

ODU's Plan for Assessing General Education

ODU's culture of assessment relies on faculty-driven assessment practices. All assessments are course or activity embedded and utilize rubrics or tests developed in collaboration with faculty. Results are shared with faculty and administrators and discussed to determine how to improve student learning.

To align with state and federal obligations, ODU has develop an assessment plan that meets SCHEV requirements and SACSCOC accreditation standards, while continuing to be authentic and faculty driven.

SACSCOC Accreditation Standards:

Section 8: Student Achievement (core requirement)

Standard 8.2 Student Outcomes – “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.b - general education

“student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)”

SCHEV's Policy on Student Learning Assessment

The Code of Virginia § 23.1-203 defines the duty of Council with regard to assessment as follows:

“[The Council shall...] in cooperation with public institutions of higher education, develop guidelines for the assessment of student achievement. Each such institution shall use an approved program that complies with the guidelines of the Council and is consistent with the institution's mission and educational objectives in the development of such assessment. The Council shall report each institution's assessment of student achievement in the revisions to the Commonwealth's statewide strategic plan for higher education.”

SCHEV Assessment policy

This policy focuses on core competencies that are critical to the success of all Virginia undergraduates, regardless of their field of study or which institution they attend. The Council recognizes that all Virginia public institutions are required to conduct comprehensive assessments of their educational programs in order to maintain their accreditation with regional and specialized accrediting agencies. As accrediting agencies and Council share a goal to ensure the quality and effectiveness of postsecondary education, institutions are encouraged to optimize their assessment efforts by integrating assessment activities being done in fulfillment of each agency's requirements.

Expectations for Student Learning and Development

Competencies

“Each institution will assess student achievement in at least six competency areas, representing several different types of knowledge and/or skills.”

These core areas are as follows:

- Critical Thinking
- Written Communication
- Quantitative Reasoning
- Civic Engagement
- Two competencies selected by the institution

ODU’s General Education Curriculum (Approved 2010)

(blue* indicates a SCHEV competency)

Lower Division – Skills

1. **Written Communication Skills (100 Level)***
2. **Written Communication Skills (200 Level)***
3. **Mathematical Skills***
4. **Oral Communication***
5. **Information Literacy and Research***
6. Language and Culture

Lower and Upper Division – Ways of Knowing

12. Philosophy and Ethics
13. The Impact of Technology

Upper Division

14. **Written Communication within the Major***
15. Upper Division Fulfillment Options

Lower Division – Ways of Knowing

7. Human Creativity
8. Literature
9. The Nature of Science
10. Human Behavior
11. Interpreting the Past

Process

The plan for assessing General Education uses embedded, authentic assessments in courses. Within each course and across courses faculty agree to assignments that align with the General Education outcomes. At the end of the academic year, faculty will gather to read and rate assignments using a common rubric.

General Education Assessment is on a five-year cycle so each general education competency is assessed every 5 years – this will ensure that each of the SCHEV competencies are reported every 5 years.

Goals of General Education	Assessments
Lower Division – Skills	
Written Communication Skills (100 Level)	Internally developed rubric by faculty based on the literature
Written Communication Skills (200 Level)	Internally developed rubric by faculty based on the literature
Mathematical Skills	Quantitative Reasoning Test
Oral Communication	Adapted National Communication Association’s rubric
Information Literacy and Research	VALUE Rubric
Language and Culture	Multiple ACFTL tests for sample of students in each language
Lower Division – Ways of Knowing	
Human Creativity	Internally developed rubric by faculty based on the literature
Literature	Internally developed rubric by faculty based on the literature

The Nature of Science	Internally developed rubric by faculty based on the literature
Human Behavior	Internally developed rubric by faculty based on the literature
Interpreting the Past	Internally developed rubric by faculty based on the literature
Lower and Upper Division – Ways of Knowing	
Philosophy and Ethics	Internally developed rubric by faculty based on the literature
The Impact of Technology	Internally developed rubric by faculty based on the literature
Upper Division	
Written Communication within the Major	Adapted VALUE rubric

GENERAL EDUCATION ASSESSMENT TIMELINE 2016-2021

Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021
Planning Oral communication (4)* Human creativity (7)	Planning Nature of science (9) Information literacy (5)* Literature (8)	Planning Philosophy (12) Ethics (12) Interpreting the past (11) Carry over: Nature of science (9) Information literacy (5)*	Planning Human behavior (10) Quantitative reasoning (3)* Carry over: Information literacy (5)* Ethics (12) Interpreting the past (11)	Planning Critical thinking* Writing (1, 2, 14)* Language & Culture (6) Impact of technology (13) Carry over: Ethics (12) Information literacy (5)*
Assessing Critical thinking* Writing (1, 2, 14)* Language & Culture (6)	Assessing Oral communication (4)* Human creativity (7)	Assessing Literature (8)	Assessing Philosophy (12) Carry over: Nature of science (9)	Assessing Human behavior (10) Quantitative reasoning (3)* Philosophy (12) Nature of science (9) Carry over: Interpreting the past (11)
Reporting	Reporting Critical thinking* Writing (1, 2, 14)* Language & Culture (6)	Reporting Oral communication (4)* Human creativity (7)	Reporting Literature (8)	Reporting
Improving/Faculty Development	Improving/Faculty Development	Improving/Faculty Development Critical thinking* Writing (1, 2, 14)* Language & Culture (6)	Improving/Faculty Development Oral communication (4)* Human creativity (7)	Improving/Faculty Development Literature (8)

GENERAL EDUCATION ASSESSMENT TIMELINE 2021-2026

Fall 2021 to Spring 2022	Fall 2022 to Spring 2023	Fall 2023 to Spring 2024	Fall 2024 to Spring 2025	Fall 2025 to Spring 2026
Planning Oral communication (4)* Human creativity (7) Carry over: Critical thinking* Writing (14)*	Planning Literature (8) Carry over: Critical thinking* Writing (14)*	Planning Nature of science (9) Interpreting the past (11) Philosophy (12)	Planning Human behavior (10) Quantitative reasoning (3)* Information literacy (5)*	Planning Writing (1, 2)* Language & Culture (6) Impact of technology (13) Ethics (12)
Assessing Writing (1, 2)* Language & Culture (6) Impact of Technology (13) Carry over: Ethics (12) Information literacy (5)*	Assessing Oral communication (4)* Human creativity (7)	Assessing Literature (8) Carry over: Critical thinking* Writing (14)*	Assessing Nature of science (9) Interpreting the past (11) Philosophy (12)	Assessing Human behavior (10) Quantitative reasoning (3)* Information literacy (5)*
Reporting Human behavior (10) Quantitative reasoning (3)* Interpreting the past (11) Philosophy (12) Nature of science (9)	Reporting Writing (1, 2)* Language & Culture (6) Impact of Technology (13) Carry over: Ethics (12) Information literacy (5)*	Reporting Oral communication (4)* Human creativity (7)	Reporting Literature (8) Carry over: Critical thinking* Writing (14)*	Reporting Nature of science (9) Interpreting the past (11) Philosophy (12)
Improving/Faculty Development	Improving/Faculty Development Human behavior (10) Quantitative reasoning (3)* Interpreting the past (11) Philosophy (12) Nature of science (9)	Improving/Faculty Development Writing (1, 2)* Language & Culture (6) Impact of Technology (13) Carry over: Ethics (12) Information literacy (5)*	Improving/Faculty Development Oral communication (4)* Human creativity (7)	Improving/Faculty Development Literature (8) Carry over: Critical thinking* Writing (14)*