflict and/or establish respect for other cultures/societies.	Student can reflect on how knowledge of these global or intercultural connections helps explain or navigate conflict and establish respect for other cultures and/or societies.	Student can reflect on how knowledge of these global or intercultural connections helps explain or navigate conflict, reduce insensitivity and misunderstanding, and establish respect for other cultures and/or societies. Understands how knowledge aids in establishing respect and in reducing problems.

Humanities (HUM)

Learning Outcomes

- Students will use discipline-appropriate tools and methods to critically interpret both the form and content of a text, artifact, or other cultural expression.
- Students will explain how historical, intellectual, or cultural contexts relate to human experiences—ideas, actions, and/or perspectives.
- Students will formulate arguments, draw logical conclusions, or support ethical decisions to engage key questions about humanity – our relation to nature, to society, and to ourselves.

Schedule of Assessment: HUM will be assessed by IAE again in 2025-26.

Humanities (HUM) Rubric

Outcome	Limited to No Proficiency (1)	Somewhat Proficient (2)	Proficient (3)	High Proficiency (4)
Materials: Students will use discipline-appropriate tools and methods to critically interpret both the form and content of a text, artifact, or other cultural expression.	Does not consider form or content of sources as supporting evidence.	Summarizes content or describes form of sources rather than critically interpreting either using discipline-appropriate tools or methods.	Uses tools and methods appropriate to the discipline to interpret both form and content of sources/evidence.	Demonstrates command of tools and methods by treating form and content in depth, and relating one to the other. May address efficacy of tools/methods.
Knowledge: Students will explain how historical, intellectual, or cultural contexts relate to human experiences—ideas, actions, and/or perspectives.	Does not use contextual information.	Acknowledges context but inadequately explains its significance--its relation to a given situation, question, or piece of evidence.	Either addresses multiple contextual elements, or more thoroughly explains a single element, and explains context's significance for human experiences.	Thoroughly considers multiple aspects of context and explains how connections between those aspects relate to human experiences.
Application: Students will formulate arguments, draw logical conclusions, or support ethical decisions to engage key questions about humanity—our relation to nature, to society, and to ourselves.	Does not respond to prompts designed to consider key questions about humanity. May summarize related topics or information, but does not attempt to explain human experiences.	Responds to prompts with unsupported claims, or mentions a series of points related to key questions of humanity without connecting them in support of an argument, conclusion, or decision.	Develops logical support for a clear argument. Some examples or explanations may be less developed, or not address multiple/alternative perspectives.	Relates multiple examples and ideas to one another to systematically build support for an argument, conclusion, or decision.

Language Assessment

Learning Outcomes

- 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.
- 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.
- 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.
- 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.
- 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 in the fall of 2023:

Arabic 201	Chinese 201	French 201
German 201	Greek 201	Ital 201
Latin 201	Spanish 201	

Assessment is typically completed for courses taught by full-time faculty. **Sections taught by adjuncts may be included at the discretion of the chair/associate dean.**

Assessment Method

Each program will develop appropriate assessment methodology for determining the proficiency level of students. 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). Please include student Banner or Net ID, whichever is easier. Some departments may choose to coordinate efforts through the department chair/associate dean (especially those assessing multiple goals), in which case they 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: Interpretive Reading

Classical Language: Interpretive Reading

Natural Science with Lab (NSL) and without Lab (NSNL)

Learning Outcomes

- Students will demonstrate understanding of scientific methods that advance scientific knowledge. (NSL and NSNL)
- *Students will be able to develop explanatory hypotheses for observations, report and display scientific data, and interpret data in a scientifically sound manner. (NSL ONLY)*
- Students will use theories and models as unifying principles to understand natural phenomena. (NSL and NSNL)
- Students will demonstrate understanding of how scientific methods and resultant knowledge are applied to address specific technological and/or societal challenges. (NSL and NSNL)

Schedule of Assessment: NS will be assessed by IAE again in 2025-26.

Quantitative Reasoning (QR)

Learning Outcomes

- Students will demonstrate the ability to produce and interpret quantitative information in various forms such as graphs, equations, diagrams, etc.
- Students will use appropriate methodologies to draw valid conclusions based on quantitative information.
- Students will be able to discern the validity and accuracy of an argument or conclusion derived from available numerical information.
- Students will apply quantitative techniques to address multiple issues of contemporary significance in technology or society.

Schedule of Assessment

We will assess the following courses fulfilling the Quantitative Reasoning (QR) general education requirement in either semester, but typically in the spring, of 2024. Assessment is typically completed for courses taught by full-time faculty. **Sections taught by adjuncts may be included at the discretion of the chair/associate dean.**

CPSC 284	MATH 110	PHIL 151
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Assessment Methods

To assess the QR learning outcomes, faculty teaching each course will assess one or more course activities or assignments on each student's overall effectiveness in meeting the expectations specified in the QR rubric. For courses with enrollment higher than 30, faculty may choose to report assessment data on 50% of the 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 template for QR. Please include student Banner or Net ID, whichever is easier. Some departments may choose to coordinate efforts through the department chair/associate dean (especially those assessing multiple goals), in which case they 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.

Quantitative Reasoning (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	1 Beginning (below expectations)	2 Developing (needs improvement)	3 Accomplished (meets expectations)	4 Exemplary (exceeds expectations)
Demonstrates an ability to produce and interpret quantitative information in various forms such as graphs, equations, diagrams, etc.				
Uses appropriate methodologies to draw valid conclusions based on quantitative information.				
Can discern the validity and accuracy of an argument or conclusion derived from available numerical information.				
Applies quantitative techniques to address multiple issues of contemporary significance in technology or society.				

Social Science (SS)

Learning Outcomes

- Students will explain social experiences and issues from a social science perspective.
- Students will make evidence-based conclusions concerning social experiences and issues.
- Students will apply critical knowledge and skills to understanding aspects of social life beyond the classroom.

Schedule of Assessment: SS will be assessed by IAE again in 2024-25.

Social Science Rubric

SLO	Proficient	Somewhat proficient	Not proficient
Students will be able to explain the cause, consequence, and/or significance of the topic/issue from the general perspective of the disciplines or a specific theoretical approach within the discipline.	Student understands the social aspects of human behavior in relation to a given topic. Student performance demonstrates an ability to explain the topic/issue from a relevant disciplinary or theoretical perspective.	Student somewhat understands the social aspects of human behavior in relation to a given topic. Student performance partially demonstrates an ability to explain the topic/issue from a relevant disciplinary or theoretical perspective.	Student does not appear to understand the social aspects of human behavior in relation to a given topic. Student performance does not demonstrate an ability to explain the topic/issue from a relevant disciplinary or theoretical perspective.
Students will be able to make evidence-based conclusions concerning social experiences and issues.	Student can accurately evaluate data which they are provided for credibility (e.g. bias, reliability, validity), probable truth, and/or relevance to a situation. Student can develop conclusions that reflect an informed, well-reasoned evaluation.	Student can partially evaluate data which they are provided for credibility (e.g. bias, reliability, validity), probable truth, and/or relevance to a situation. Student can develop conclusions, but they are not fully informed or well-reasoned.	Student cannot accurately evaluate data which they are provided for credibility. Student cannot develop conclusions.
Students will be able to apply critical knowledge and skills to understanding various aspects of social life beyond the classroom.	Student performance demonstrates a strong ability to make informed personal and/or professional choices using the interpretive tools of social thinking and research. Student performance indicates that they understand the value, usefulness, and contributions of social scientific knowledge to applications beyond the classroom.	Student performance demonstrates some ability to use the interpretive tools of social thinking and research to make choices. Student performance indicates that they somewhat understand the use of social scientific knowledge to applications beyond the classroom.	Student performance does not demonstrate an understanding of the interpretive tools of social thinking and research. Student cannot make scientific knowledge applications beyond the classroom.

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

English, French/German/Spanish, CDS, Historic Preservation, and Women & Gender Studies* have been selected to participate in 2023-24 SI program assessment activities because they are up for 5 year and 10-year program reviews in 2024-25. We hope these departments can include the SI assessment report as part of that academic program review submission.

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

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 Adria Goldman at agoldma3@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			

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

English 202 and other selected upper-level English courses will be assessed.

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 level).

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

1. Email them to lschweit@umw.edu.
2. Send paper copies to Leah Schweitzer 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 the Speaking and Writing Center.

Scoring Scale and Rationale

Scoring Criteria	Limited to No Proficiency (1)	Somewhat Proficient (2)	Proficient (3)	High Proficiency (4)	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) (Editing): Students will demonstrate satisfactory knowledge of writing conventions and correctness.	Does not demonstrate a working knowledge of the writing conventions and correctness.	Demonstrates some knowledge of writing conventions and correctness but the evidence may be inconsistent.	Demonstrates a satisfactory knowledge of writing conventions; there may still be errors and inconsistencies, but the writing is still clear and understandable.	Demonstrates a superior knowledge of writing conventions; while the essay is not error-free, the writing 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.