

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 of 2024-25. 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.**

GEOG/GISC 498	HISP 480	HIST 400
MUSC 490	SOCG 481	MATH 305

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)	Not applicable
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	

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 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.**

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: **Interpretative reading:** students can understand the main idea of some literary and non-literary texts about abstract topics of familiar and community interest. FALL 2024 topic =

Classical Language:

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

The Natural Science (NS) general education requirement will be assessed during the 2024-25 fall and spring semesters. Academic programs participating include Biology, Chemistry, Earth and Environmental Science (220), Geography and Physics. Each program will decide how it is most appropriate to assess each learning outcome and which courses to assess. 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 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 enrollment higher than 30, faculty may choose to report assessment data on 50% of the 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 template for NS. 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.

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

We will assess the following courses fulfilling Social Science (SS) general education requirement in either semester of 24-25. 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 101	ECON 100	GEOG 102	GEOG 227
LING 101	PSCI 102	PSCI 201	

Assessment Methods

To assess SS 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 SS 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 SS. 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.

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

History and American Studies, Math, Physics, and Theatre have been selected to participate in 2024-25 WI program assessment activities because they are up for 5 year and 10-year program reviews in 2025-26. 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 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 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
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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

1. All English 202 courses will be assessed.
2. History and American Studies, Math, Physics, and Theatre have been selected to participate in 2024-25 WI program assessment activities because they are up for 5 year and 10-year program reviews in 2025-26. 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 hguhl@umw.edu
2. Send paper copies to Heather Guhl 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 Heather Guhl in the Writing Intensive 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.