



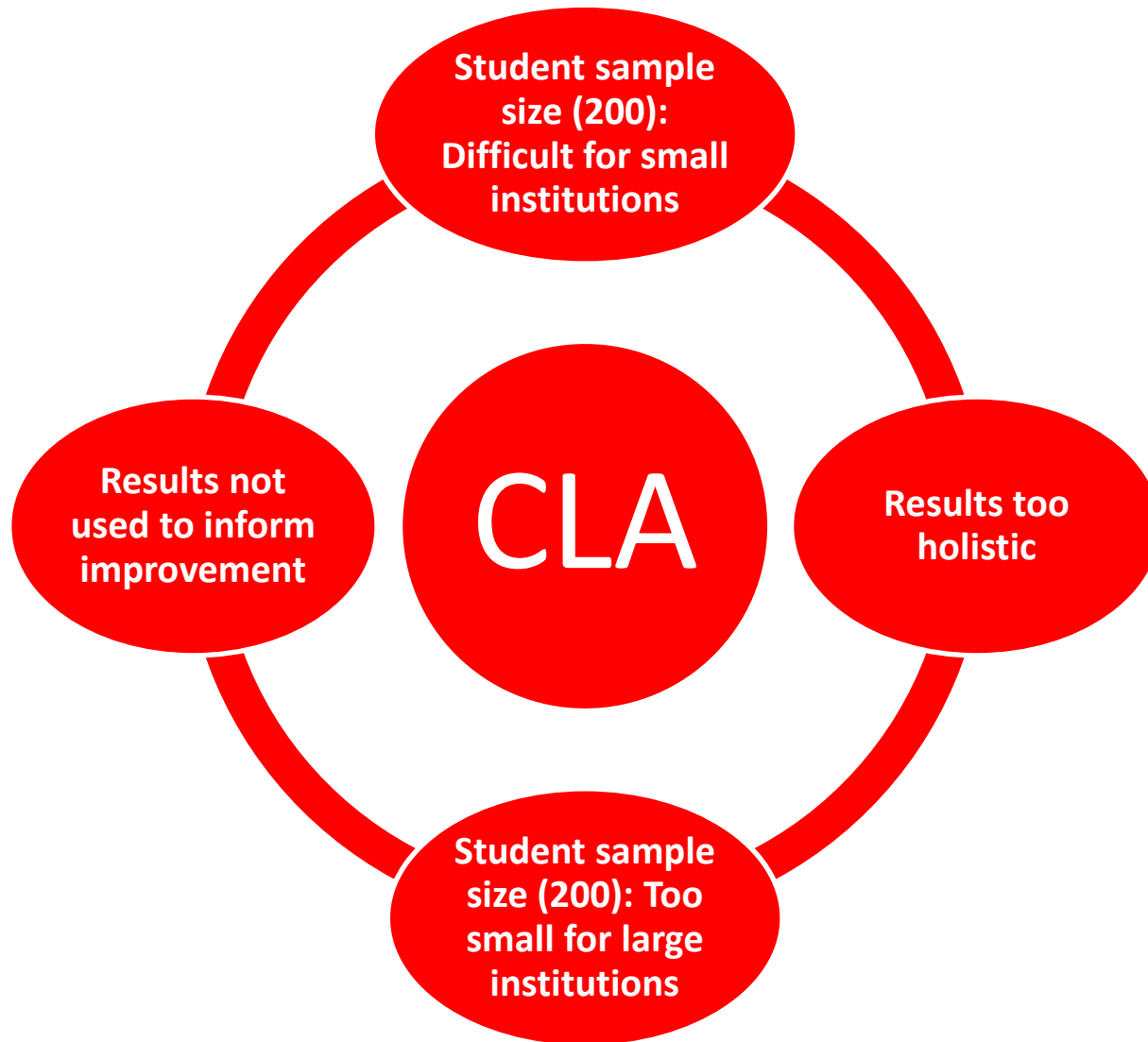
***Focus on Institutional Improvement:  
First Steps in Developing Meaningful General Education Assessment***

**West Virginia Advisory Council of Faculty  
Spring Meeting: April 26, 2013**

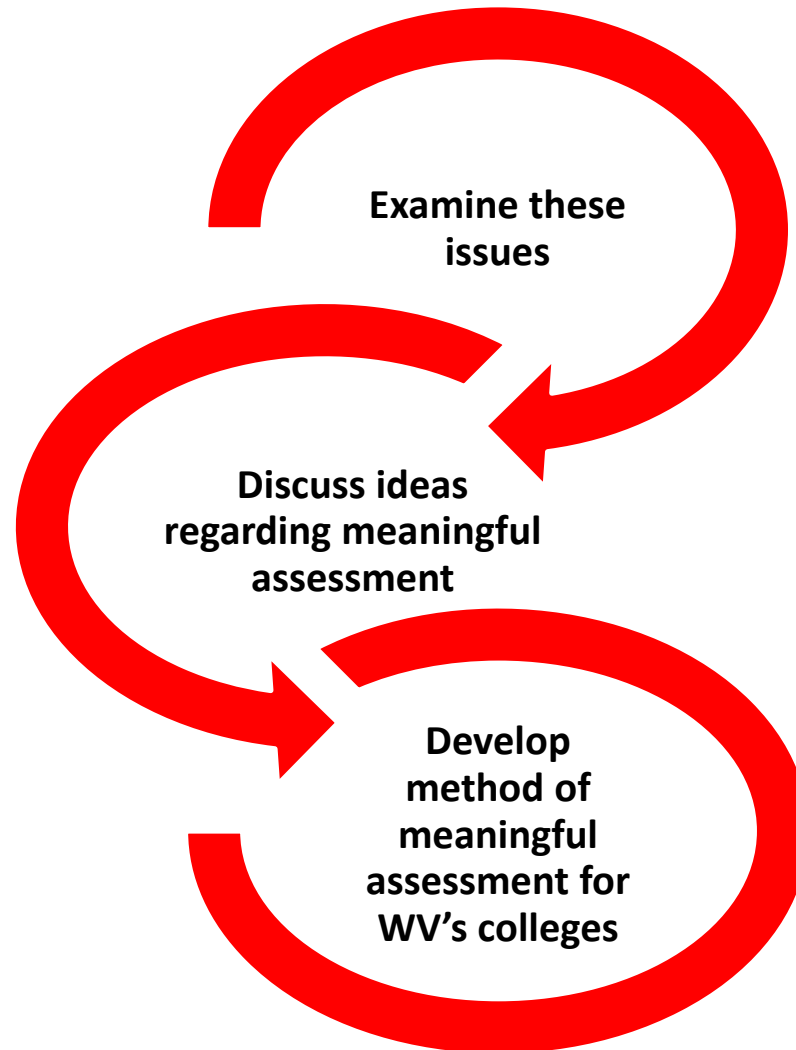
**Mary E. Reynolds, Marshall University  
Tracey Anderson, Bluefield State College**

# Concerns

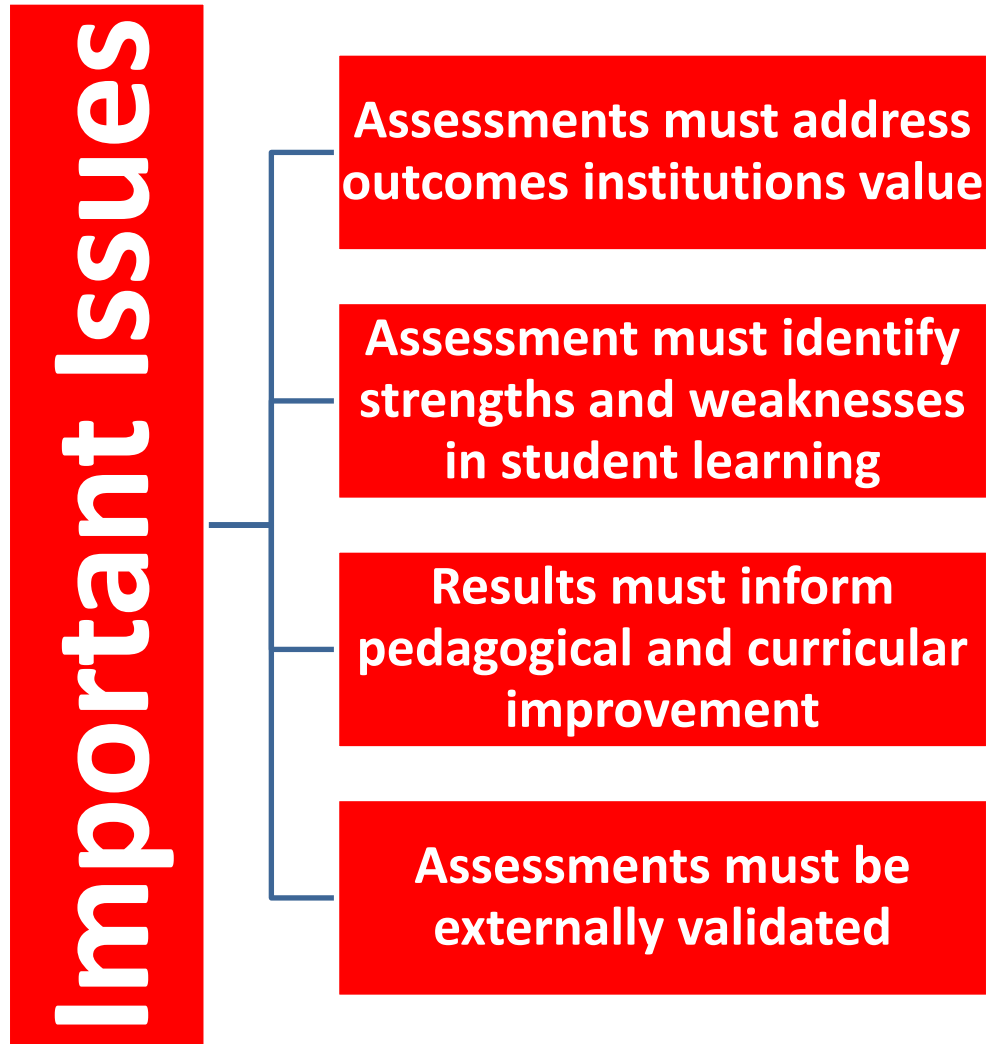
## Collegiate Learning Assessment: CLA



# Solution



# Moving away from the CLA



# West Virginia Higher Education Assessment Council's Actions: May 2012

**Discussed  
Importance  
of**

- **Assessment for two and four-year institutions**
- **Customized assessment tailored to missions of institutions**
- **Externally validated assessments**
- **Identifying commonalities among state institutions' outcomes**

# West Virginia Higher Education Assessment Council's Actions: May – June 2012

**May – June  
2012**

- Each institution shared its learning outcomes.
- Outcomes were collated for Council members.

**June 2012**

- Pearson representatives attended June meeting.
- Council decided first step was to determine areas of learning common to all two- and four-year institutions. Formed subcommittee for this purpose.

General Education Student Learning Outcomes  
from West Virginia's 2- and 4-Year Higher Education Institutions

GENERAL EDUCATION STUDENT LEARNING OUTCOMES	Communication	Quantitative Literacy	Diversity/Global Awareness/Intercultural Thinking	Scientific Literacy	Critical/Analytic Thinking	Information and Technical Literacy	Ethical Behavior	Inquiry/Research	Social Science Literacy	Civic Engagement	Arts	Lifelong Learning	Integrative Thinking	Wellness	Metacognitive Reflection	Creative Thinking	Teamwork	Career Knowledge and Related Skills
<b>4-Year institutions</b>																		
Bluefield State College	1	1	1	1	1	1										1		
Concord University	1	1	1	1	1		1		1		1	1			1		1	
Fairmont State University	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Glenville State College	1	1	1	1	1	1	1	1		1	1	1	1	1				
Marshall University	1	1	1	1		1	1	1		1	1		1		1	1		
Potomac State College of WVU	1	1		1				1	1									
Shepherd University	1	1	1	1	1	1	1	1	1	1		1	1	1			1	
West Liberty University	1	1	1	1	1	1								1				
West Virginia State University	1	1	1	1	1	1			1			1			1			
West Virginia University	1	1	1	1	1	1		1	1									
West Virginia University IT	1	1	1	1	1	1		1	1									
<b>2-Year institutions</b>																		
Blue Ridge CTC	1	1	1	1	1		1		1									1
Bridgemont CTC	1	1	1	1			1											
Eastern West Virginia CTC	1	1	1	1	1	1	1	1		1	1	1						1
Kanawha Valley CTC	1	1	1	1	1	1	1	1										
Mountwest CTC	1	1	1		1	1	1			1								
New River CTC	1	1	1	1	1	1	1		1	1								
Pierpont CTC	1	1	1		1	1												1
Southern West Virginia CTC	None Submitted																	
West Virginia Northern CC	No representative on WV Assessment Council																	
West Virginia University at Parkersburg	1	1	1	1	1		1	1	1		1							
<b>Total</b>	19	19	18	17	16	14	12	10	10	7	6	6	4	4	4	3	3	3
<b>Rank Order</b>	1	1	2	3	4	5	6	7	7	8	9	9	10	10	10	11	11	11

# Top Seven Shared Areas of Learning

**1. Communication – all institutions**

**1. Quantitative Literacy – all institutions**

**3. Diversity/Intercultural Thinking/Global Awareness**

**4. Scientific Literacy**

**5. Critical/Analytic Thinking**

**6. Information/Technical Literacy**

**7. Ethical Behavior**



# West Virginia Higher Education Assessment Council's Actions: September 2012

**Analysis and discussion**



**Agreement on four areas of learning**

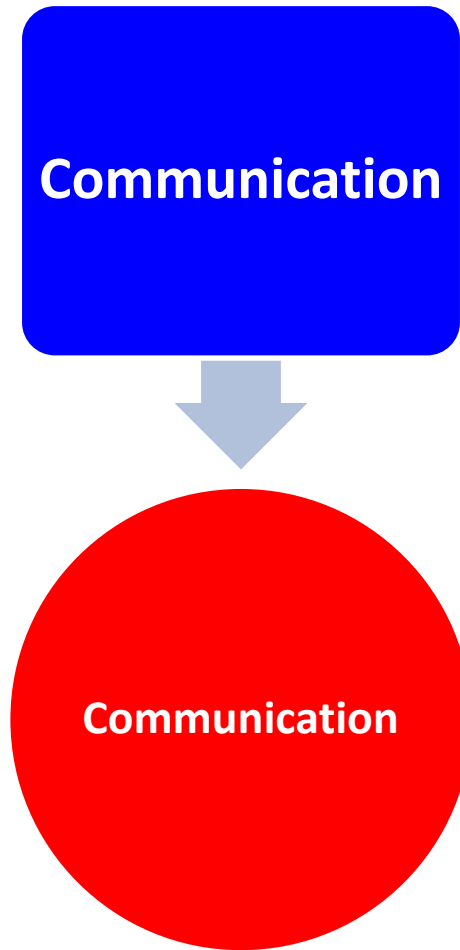
**Communication**

**Quantitative Literacy**

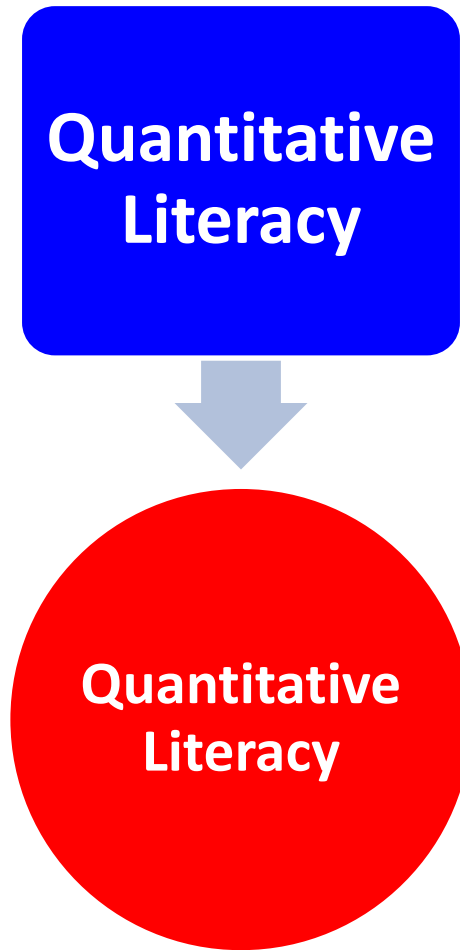
**Citizenship**

**Critical Thinking/Analytic  
Inquiry/Problem Solving**

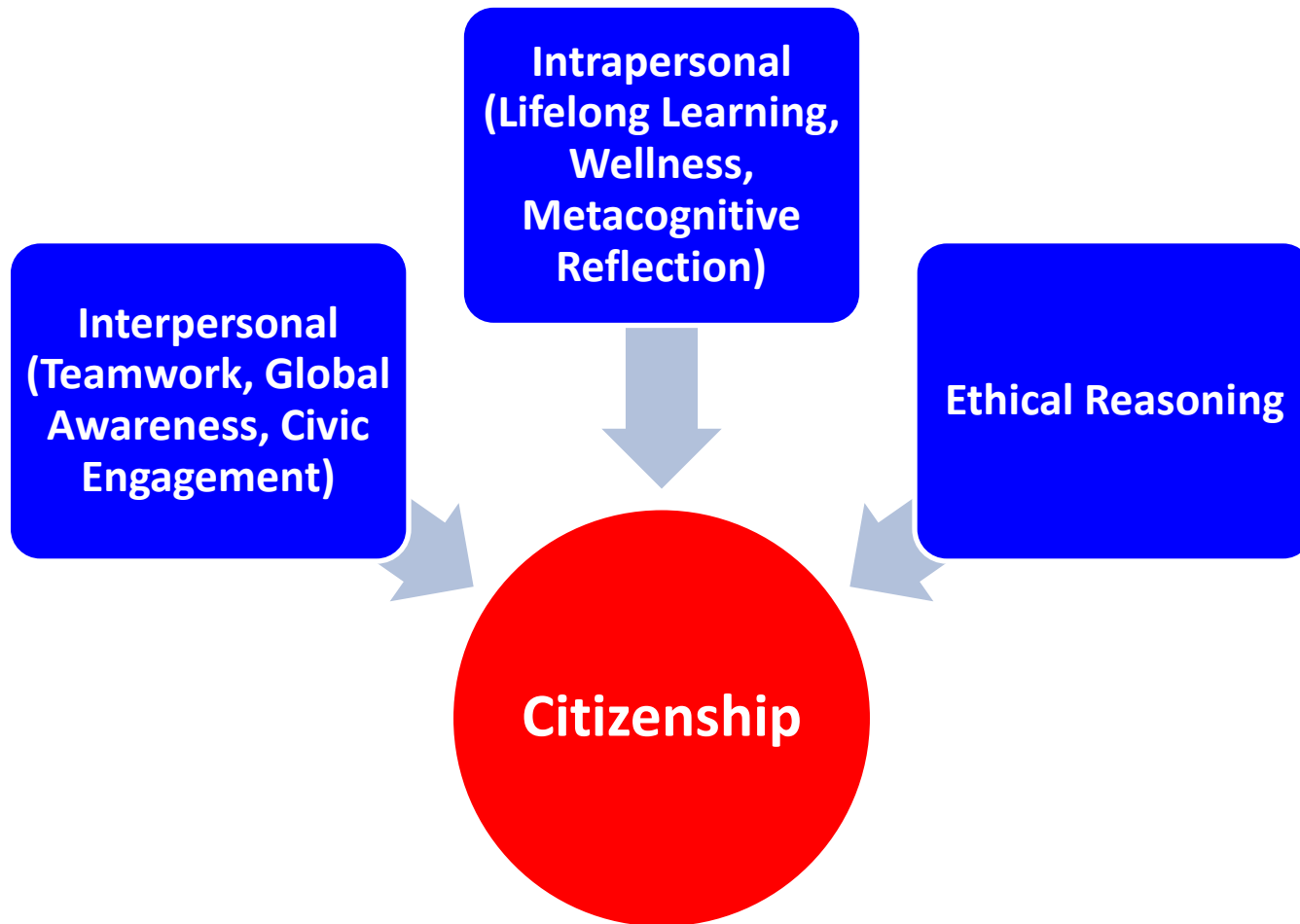
# Council's Thought Process



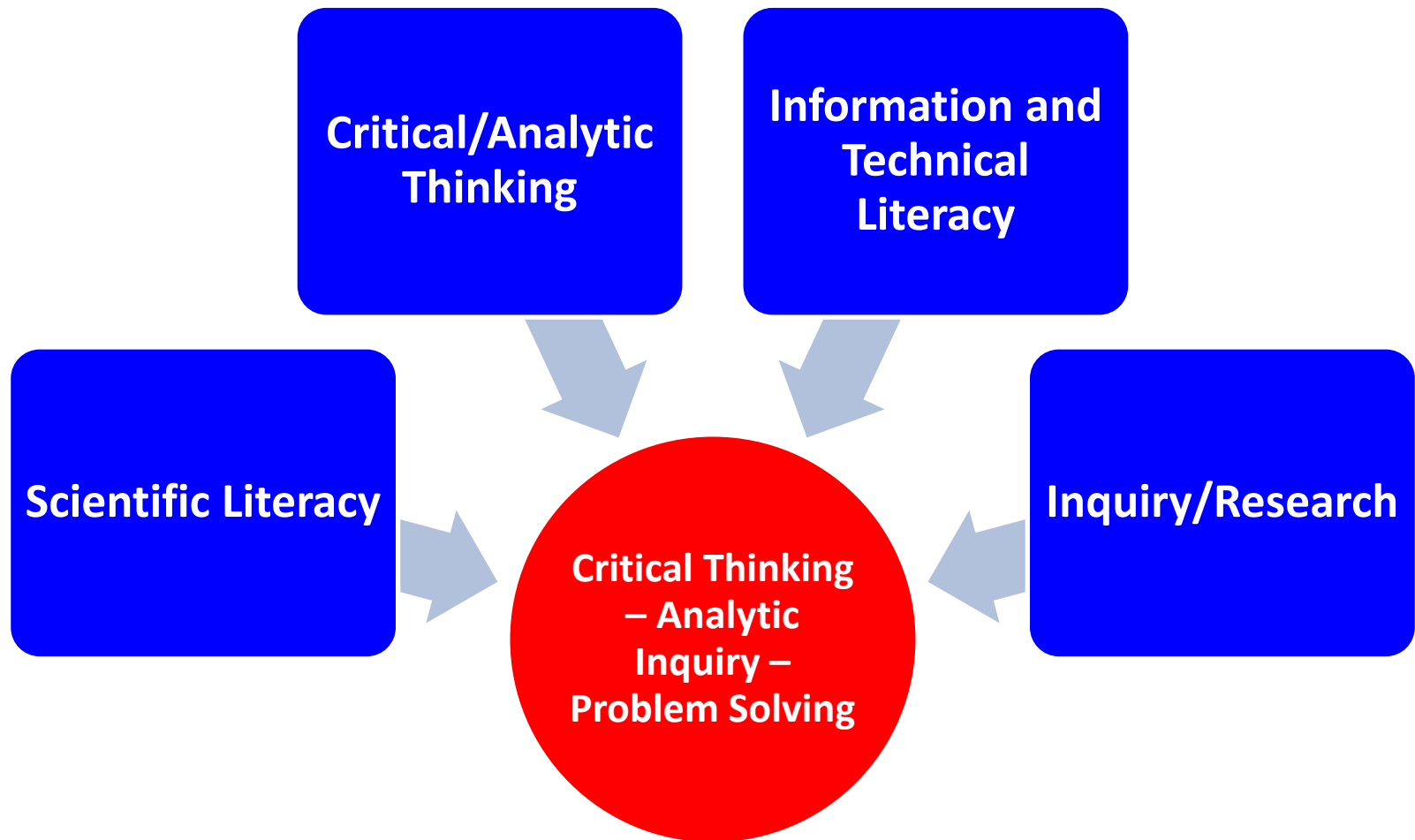
# Council's Thought Process



# Council's Thought Process



# Council's Thought Process



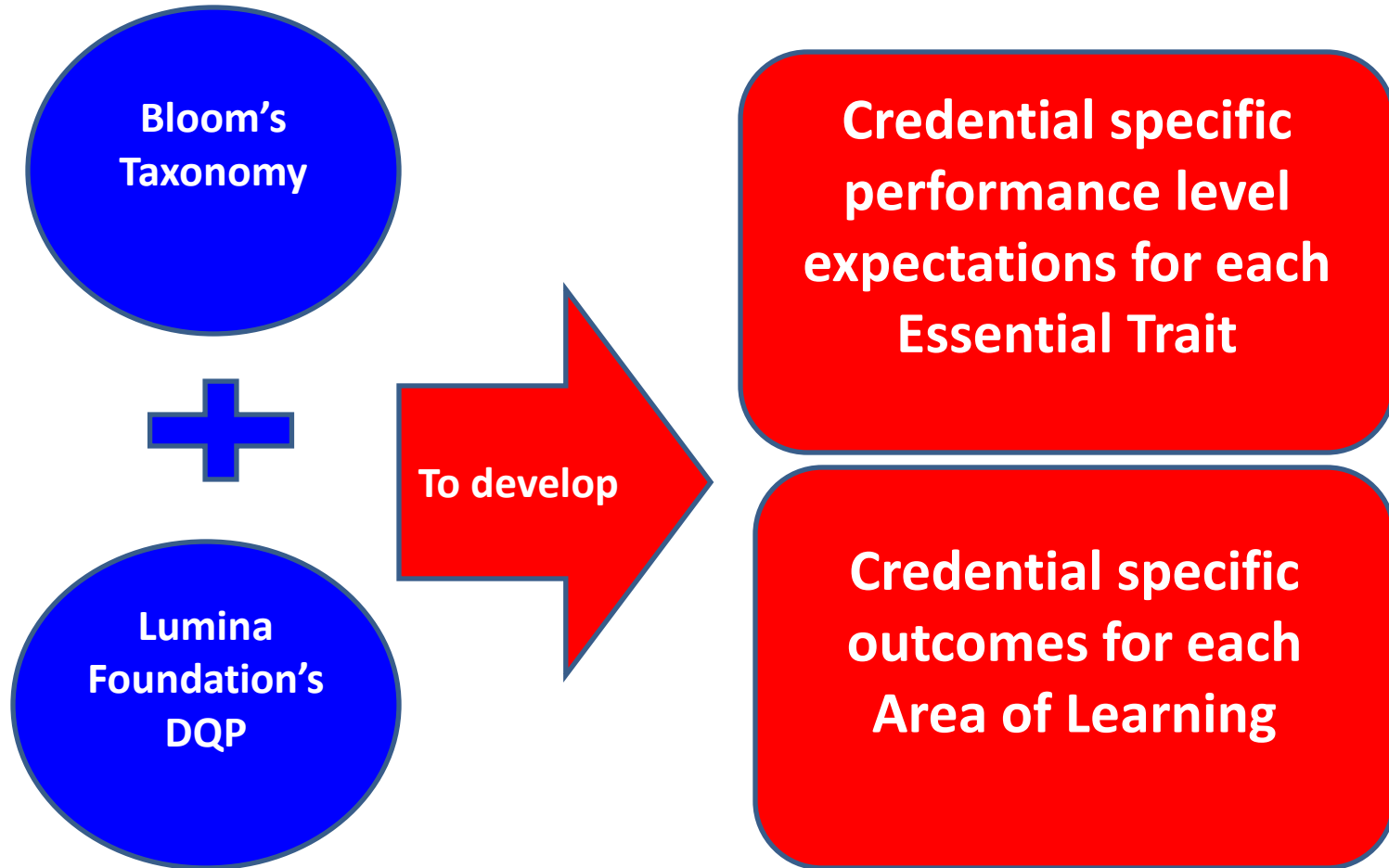
## West Virginia Higher Education Assessment Council's Actions

**Formed a Subcommittee  
for each Area of  
Learning charged with**

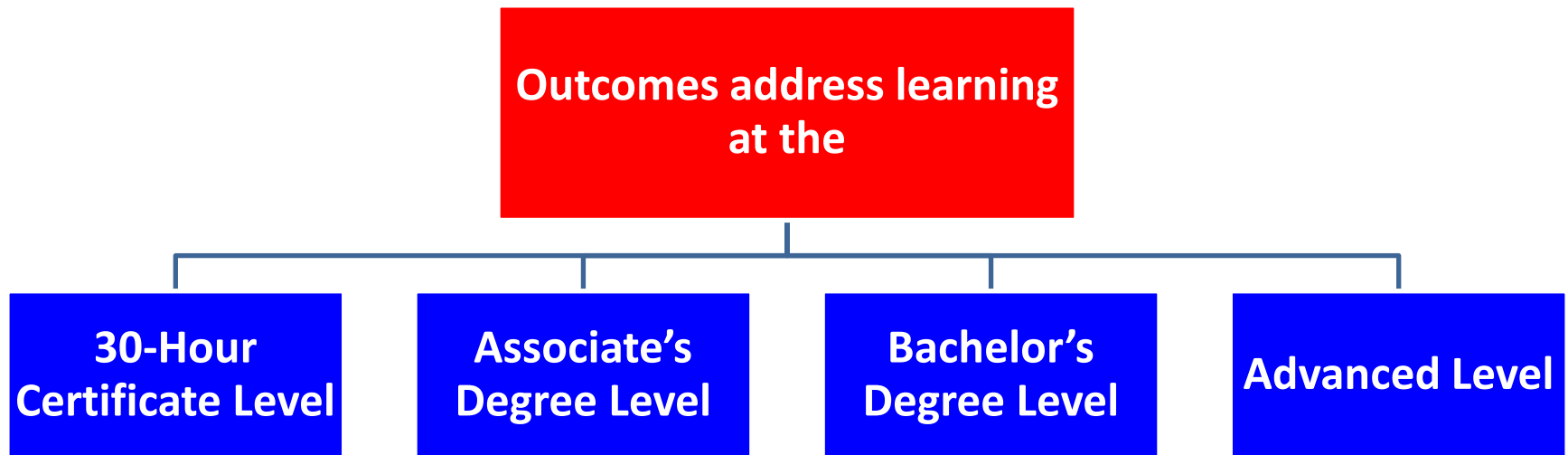
- **Developing its definitions**
- **Developing its essential traits**

# West Virginia Higher Education Assessment Council's Actions: September – February 2013

## Subcommittees used



# West Virginia Higher Education Assessment Council's Actions





## Quantitative Literacy

**Definition:** Quantitative Literacy is defined as the ability to analyze and evaluate quantitative information and to use that information to formulate valid arguments supported by quantitative evidence and quantitative solutions to real-world problems.

**Outcome for students receiving a One-Year Certificate:** Students will **explain** basic quantitative concepts, visual representations of quantitative information and the process of estimation. Additionally, students will **identify** patterns in data and **report** circumstances, problems, or actions quantitatively.

**Outcome for students receiving an Associate's Degree:** Students will **retrieve** and **prioritize** visual representations of quantitative information, **choose** an estimate and **explain** rationale for doing so, **interpret** the results of a statistical analysis, and **illustrate** and **examine** circumstances, problems, and/or actions quantitatively.

**Outcome for students receiving a Bachelor's Degree:** Students will **validate** visual representations of quantitative information, **formulate** plausible estimates, **differentiate** valid from questionable statistical results, and **analyze** real-world problems quantitatively.

**Outcome for students achieving an Advanced Level:** Students will **construct** visual representations of quantitative information, **synthesize** relevant information and data to **formulate** plausible estimates, **modify** quantitative analyses that produce questionable results, **generalize** specific patterns to new situations, and **validate** problems quantitatively.

Essential Traits	Performance Levels			
	Certificate Benchmark	Associate's Benchmark	Bachelor's Benchmark	Advanced Benchmark
<b>Visual Representations</b>	<b>Summarize</b> or <b>explain</b> a visual representation of quantitative information.	<b>Retrieve</b> and <b>prioritize</b> visual representations of quantitative information.	<b>Validate</b> visual representations of quantitative information.	<b>Construct</b> a visual representation of quantitative information.
<b>Estimation</b>	<b>Explain</b> the process of estimation.	<b>Choose</b> an estimate and <b>explain</b> rationale for doing so.	<b>Use</b> appropriate procedures to <b>formulate</b> plausible estimates to specific questions/problems.	<b>Synthesize</b> relevant information and data to <b>formulate</b> plausible estimates to specific questions/problems.
<b>Data Analysis</b>	<b>Explain</b> basic quantitative terms/concepts. <b>Identify</b> patterns in the data.	<b>Interpret</b> the results of data analyses. <b>Explain</b> patterns in the data.	<b>Differentiate</b> valid from questionable statistical (or other quantitative) results and <b>explain</b> why the latter may be misleading. <b>Analyze</b> patterns in the data.	<b>Suggest</b> how a statistical analysis that produces a questionable result might be <b>modified</b> to produce a valid result. <b>Generalize</b> patterns to new situations or problems.
<b>Context</b>	<b>Explain</b> and <b>report</b> circumstances, problems, and/or actions quantitatively.	<b>Illustrate</b> and <b>examine</b> circumstances, problems, and/or actions quantitatively.	<b>Analyze</b> and <b>gauge</b> circumstances, problems, and/or actions quantitatively.	<b>Evaluate</b> and <b>validate</b> circumstances, problems, and/or actions quantitatively.

## Citizenship

**Definition:** Citizenship is the status of being civically engaged in one's community; demonstrating the ability to reason ethically within one's own community; demonstrating a willingness to be a lifelong learner; exhibiting intercultural knowledge and skills; contributing politically and non-politically to one's community as a member of a team and; actively promoting wellness and good health throughout one's community.

**Outcome for students receiving a One-Year Certificate:** Students will **demonstrate** basic tenets of citizenship to include ethical reasoning; interpersonal engagement in areas such as teamwork, global awareness, and civic engagement; and intrapersonal engagement in areas such as lifelong learning, wellness, and metacognitive reflection.

**Outcome for students receiving an Associate's Degree:** Students will **apply** basic tenets of citizenship to include ethical reasoning; interpersonal engagement in areas such as teamwork, global awareness, and civic engagement; and intrapersonal engagement in areas such as lifelong learning, wellness, and metacognitive reflection.

**Outcome for students receiving a Bachelor's Degree:** Students will **analyze** and **evaluate** the tenets of citizenship to include ethical reasoning; interpersonal engagement in areas such as teamwork, global awareness, and civic engagement; and intrapersonal engagement in areas such as lifelong learning, wellness, and metacognitive reflection.

**Outcome for students achieving an Advanced Level:** Students will **initiate** the tenets of citizenship to include ethical reasoning; interpersonal engagement in areas such as teamwork, global awareness, and civic engagement; and intrapersonal engagement in areas such as lifelong learning, wellness, and metacognitive reflection.



Essential Traits	Performance Levels			
	Certificate Benchmark	Associate's Benchmark	Bachelor's Benchmark	Advanced Benchmark
<b>Interpersonal Engagement</b> (teamwork, global awareness, and civic engagement)	<b>Demonstrate</b> basic tenets of interpersonal engagement.	<b>Apply</b> basic tenets of interpersonal engagement.	<b>Analyze</b> and <b>evaluate</b> basic tenets of interpersonal engagement.	<b>Initiate</b> basic tenets of interpersonal engagement.
<b>Intrapersonal Engagement</b> (lifelong learning, wellness, and metacognitive reflection)	<b>Apply</b> basic tenets of intrapersonal engagement.	<b>Apply</b> basic tenets of intrapersonal engagement.	<b>Differentiate</b> basic tenets of intrapersonal engagement.	<b>Model</b> basic tenets of intrapersonal engagement.
<b>Ethical Reasoning</b>	<b>Apply</b> basic tenets of ethical reasoning.	<b>Discuss</b> and <b>apply</b> basic tenets of ethical reasoning.	<b>Judge</b> basic tenets of ethical reasoning.	<b>Integrate</b> basic tenets of ethical reasoning.

## Critical Thinking/Analytic Inquiry/Problem Solving

**Definition:** This area of learning incorporates the comprehensive exploration of issues, ideas, and events, the analysis of these explorations, and the designing, evaluating, and implementing of strategies to draw informed conclusions, form opinions, solve problems. This includes the ability to know when more information is needed, and where to identify, locate, effectively evaluate, and use information in this process.

**Outcome for students receiving a One-Year Certificate:** Students will **distinguish** fact from opinion, **identify** assumptions when constructing an argument, **employ** one or more approaches to solving problems, and **determine** conclusions that are tied to the results of the strategy.

**Outcome for students receiving an Associate's Degree:** Students will **distinguish** fact from opinion, **question** the validity of some assumptions, **explain** why various approaches to solving a problem may be effective, and **discuss** several possible conclusions.

**Outcome for students receiving a Bachelor's Degree:** Students will **examine** the reliability of sources, **analyze** own and others' assumptions, **evaluate** the success of various strategies to solve problems, and **discuss** several possible conclusions, taking opposing viewpoints into consideration.

**Outcome for students achieving an Advanced Level:** Students will **synthesize** information from reliable sources, **evaluate** own and others' assumptions, **develop** problem-solving strategies as needed, and **evaluate** several possible conclusions, taking opposing viewpoints into consideration.

Essential Traits	Performance Levels			
	Certificate Benchmark	Associate's Benchmark	Bachelor's Benchmark	Advanced Benchmark
<b>Fact versus Opinion</b>	<b>Distinguish</b> the difference between fact and opinion <b>Determine</b> and <b>Evaluate</b> the relevance of facts.	<b>Distinguish</b> fact from opinion by thoroughly evaluating evidence and questioning the viewpoints of experts.	<b>Determine</b> whether or not information is factual by critically <b>examining</b> the reliability of its source.	<b>Synthesize</b> information from several reliable sources.
<b>Assumptions</b>	<b>Identify</b> own and others' assumptions when presenting a position.	<b>Question</b> the validity of some assumptions.	Thoroughly (systematically and methodically) <b>analyze</b> own and others' assumptions when presenting a position.	<b>Evaluate</b> own and others' assumptions before presenting a position.
<b>Strategies</b>	<b>Employ</b> one or more strategies/approaches to solve a problem.	<b>Explain</b> why one or more approaches for solving a problem will be effective.	<b>Evaluate</b> the success of one or more strategies/ approaches to solve a problem and, based on this evaluation.	<b>Develop</b> strategy if necessary.
<b>Logical Conclusions</b>	<b>Determine</b> a conclusion that is tied to the results of the strategy.	<b>Discuss</b> several possible conclusions, taking into consideration multiple viewpoints.	<b>Discuss</b> several possible conclusions, taking opposing viewpoints into consideration and <b>examine</b> evidence to support his/her conclusion.	<b>Evaluate</b> several possible conclusions, taking opposing viewpoints as well as related outcomes (consequences and implications) into consideration.

## Communications

**Definition:** Communication is an interaction designed to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

**Outcome for students receiving a One-Year Certificate:** Students will **use** appropriate techniques to deliver messages using various communication channels within the chosen professional environment.

**Outcome for students receiving an Associate's Degree:** Students will **apply** appropriate techniques to deliver messages using a combination of conversing, speaking, listening, corresponding, and writing using various communication channels.

**Outcome for students receiving a Bachelor's Degree:** Students will **determine** and **implement** appropriate techniques to deliver messages to a specific audience using a combination of conversing, speaking, listening, corresponding, and writing using various communication channels.

**Outcomes for students achieving an Advanced Level:** Students will **judge** an audience's perceived receptiveness to a planned message and **construct** a message using a combination of conversing, speaking, listening, corresponding, and writing using various communication channels.

Essential Traits	Performance Levels			
	Certificate Benchmark	Associate's Benchmark	Bachelor's Benchmark	Advanced Benchmark
<b>Presenting</b>	<b>Plan</b> and <b>deliver</b> forms of communications appropriate to the work environment.	<b>Plan</b> and <b>deliver</b> interactive and formal presentations (written and oral) that accomplish the intended goals and meet the needs of the audience.	<b>Plan</b> and <b>deliver</b> interactive and formal presentations (written and oral) where all main points are amply supported with valid, relevant, specific evidence. Ideas work together as unified whole.	<b>Plan</b> and <b>deliver</b> interactive and formal presentations (written and oral) where all main points are amply supported with valid, relevant, specific evidence. Ideas work together as unified whole.
<b>Receiving</b>	<b>Interpret</b> the messages of supervisors, co-workers, and customers with accuracy.	<b>Interpret</b> the sender's message, both verbal and nonverbal, with accuracy.	<b>Interpret</b> and <b>deduce</b> the sender's message, both verbal and nonverbal, with accuracy.	<b>Interpret</b> and <b>deduce</b> the sender's message, both verbal and nonverbal, and <b>validate</b> the accuracy of the interpretation.
<b>Purpose</b>	<b>Determine</b> the appropriate purpose of messages and convey with confidence.	<b>Articulate</b> with accuracy the intended purpose of the message and <b>develop</b> an appropriate introduction or thesis.	<b>Appraise</b> the purpose and <b>tailor</b> the communication with engaging, clear, well-developed controlling idea, as appropriate to the intended message. Reflects confident, careful, even imaginative thought.	<b>Design</b> communication with engaging, clear, well-developed controlling idea, as appropriate to the intended message. Reflects confident, careful, even imaginative thought while <b>modifying</b> it as necessary to achieve the intended purpose.

# Feedback Requested

**Captured essential traits?**

**Performance level expectations?**

**Bloom's taxonomy language?**

# Immediate Plans

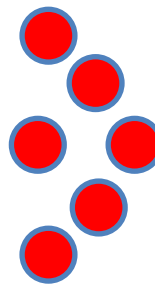
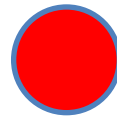
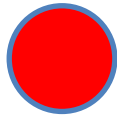
Share with WVAA, WVACF, and faculty of WV public institutions



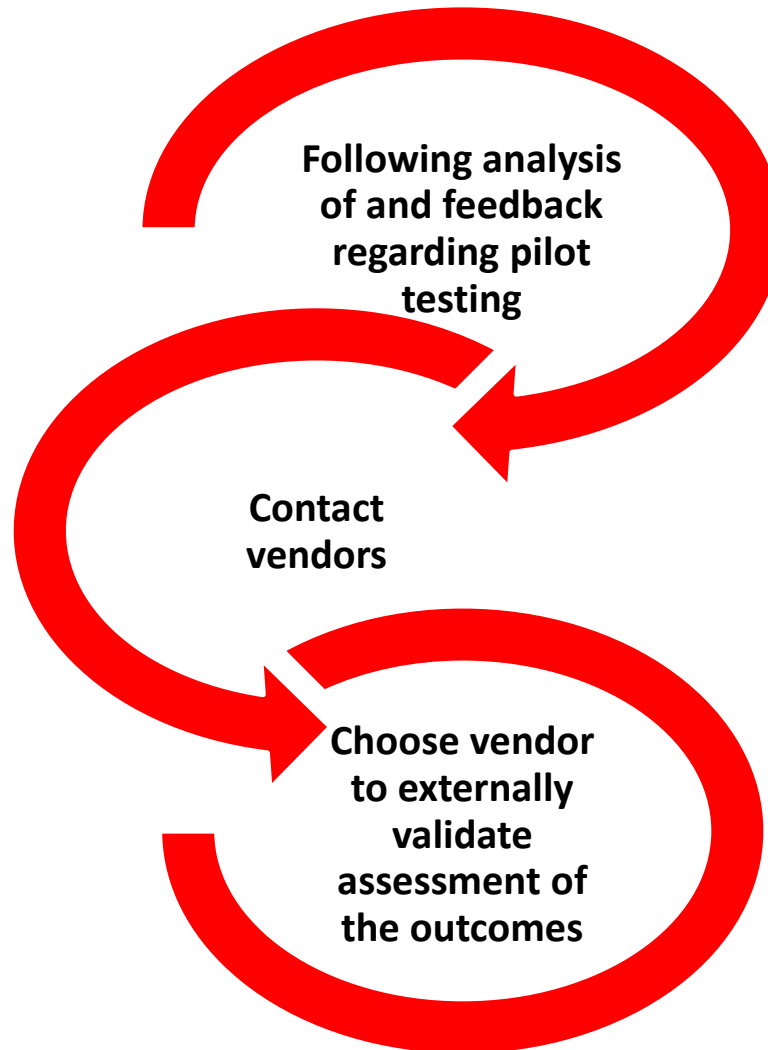
Receive feedback/suggestions



Make modifications as appropriate



# Future Plans



# Considerations

## Must differentiate

- **Performance levels of native versus transfer students**

## Must address

- **Institutional “value-added.” Especially important in institutions with high transfer populations.**



# Questions

# References

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- Anderson, L.W., & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman, Inc.
- Rhodes, T., (ed., 2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.