

AA in Liberal Arts Program Review and General Education Assessment Process

Task force members were trained on basic assessment principles and provided with resources and technical assistance to help guide the development of common rubrics. Each of the sub-committees (organized by learning outcome) reviewed the degree's current general education learning outcome, associated academic skill standards and VALUE rubrics developed by ACC&U, then developed a revised learning outcome and its associated rubric that would best assess student learning of these outcomes.

To create a rubric, each of these criteria was further defined, and a scale devised so that evaluators could describe how well the subjects met the criteria: exceeds proficiency, meets proficiency, developing proficiency and below proficiency. The rubric was then tested and normed by the task force.

Norming sessions typically involved a review of the learning outcome and rubric followed by everyone in the group reading various student papers and evaluating them using the rubric. Each member's scores was recorded; then all the scores were compared to determine how close they were to each other. When large discrepancies were found, discussion was held to understand why. In some cases, the rubric was revised. In other cases, the readers learned how to adjust their evaluations, taking into account how various disciplinary perspectives influenced their interpretations of the rubric. This process continued until each rubric across a variety of student work representing all divisions and a variety of disciplines was normed within one point or ordinal value.

Written Communication

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles in order to communicate effectively with a particular audience for a specific purpose. It can involve working with different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Upon completion of the general education program, students will be able to:

Develop, support, and communicate ideas to a particular audience through writing.

As demonstrated by:

- Develop a position or thesis to communicate main ideas
- Use language, style, and organization appropriate to particular purposes and audiences to communicate position or thesis.
- Develop appropriate content to support position or thesis
- Gather and document credible sources to support position or thesis
- Use appropriate grammar and mechanics to communicate position or thesis

Rubric:

	Exceeds proficiency (4)	Meets proficiency (3)	Developing proficiency (2)	Below proficiency (1)
Develop a position or thesis to communicate main ideas.	<ul style="list-style-type: none"> • A position or thesis is clearly stated. • Position or thesis is appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> • A position or thesis is clearly stated. • Position or thesis is mostly appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> • A position or thesis is not clearly stated. • Position or thesis is somewhat appropriate, organized logically, and supported by evidence or examples. 	<ul style="list-style-type: none"> • A position or thesis is not clear or not stated. • Position or thesis is not appropriate to topic. It is not organized logically, and not supported by evidence or examples.
Use language, style, and organization appropriate to particular purposes and audiences to communicate position or	<ul style="list-style-type: none"> • The intended audience is evident. • The purpose is appropriate. • Content reflects awareness of audience and purpose. 	<ul style="list-style-type: none"> • The intended audience is mostly evident. • The purpose is mostly appropriate. • Content mostly reflects awareness of audience and purpose. 	<ul style="list-style-type: none"> • The intended audience is somewhat evident. • The purpose is somewhat appropriate. • Content somewhat reflects awareness of audience and 	<ul style="list-style-type: none"> • The intended audience is not evident. • The purpose is not appropriate. • Content does not reflect awareness of audience and purpose.

thesis.			purpose.	
Develop appropriate content to support position or thesis.	<ul style="list-style-type: none"> Position or thesis is supported by appropriate, relevant and compelling content 	<ul style="list-style-type: none"> Position or thesis is mostly supported by appropriate, relevant and compelling content 	<ul style="list-style-type: none"> Position or thesis is somewhat supported by appropriate, relevant and compelling content 	<ul style="list-style-type: none"> Position or thesis is not supported by appropriate, relevant and compelling content
Gather and document credible sources to support position or thesis.	<ul style="list-style-type: none"> Position or thesis is supported by credible, relevant sources Sources are documented appropriately. 	<ul style="list-style-type: none"> Position or thesis is mostly supported by credible, relevant sources Sources are mostly documented appropriately. 	<ul style="list-style-type: none"> Position or thesis is somewhat supported by credible, relevant sources Sources are somewhat documented appropriately. 	<ul style="list-style-type: none"> Position or thesis is not supported by credible, relevant sources Sources are not documented appropriately.
Use appropriate grammar and mechanics to communicate position or thesis.	<ul style="list-style-type: none"> Grammar is used appropriately. Mechanics are used appropriately. 	<ul style="list-style-type: none"> Grammar is mostly used appropriately. Mechanics are mostly used appropriately. 	<ul style="list-style-type: none"> Grammar is somewhat used appropriately. Mechanics are somewhat used appropriately 	<ul style="list-style-type: none"> Grammar is not used appropriately. Mechanics are not used appropriately

Adapted from the Association of American Colleges and Universities (AAC&U), Valid Assessment of Learning in Undergraduate Education (VALUE), 2014.

Notes:

Academic skill standards 1 - 9 have been incorporated into the rubric. These are now criteria to assess the learning outcome.