

General Education Competency Assessment Plan

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This document describes Virginia Western Community College's (VWCC) plan for the assessment of general education competencies.

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Critical Thinking

Definition: Critical thinking is the ability to use information, ideas, and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree-seeking students (AA, AS, AAS) will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

Outcome(s):

Degree-seeking students (AA, AS, AAS) will be able to:

LO1: Identify and summarize key issues

LO2: Identify key assumptions

LO3: Provide accurate evidence

LO4: Present logical conclusions.

Goal(s):

A score of excellent or good will occur 80% of the time for the artifact-based approach.

Eighty-five percent of degree-seeking students (AA, AS, AAS) students completing the Graduate Exit Survey will state that they are very satisfied or satisfied that VWCC academically prepared them for Critical Thinking.

Measures:

Direct assessments:

Virginia Western uses an artifact-based approach for general education assessment. Each spring, program heads identify courses that will submit artifacts to be assessed based on the competencies addressed that year. Faculty then submit all the assignments for the identified class prior to grading the assignment. The Institutional Effectiveness Office randomly selects 150 of the submitted artifacts for assessment. Artifacts are scored by teams of three faculty using a four-point rubric (Excellent, Good, Acceptable, and Needs Improvement).

These artifact-based assessments were course-embedded in the following classes:

- ADJ 140
- BIO 101
- ENG 112
- ENG 241
- HIS 121
- LGL 218
- PLS 212
- PSY 200

The rubric used as has been provided below:

Critical Thinking Rubric

Revised 3/13/19

Critical Thinking: A competent critical thinker has the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. This includes being able to locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

Critical Thinking Component	Excellent-4	Good-3	Acceptable-2	Needs Improvement-1
Identifies and summarizes issues	Student identifies and clearly states the basics of the issue	Student states the main issue but description leaves some terms undefined	Student states the main issue but description leaves most terms undefined	Student does not identify and summarize the problem, or identifies a different or inappropriate problem
Key assumptions	Student identifies and questions the validity of the key assumptions	Student identifies most of the key assumptions and questions some of the assumptions	Student identifies most of the key assumptions and minimally questions some of the assumptions	Student does not examine the assumptions that underlie the issue
Quality of evidence	Student presents evidence and thoroughly questions its accuracy and relevance	Student presents evidence and questions its accuracy and relevance	Student presents evidence but fails to question its accuracy and relevance	Student merely repeats information taking it as truth or denies evidence without adequate justification.
Conclusions	Student presents logical conclusions	Student presents logical conclusions with minor flaws	Student attempts to present a conclusion.	Student fails to identify conclusions

Indirect assessment:

The Graduate Exit Survey will be administered to all degree-seeking students (AA, AS, AAS) expected to graduate. Questions are assessed on a Likert scale ranging from “Very satisfied” to “Very dissatisfied.” Questions pertaining to the critical thinking competency include:

How satisfied are you with your academic preparation in the following general education areas?

1. Critical Thinking: ability to make sense of complex issues

Degree-seeking students (AA, AS, AAS) are representative of all associate degree programs that the College offers. This assessment measure aligns with SLOs 1, 2, 3, and 4.

Schedule: Critical Thinking was assessed in the Fall of 2020 using the Critical Thinking Rubric. The indirect assessment via the Graduate Exit Survey is conducted annually and reported on annually. The Graduate Exit Survey will be administered by the Institutional Effectiveness Office (IEO). Results from the embedded, course-level assessments will be aggregated by IEO office. No assessments will be administered during the summer semester.

Communication of findings: Reports for each competency assessed in the previous academic year will be created by IEO during the summer and presented to the General Education Assessment Team for review and approval by September 15th the following fall. Data will be presented in a disaggregated form to allow for student achievement disparities to be identified by race, gender, and Pell grant status. The approved reports are then disseminated to the vice president for academic and student affairs, the academic deans, and the program heads who are tasked with further dissemination of the reports to the appropriate faculty. A summary of the report is shared during Fall convocation. Reports will be publicly available in the general education section of the IE website.

Use of findings: The data will be analyzed by the General Education Assessment Team who develop the action plan. Action plans for SLOs that have not met or partially met benchmarks will be developed and are implemented by faculty at the course-level and reassessed in the next cycle.

Written Communication

Definition: Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree-seeking students (AA, AS, AAS) will express themselves effectively in a variety of written forms.

Outcome(s):

Associate degree-seeking students (AA, AS, AAS) will be able to:

LO1: Organize content in a logical order.

LO2: Create a well-stated thesis.

LO3: Create well-developed paragraphs supporting thesis

LO4: Create a well-developed conclusion.

LO5: Use proper grammar, spelling, and sentence structure.

LO6: Use proper word choice

Goals:

A score of excellent or good will occur 80% of the time for the artifact-based approach.

Eighty-five percent of degree-seeking students (AA, AS, AAS) completing the Graduate Exit Survey will state that they are very satisfied or satisfied that VWCC academically prepared them for Written Communication.

Measures:

Direct assessments:

Virginia Western uses an artifact-based approach for general education assessment. Fall and Spring, faculty identify courses that will submit artifacts to be assessed based on the competencies addressed that year. Faculty then submit the rubric for faculty-determined assignments in the identified class using Canvas and the Outcome Measures Feature. The Institutional Effectiveness Office has a target goal of 10% of associate degree seeking students will be assessed. The assignments are scored by the faculty using a four-point rubric (Excellent, Good, Acceptable, and Needs Improvement). For AY 2022-23, 1,305 artifacts were assessed for 1,049 unique students for the Written Communication General Education Assessment. This represents 23.6% of the target population, program placed students (n=4,446).

These artifact-based assessments were course-embedded in the following classes:

- ADJ 140
- ADJ 227
- ADJ 229
- AST 205
- BIO 101
- BIO 102
- BIO 141
- BIO 142
- BIO 252
- BUS 165
- CHD 118
- CHD 165
- CHD 205
- CHD 216
- CHM 111
- CHM 112
- CST 100
- ENG 111
- ENG 112
- ENG 246
- ENG 275
- HIS 102
- HIS 111
- HIS 121
- HIS 122
- HRI 206
- HRI 255
- LGL 215
- LGL 225
- NSG 170
- PHY 241
- PLS 136
- PSY 200
- PSY 230
- PSY 235
- PSY 236
- PTH 115

- RAD 125
- RAD 240
- ROC 115
- SDV 101
- SOC 200
- SOC 266

The rubric used as has been provided below:

Written Communication Rubric

Revised January 2019

Written Communication: A competent written communicator can develop, convey and exchange ideas in writing, as appropriate to a given context and audience.

	Excellent-4	Good-3	Acceptable-2	Needs Improvement-1
Organize content in a logical order	Student generates <u>abundant and logically sound content</u> . Organizes that content into logical order.	Student generates <u>sufficient and logically sound content</u> . Organizes that content into logical order.	Student generates a <u>moderate amount of content</u> . Organizes content with only minor logical weakness.	Student generates <u>little or logically weak content</u> . Fails to organize content into logical order.
Create a well-stated thesis	Presents an introduction featuring a well-stated thesis.	Presents an introduction featuring a thesis.	Presents an introduction without a thesis.	Does not present an introduction or a well-stated thesis.
Create well-developed paragraphs supporting thesis	Uses a series of cohesive, well-developed body paragraphs. Supports that thesis through topic sentences relevant to the thesis. <u>Supports each topic sentence thoroughly</u> with relevant information and sound logic.	Uses a series of cohesive, well-developed body paragraphs. Supports that thesis through topic sentences relevant to the thesis. <u>Supports each topic sentence with sufficient information</u> and sound logic.	Uses a series of body paragraphs. Supports that thesis through topic sentences relevant to the thesis. <u>Supports each topic sentence with relevant information</u> and reasonable logic.	Does not thoroughly and logically support the thesis through body paragraphs.
Create a well-developed conclusion	Ends with a well-developed conclusion that restates the thesis.	Ends with a conclusion that restates the thesis.	Ends with a conclusion.	Does not end with a conclusion.
Use proper grammar, spelling, and sentence structure.	Rare error in basic grammar and spelling. Sophisticated, varied sentence structure.	Few errors in basic grammar. Few misspelled words. Some variety of sentence structure.	Occasional errors in basic grammar. Words occasionally misspelled. Little variety in sentence structure.	Frequent errors in basic grammar. Simple words misspelled. No variety or sophistication in sentence structure.
Use proper word choice	Precise word choice. More sophisticated vocabulary.	Word choice generally correct, precise, and effective. Successful attempt at more sophisticated vocabulary	Words occasionally misused. Little attempt beyond everyday vocabulary.	Basic words often misused or confused. No attempt beyond everyday vocabulary.

Indirect assessment:

The Graduate Exit Survey will be administered to all degree-seeking students (AA, AS, AAS) students. Questions are assessed on a Likert scale ranging from “Very satisfied” to “Very dissatisfied.” Questions pertaining to the critical thinking competency include:

How satisfied are you with your academic preparation in the following general education areas?

1. Written Communication: ability to convey ideas appropriately in writing

Degree-seeking students (AA, AS, AAS) are representative of all associate degree programs that the College offers. This assessment measure aligns with SLOs 1, 2, 3, and 4.

Schedule: Written Communication was assessed in the Fall of 2019 using the Written Communication Rubric. The indirect assessment via the Graduate Exit Survey is conducted annually and reported on annually. The Graduate Exit Survey will be administered by the Institutional Effectiveness Office (IEO). Results from the embedded, course-level assessments will be aggregated by IEO office. No assessments will be administered during the summer semester.

Communication of findings: Reports for each competency assessed in the previous academic year will be created by IEO during the summer and presented to the General Education Assessment Team for review and approval by September 15th the following fall. Data will be presented in a disaggregated form to allow for student achievement disparities to be identified by race, gender, and Pell grant status. The approved reports are then disseminated to the vice president for academic and student affairs, the academic deans, and the program heads who are tasked with further dissemination of the reports to the appropriate faculty. A summary of the report is shared during Fall convocation. Reports will be publicly available in the general education section of the IE website.

Use of findings: The data will be analyzed by the General Education Assessment Team who develop the action plan. Action plans for SLOs that have not met or partially met benchmarks will be developed and are implemented by faculty at the course-level and reassessed in the next cycle.

Civic Engagement

Definition: Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree-seeking students (AA, AS, AAS) will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society. Using the rubric for direct assessment, the target is for students to score a 3 or better. The threshold of acceptability is 2. Virginia Western has established that 75% of artifacts will meet the threshold.

Outcome(s):

LO1: Students will actively participate in civic life by voting in local, state, and federal elections.

LO2: Students will analyze knowledge from and make connections to civic engagement.

LO3: Students will participate in civic engagement activities and describe what was learned about him or herself.

LO4: Students will demonstrate the ability to communicate in a civic context.

LO5: Students will participate in civic action and reflection.

Goal(s):

Data from course-embedded assessments that address each of the four outcomes on the Civic Engagement Rubric were collected in Spring 2022 and were aggregated across course sections to serve as a baseline for comparison.

VWCC's student voting rate was 58.7% for the 2016 elections. These rates are 10 percentage points higher than associate degree institutions nationwide. Virginia Western has established maintaining a 60% voting rate as the standard for success for the 2020 national elections. This standard reflects concerns regarding COVID-19 impact on voter turnout.

Eighty-five percent of degree-seeking students (AA, AS, AAS) completing the Graduate Exit Survey will state that they are very satisfied or satisfied that VWCC academically prepared them for Civic Engagement.

Measures:

Direct assessments:

Course-embedded assessments are being identified for each of the four outcomes and assessment data will be collected from faculty in the following courses:

- SOC 200
- PSY 200
- ENG 241

VWCC will participate in the National Study of Learning, Voting, and Engagement (NSLVE) at Tuft University's Institute for Democracy and Higher Education. NSLVE offers the College the opportunity to learn about its student registration and voting rates and the climate for political learning and engagements. This assessment aligns to SLO 1. Currently enrolled students who are over the age of 18; are not non-resident aliens; and do not have a FERPA record block will be assessed.

Indirect assessment:

The Graduate Exit Survey will be administered to all degree graduate students. Questions are assessed on a Likert scale ranging from "Very satisfied" to "Very dissatisfied." Questions pertaining to the Civic engagement competency.

Schedule: Program Heads will work with faculty in their area to identify course embedded assignments that evaluate the outcomes on the Civic Engagement rubric. In Spring 2022, faculty will complete the assessments. Faculty will NSLVE data will be provided for each major election i.e., 2020, 2022. The indirect assessment via the Graduate Exit Survey is conducted annually and reported on annually. The Graduate Exit Survey will be administered by the Institutional Effectiveness Office (IEO). No assessments will be administered during the summer semester.

Communication of findings: Reports for each competency assessed in the previous academic year will be created by IEO during the summer and presented to the General Education Assessment Team for review and approval by September 15th the following fall. Data will be presented in a disaggregated form to allow for student achievement disparities to be identified by race, gender, and Pell grant status. The approved reports are then disseminated to the vice president for academic and student affairs, the academic deans, and the program heads who are tasked with further dissemination of the reports to the appropriate faculty. A summary of the report is shared during Fall convocation. Reports will be publicly available in the general education section of the IE website.

Use of findings: The data will be analyzed by the General Education Assessment Team who develop the action plan. Action plans for SLOs that have not met or partially met benchmarks will be developed and are implemented by faculty at the course-level and reassessed in the next cycle.

Professional Readiness

Definition: Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree-seeking students (AA, AS, AAS) will demonstrate skills important for successful transition into the workplace and pursuit of further education.

Outcome(s):

A student that demonstrates professional readiness will exhibit the following characteristics:

- strong management skills
- consistent attendance
- strong interpersonal skills
- positive workplace demeanor

Goal(s):

Eight-five percent of degree-seeking students completing the Graduate Exit Survey and/or the Graduate Follow-Up Survey will state that VWCC helped them (“Very much” or “Somewhat”) to achieve professional readiness.

Data from course-embedded assessments that address each of the four outcomes will be collected starting in 2021-2022 and will be aggregated across course sections to serve as a baseline for comparison.

Measures:

Direct assessments:

Course-embedded assessments are being identified for each of the four outcomes and assessment data will be collected from faculty in the following courses:

- CSC 201
- MTH 161
- BIO 101
- BIO 251
- BIO 252
- PNG 125
- CST 100
- PSY 200
- AGR 141
- MDL 236
- NSG 230

Indirect assessment:

The Graduate Exit Survey will be administered to all degree graduate students. Questions are assessed on a Likert scale ranging from “Very satisfied” to “Very dissatisfied.” Questions pertaining to the professional readiness competency.

Schedule: Professional Readiness was assessed in Spring 2022 using the faculty designed rubrics that contained the professional readiness SLOs. The indirect assessment via the Graduate Exit Survey is conducted annually and reported on annually. The Graduate Exit Survey will be administered by the Institutional Effectiveness Office (IEO). Results from the embedded, course-level assessments will be aggregated by IEO office. No assessments will be administered during the summer semester.

Communication of findings: Reports for each competency assessed in the previous academic year will be created by IEO during the summer and presented to the General Education Assessment Team for review and approval by September 15th the following fall. Data will be presented in a disaggregated form to allow for student achievement disparities to be identified by race, gender, and Pell grant status. The approved reports are then disseminated to the vice president for academic and student affairs, the academic deans, and the program heads who are tasked with further dissemination of the reports to the appropriate faculty. A summary of the report is shared during Fall convocation. Reports will be publicly available in the general education section of the IE website.

Use of findings: The data will be analyzed by the General Education Assessment Team who develop the action plan. Action plans for SLOs that have not met or partially met benchmarks will be developed and are implemented by faculty at the course-level and reassessed in the next cycle.

Quantitative Literacy

Definition: Quantitative Literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree-seeking students (AA, AS, AAS) will calculate, interpret, and use numerical and quantitative information in a variety of settings.

Outcome(s):

Degree-seeking students (AA, AS, AAS) will be able to:

LO1: Perform accurate calculations.

LO2: Interpret quantitative information.

LO3: Analyze relevant numerical data.

LO4: Use results to support conclusions.

Goal(s):

A score of excellent or good will occur 80% of the time for the artifact-based approach.

Eighty-five percent of degree graduate students completing the Graduate Exit Survey will state that they are very satisfied or satisfied that VWCC academically prepared them for Quantitative Literacy.

Measures:

Direct assessments:

Virginia Western uses an artifact-based approach for general education assessment. Fall and Spring, faculty identify courses that will submit artifacts to be assessed based on the competencies addressed that year. Faculty then submit the rubric for faculty-determined assignments in the identified class using Canvas and the Outcome Measures Feature. The Institutional Effectiveness Office has a target goal of 10% of associate degree seeking students will be assessed. The assignments are scored by the faculty using a four-point rubric (Excellent, Good, Acceptable, and Needs Improvement). For AY 2022-23, 716 artifacts were assessed for 616 unique students for the Quantitative Literacy General Education Assessment. This represents 13.9% of the target population, program placed students (n=4,446). These artifact-based assessments were course-embedded in the following classes:

BIO 101
BIO 102
BIO 141
BIO 142
CHD 216
CHM 111
CHM 112
ECO 201

HIS 121
HIS 122
MTH 154
MTH 155
NSG 170
PHY 241
PHY 242
PTH 115
SDV 101

The rubric used as has been provided below:

Quantitative Literacy Rubric

Revised January 2019

Quantitative Reasoning: the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions.

A person competent in quantitative literacy possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A student with strong quantitative literacy skills can perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions.

	Excellent-4	Good-3	Acceptable-2	Needs Improvement-1
Interpretation. Can the student answer questions directly related to the information provided? Example – Look at a chart and give the correct temperature for a charted date.	Demonstrates a thorough understanding of the given information. Can correctly answer questions directly related to the data.	Demonstrates an understanding of the given information. Can answer questions directly related to the data, but with minor errors.	Demonstrates a limited understanding of the given information. Can answer questions directly related to the data, but with substantial errors.	Demonstrates very little if any understanding of the given information.
Analysis. Can the student use the information provided to draw conclusions about a related topic? Example – Use a graph of past data to make predictions about the future.	Uses the given information to make conclusions, with no errors.	Uses the given information to make conclusions, with minor errors.	Uses the given information to make conclusions, with substantial errors.	Fails to present a conclusion, or does so in a completely invalid manner.
Problem Solving. Can the student set up the problem and solve it correctly?	Correctly organizes and calculates a mathematical strategy for a given situation	Organizes and calculates a mathematical strategy for a given situation, with mistakes in organization OR calculation.	Organizes and calculates a mathematical strategy for a given situation, with mistakes in organization AND calculation.	Did not organize or calculate a mathematical strategy for a given situation, or did so in a completely invalid manner.
Translate Information. Can the student correctly translate information from the problem/experiment into mathematical symbols, graphs, or tables?	Takes information from the problem/experiment and correctly translates it into mathematical symbols, graphs and/or tables.	Takes information from the problem/experiment and translates it into mathematical symbols, graphs and/or tables, with minor errors.	Takes information from the problem/experiment and translates it into mathematical symbols, graphs and/or tables, with substantial errors.	Did not translate the information, or translated it in a completely invalid manner.

Indirect assessment:

The Graduate Exit Survey will be administered to all degree graduate students. Questions are assessed on a Likert scale ranging from “Very satisfied” to “Very dissatisfied.” Questions pertaining to the critical thinking competency include:

How satisfied are you with your academic preparation in the following general education areas?

1. Quantitative Literacy: ability to analyze relevant numerical data

Degree-seeking students (AA, AS, AAS) are representative of all associate degree programs that the College offers. This assessment measure aligns with SLOs 1, 2, 3, and 4.

Schedule: Quantitative Literacy was assessed in the Fall of 2019 using the Quantitative Literacy Rubric. The indirect assessment via the Graduate Exit Survey is conducted annually and reported on annually. The Graduate Exit Survey will be administered by the Institutional Effectiveness Office (IEO). Results from the embedded, course-level assessments will be aggregated by IEO office. No assessments will be administered during the summer semester.

Communication of findings: Reports for each competency assessed in the previous academic year will be created by IEO during the summer and presented to the General Education Assessment Team for review and approval by September 15th the following fall. Data will be presented in a disaggregated form to allow for student achievement disparities to be identified by race, gender, and Pell grant status. The approved reports are then disseminated to the vice president for academic and student affairs, the academic deans, and the program heads who are tasked with further dissemination of the reports to the appropriate faculty. A summary of the report is shared during Fall convocation. Reports will be publicly available in the general education section of the IE website.

Use of findings: The data will be analyzed by the General Education Assessment Team who develop the action plan. Action plans for SLOs that have not met or partially met benchmarks will be developed and are implemented by faculty at the course-level and reassessed in the next cycle.

Scientific Literacy

Definition: Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree-seeking students (AA, AS, AAS) will recognize and know how to use the scientific method and will evaluate empirical information.

Outcome(s):

Degree-seeking students (AA, AS, AAS) will be able to:

LO1: Formulate a hypothesis.

LO2: Collect data.

LO3: Analyze data.

LO4: Draw accurate conclusions based on data.

Goal(s):

A score of excellent or good will occur 80% of the time for the artifact-based approach.

Eighty-five percent of degree graduate students completing the Graduate Exit Survey will state that they are very satisfied or satisfied that VWCC academically prepared them for Scientific Literacy.

Measures:

Direct assessments:

Virginia Western uses an artifact-based approach for general education assessment. Each spring, program heads identify courses that will submit artifacts to be assessed based on the competencies addressed that year. Faculty then submit all the assignments for the identified class prior to grading the assignment. The Institutional Effectiveness Office randomly selects 150 of the submitted artifacts for assessment. Artifacts are scored by teams of three faculty using a four-point rubric (Excellent, Good, Acceptable, and Needs Improvement).

These artifact-based assessments were course-embedded in the following classes:

- BIO 101
- BIO 102
- BIO 206
- BIO 252
- GOL 105
- PHY 241
- SDV 101

The rubric used as has been provided below:

Scientific Literacy Rubric

Revised 3/13/19

A person who is competent in scientific literacy has the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Scientific literate individuals can recognize and know how to use the scientific method, and to evaluate empirical information.

	Excellent-4	Good-3	Acceptable-2	Needs Improvement-1
Formulate a hypothesis	Formulates a testable hypothesis related to the problem.	Hypothesis is established but is not testable OR is unrelated to the problem.	Hypothesis is established but is not testable AND is unrelated to the problem.	Hypothesis is missing.
Collect data	Relevant data is collected with few or no errors.	Relevant data is collected with minor errors.	Relevant data is collected with a significant number of errors.	No relevant data is collected.
Analyze data	Data is analyzed with few or no errors.	Data is analyzed with minor errors.	Data is analyzed with a significant number of errors.	Data is not analyzed.
Draw accurate conclusions based on data	Conclusion drawn fully supports the scientific argument.	Conclusion drawn partially supports the scientific argument.	Conclusion drawn does not support the scientific argument.	Conclusion is missing.

Indirect assessment:

The Graduate Exit Survey will be administered to all degree graduate students. Questions are assessed on a Likert scale ranging from “Very satisfied” to “Very dissatisfied.” Questions pertaining to the critical thinking competency include:

How satisfied are you with your academic preparation in the following general education areas?

1. Scientific Literacy: Ability to evaluate information gathered through observation or experience

Degree-seeking students (AA, AS, AAS) are representative of all associate degree programs that the College offers. This assessment measure aligns with SLOs 1, 2, 3, and 4.

Schedule: Scientific Literacy was assessed in the Fall of 2020 using the Scientific Literacy Rubric. The indirect assessment via the Graduate Exit Survey is conducted and reported on annually. The Graduate Exit Survey is administered by the Institutional Effectiveness Office (IEO). Results from the embedded, course-level assessments were aggregated by IEO office. No assessments were administered during the summer semester.

Communication of findings: Reports for each competency assessed in the previous academic year will be created by IEO during the summer and presented to the General Education Assessment Team for review and approval by September 15th the following fall. Data will be presented in a disaggregated form to allow for student achievement disparities to be identified by race, gender, and Pell grant status. The approved reports are then disseminated to the vice president for academic and student affairs, the academic deans, and the program heads who are tasked with further dissemination of the reports to the appropriate faculty. A summary of the report is shared during Fall convocation. Reports will be publicly available in the general education section of the IE website.

Use of findings: The data will be analyzed by the General Education Assessment Team who develop the action plan. Action plans for SLOs that have not met or partially met benchmarks will be developed and are implemented by faculty at the course-level and reassessed in the next cycle.

Capacity Statement

VWCC has the capacity to conduct these competency assessments and analyze the results for reporting and to support decision-making. Some of this work aligns well with the College's future SACSCOC Quality Enhancement on professional readiness. The annual Graduate Exit Survey has been administered for many years to collect self-assessments on dimensions of learning and currently assesses the majority of the general education competencies.

VWCC has experienced and highly qualified personnel in its institutional research and assessment functions. The College's General Education Assessment Committee meets monthly and has been involved in all aspects of developing this plan. Senior leaders have been involved in developing the plan and are very supportive of these new assessments to improve teaching and learning.

VWCC will examine competency results in terms of equity for low-income (Pell eligible), first generation, ESL, under-represented, adult learner, and minority students where possible, given response rates and the sampling frame. This is restricted to some extent by the number of artifacts scored with rubrics, by testing, and by student participation in documented activities. Equity reporting requires the collection of student identifiers to match with PeopleSoft Student Information System variables for the relevant student characteristics. VWCC routinely analyzes progression rates based on these kinds of risk factors.