

Central Virginia Community College  
2020-21 SCHEV General Education Assessment Report

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SCHEV General Education Assessment Planning Report Dates:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Critical Thinking					
Written Communication					
Scientific Literacy					
Quantitative Literacy					
Civic Engagement					
Professional Readiness					

**Statement of capacity to carry out this Assessment plan:**

Central Virginia Community College possesses the capacity to carry out this assessment plan. We have an existing process that currently assesses students at the course level annually and upon completion of an Associate’s degree for Written Communication, Quantitative Literacy, Scientific Literacy, and Critical Thinking. We have a realistic plan in place for formally assessing Civic Engagement and Professional Readiness within the initial six-year reporting cycle. In addition to our internal annual publication processes, assessment results will be shared publicly within SCHEV guidelines.

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## COVID-19 Note

The 2019-20 academic year, which was slated to be our first year assessing these outcomes, was interrupted by COVID-19, preventing us from collecting and ultimately reporting our results. This report contains the 2020-21 results. However, this academic year was also impacted by the pandemic, resulting in adjustments to the original General Education plan. These changes are captured in the *Results* section of the report.

## Civic Engagement

### Definition:

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 graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

### Outcomes:

- **Introduced:** Identify civic, social, environmental, historical, or economic challenges at local, national, or global levels. Identify forms of governance and leadership both nationally and globally. Give examples of the connections between founding documents of modern governance and national and local issues.
- **Developed:** Formulate a plan to participate in government, community, and/or campus action. Evaluate the ethical implications of individual, community, and civic actions. Summarize historical knowledge and current issues that are necessary to be an informed, contributing citizen.
- **Applied:** Present arguments, both for and against, regarding issues or events critical to participating as an informed citizen in a democratic society. Evaluate the outcomes of civic actions undertaken. Describe how diverse opinions, values, perspectives, and life experiences shape and characterize a society or community.

### Goals:

1. Annual voting and voting registration drives will be conducted for state and federal elections (with student participation). Once baseline data is acquired from the National Study of Learning, Voting, and Engagement (NSLVE) in spring 2019 our goals will be to:
  - Increase the percentage of students who are registered to vote.
  - Increase the percentage of students who vote.
  - Exceed the national and state student voting averages.To measure the extent to which students:
  - Formulate a plan to participate in government, community, and/or campus action.
  - Evaluate the ethical implications of individual, community, and civic actions.
  - Summarize historical knowledge and current issues that are necessary to be an informed, contributing citizen.
2. A random sample of students enrolled in College Composition I (ENG 111) will score, on average, two (minimal proficiency) or higher on the ideas and development categories of a rubric graded writing assignment using the CVCC Written Communication rubric (Appendix A) to measure the extent to which students can perform the following objectives:
  - Identify civic, social, environmental, historical, or economic challenges at local, national, or global levels.
  - Identify forms of governance and leadership both nationally and globally.
3. On average, students enrolled in English Literature Courses (ENG 241/242) will score a grade of seventy percent (70%) or better on a Civic Engagement related essay assignment to measure the extent to which students can perform the following objectives:
  - Present arguments, both for and against, regarding issues or events critical to

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- participating as an informed citizen in a democratic society.
  - Evaluate the outcomes of civic actions undertaken.
  - Describe how diverse opinions, values, perspectives, and life experiences shape and characterize a society or community.
4. Seventy percent (70%) of students enrolled in U.S. Government I & II (PLS 211/212) will score a grade of seventy percent (70%) or better on a Civic Engagement related written, research-based essay to measure the extent to which students can perform the following objectives:
- Present arguments, both for and against, regarding issues or events critical to participating as an informed citizen in a democratic society.
  - Evaluate the outcomes of civic actions undertaken.
  - Describe how diverse opinions, values, perspectives, and life experiences shape and characterize a society or community.
5. Seventy percent (70%) of students enrolled Principles of Macroeconomics (ECO 201) will correctly answer questions assigned in Civic Engagement related written exercises to measure the extent to which students can perform the following objectives:
- Identify civic, social, environmental, historical, or economic challenges at local, national, or global levels.
  - Identify forms of governance and leadership both nationally and globally.

**Methods:**

1. A college wide annual voting and voting registration drive will be conducted for state and federal elections (with student participation).
2. Students enrolled in College Composition I (ENG 111) will complete a rubric graded writing assignment on a topic which pertains to civic engagement.
3. Students enrolled in English Literature Courses (ENG 241/242) will examine and discuss how literary texts are informed by socio-political, economic, cultural, historical, and biographical factors.
4. Students enrolled in U.S. Government I & II (PLS 211/212) will complete a written, research-based essay demonstrating their ability to analyze a politically divisive issue and, using peer-reviewed research, propose a potential equitable resolution to the issue.
5. Students enrolled in Principles of Macroeconomics (ECO 201) will complete written assignments that acquaint students to civic engagement challenges.

**Schedule:**

1. NSLVE data will be obtained in spring following national elections (odd numbered years). Results are compiled and shared annually with all discipline department coordinators and a list of actions for improvement are identified and shared. Follow-up on action steps is recorded at the conclusion of each academic year.
2. Civic Engagement assessment results will be collected from students enrolled in College Composition I (ENG 111) each fall and College Composition II (ENG 112) each spring. All results are collected, summarized, and reported annually to faculty with actions for improvement implemented annually.
3. Civic Engagement assessment results will be collected from students enrolled in English Literature (ENG 241) each fall and English Literature II (ENG 242) each spring. All results are collected, summarized, and reported annually to faculty with actions for improvement

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implemented annually.

4. Civic Engagement assessment results will be collected from students enrolled in U.S. Government I (PLS 211) each fall and U.S. Government II (PLS212) each spring. All results are collected, summarized, and reported annually to faculty with actions for improvement implemented annually.
5. Civic Engagement assessment results are collected from students enrolled in Macroeconomics (ECO 201) each term. All results are collected, summarized, and reported annually to faculty with actions for improvement implemented annually.

**Results:**

1. **Target met:** NSLVE data for the 2020 presidential election will not be made available until fall 2021. We have, however, received the data for the 2018 mid-term election. Here are some notable data points from the report:
  - The percentage of registered voters increased from 61% in 2014 to 71.4% in 2018.
  - The percentage of registered voters who voted increased from 36.7% in 2014 to 57.1% in 2018.
  - The overall voting rate increased from 22.4% in 2014 to 40.7% in 2018.
  - The overall voting rate at CVCC was 40.7% compared to 39.1% for all institutions.
2. **Target met:** Students in ENG 111 scored, on average, a 2.44 ENG 112 students were not assessed due to COVID-19.
3. **Target met:** 77.4% of students in ENG 241 scored a 70% or above and 72.3% of students in ENG 242 scored a 70% or above.
4. **Target met:** 79.7% of students in PLS 211 scored a 70% or above and 92.2% of students in PLS 212 scored a 70% or above.
5. **Target met:** Students scored an average of 86% in the spring term.

**Communication of findings:**

CVCC's general education task force, in consultation with faculty and deans, review assessment results annually and develop and share action steps for improvement and follow-up on the action steps. Assessment examples from courses that map to Civic Engagement per the CVCC Curriculum Map (Appendix B) are shared in an annual report to further introduce, develop, and apply student-learning outcomes. Assessment results are reported across course type and delivery mode. Student level assessments will capture student IDs so that results may be disaggregated by categories such as race and Pell grant status to identify disparities.

**Additional institutional contacts:**

Charles Poff ([poffc@centralvirginia.edu](mailto:poffc@centralvirginia.edu)) Jim Tuite ([Tuitej@centralvirginia.edu](mailto:Tuitej@centralvirginia.edu))

## Critical Thinking

### Definition:

The ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

### Outcomes:

- **Introduced:** Identify and evaluate relevant and diverse points of view. Identify logical fallacies, propaganda techniques, opinions, stereotypes, and assumptions. Identify conclusions based on empirical evidence.
- **Developed:** Evaluate source materials for rigor, validity and authenticity.
- **Applied:** Use sources to develop rigorous arguments and analyze problems. Use deductive and inductive reasoning to draw conclusions based on data.

### Goals:

1. Students graduating with an associate degree will score on average above the national norm on the Critical Thinking scaled score of the ETS Proficiency Profile to measure the extent to which students can perform the following objective:
  - Identify and evaluate relevant and diverse points of view, identify logical fallacies, propaganda techniques, opinions, stereotypes, and assumptions and identify conclusions based on empirical evidence.
2. A random sample of students enrolled in College Composition I & II (ENG 111/112) will score, on average, two (minimal proficiency) or higher on a rubric graded writing assignment using the CVCC Written Communication rubric (Appendix A) to measure the extent to which students can perform the following objective:
  - Use sources to develop rigorous arguments and analyze problems.
  - Use deductive and inductive reasoning to draw conclusions based on data.
3. Seventy percent (70%) of students enrolled in Principles of Macroeconomics (ECO 201) will score a grade of seventy percent (70%) or better on a rubric graded writing assignment that requires reviewing an article to measure the extent to which students can perform the following objective:
  - Identify and evaluate relevant and diverse points of view, identify logical fallacies, propaganda techniques, opinions, stereotypes, and assumptions and identify conclusions based on empirical evidence.
  - Evaluate source materials for rigor, validity and authenticity.

### Method:

1. The ETS Proficiency Profile, a multiple-choice test, is administered to students completing an associate degree as a graduation requirement at the end of each term.
2. Students enrolled in College Composition I & II (ENG 111/112) complete a rubric graded writing assignment each term.
3. Students enrolled in Principles of Macroeconomics (ECO 201) will complete a rubric graded writing assignment that requires reviewing an article and writing a narrative that acknowledges the presence of logical fallacies in the article as well as all economic issues being addressed.

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**Schedule:**

1. ETS Proficiency Profile results are collected from associate degree graduates each term. All results are collected, summarized, and reported annually to faculty with actions for improvement implemented annually.
2. Critical Thinking assessment results are collected from students enrolled in College Composition I (ENG 111) each fall and College Composition II (ENG 112) each spring. All results are collected, summarized, and reported annually to faculty with actions for improvement implemented annually.
3. Civic Engagement assessment results are collected from students enrolled in Macroeconomics (ECO 201) each term. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.

**Results:**

1. **Target met:** CVCC students scored 111 compared to the national average of 110. This data is from Spring 2019. The assessment has not been administered for the last two academic years due to COVID-19. The assessment will resume in 2021-22.
2. **Target met:** Students in ENG 111 scored, on average, a 2.44. ENG 112 students were not assessed due to COVID-19.
3. **Target met:** Students in ECO 201 scored an average of 75%.

**Communication of findings:**

CVCC's general education task force, in consultation with faculty and deans, review assessment results annually and develop and share action steps for improvement and follow-up on the action steps. Assessment examples from courses that map to Critical Thinking per the CVCC Curriculum Map (Appendix B) are shared in an annual report to further introduce, develop, and apply student-learning outcomes. Assessment results are reported across course type and delivery mode. Student level assessments will capture student IDs so that results may be disaggregated by categories such as race and Pell grant status to identify disparities.

**Additional institutional contact(s):** Matthew Poteat ([poteatm@centralvirginia.edu](mailto:poteatm@centralvirginia.edu))

## Professional Readiness

### Definition:

The ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

### Outcomes:

- **Introduced:** Recognize appropriate workplace and classroom habits, demeanor, and behavior. Identify the qualities of an ethical decision.
- **Developed:** Collaborate with others on a task to achieve a common goal. Cultivate skills to communicate effectively and professionally.
- **Applied:** Set goals, and implement a plan for personal, professional, and/or academic achievement.

### Goals:

1. Seventy percent (70%) of students enrolled in College Success Skills (SDV 100) will correctly respond to questions in a Communication Styles assignment to measure the extent to which students can perform the following objectives:
  - Recognize appropriate workplace and classroom habits, demeanor, and behavior.
  - Identify the qualities of an ethical decision.
2. Seventy percent (70%) of students enrolled in Principles of Public Speaking (CST 100) will score seventy percent (70%) or better on a persuasive public speaking assignment to measure the extent to which students can perform the following objective:
  - Collaborate with others on a task to achieve a common goal.
  - Cultivate skills to communicate effectively and professionally.
3. Seventy percent (70%) of students enrolled in College Success Skills (SDV 100) will score at least seventy percent (70%) on the Career Research Assignment to measure the extent to which students can perform the following objective:
  - Set goals, and implement a plan for personal, professional, and/or academic achievement.

### Methods:

1. Students enrolled in College Success Skills (SDV 100) will view Communication Style modules specific to communication style types, communicating messages, listening, and difficult conversations and complete multiple-choice questions at the end of each module.
2. Students enrolled in Principles of Public Speaking (CST 100) complete a graded public speaking assignment that requires the student to research a persuasive topic, use evidence to support the claim, and demonstrate components of argumentation to attempt to convince their audience of their claims.
3. In order to set goals and implement a plan for personal, professional, and/or academic achievement, students enrolled in College Success Skills (SDV 100) will complete the Career Research Assignment.

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**Schedule:**

1. College Success Skills (SDV 100) assessment results are collected from students enrolled each fall and spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.
2. Principles of Public Speaking (CST 100) assessment results are collected from students enrolled each fall and spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.
3. College Success Skills (SDV 100) assessment results are collected from students enrolled each fall and spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.

**Results:**

1. **Target met:** Students in SDV 100 scored an average of 92%.
2. **Target met:** Students in CST 100 scored an average of 80%
3. **Target met:** Students in SDV 100 scored an average of 88%.

**Communication of findings:**

CVCC's general education task force, in consultation with faculty and deans, review assessment results annually and develop and share action steps for improvement and follow-up on the action steps. Assessment examples from courses that map to Professional Readiness per the CVCC Curriculum Map (Appendix B) are shared in an annual report to further introduce, develop, and apply student-learning outcomes. Assessment results are reported across course type and delivery mode. Student level assessments will capture student IDs so that results may be disaggregated by categories such as race and Pell grant status to identify disparities.

**Additional institutional contact(s):** Kimberly French ([frenchk@centralvirginia.edu](mailto:frenchk@centralvirginia.edu))

## Quantitative Literacy

### Definition:

The ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

### Outcomes:

- **Introduced:** Distinguish between quantitative and qualitative analysis. Identify numerical information presented in relevant equations, graphs, diagrams, tables, and words.
- **Developed:** Interpret quantitative information to draw relevant conclusions. Evaluate numerical information for usefulness, accuracy, and significance.
- **Applied:** Calculate and convey information into relevant equations, graphs, diagrams, tables, and words.

### Goals:

1. Students graduating with an associate degree will score on average above the national norm on the Mathematics scaled score of the ETS Proficiency Profile to measure the extent to which students can perform the following objectives:
  - Distinguish between quantitative and qualitative analysis.
  - Identify numerical information presented in relevant equations, graphs, diagrams, tables, and words.
2. Seventy percent (70%) of students enrolled in General Biology I-II (BIO 101/102) will correctly complete a Quantitative Literacy portion of graded lab assignments to measure the extent to which students can perform the following objectives:
  - Calculate and convey information into relevant equations, graphs, diagrams, tables, and words.
3. Seventy percent (70%) of students enrolled in Pre-Calculus I and Pre-Calculus II (MTH 161-162) will score sixty percent (60%) or better on Quantitative Literacy questions on a comprehensive final exam to measure the extent to which students can perform the following objective:
  - Calculate and convey information into relevant equations, graphs, diagrams, tables, and words.

### Methods:

1. The ETS Proficiency Profile, a multiple-choice test, is administered to students completing an associate degree as a graduation requirement at the end of each term.
2. Students enrolled in General Biology I-II (BIO 101/102) will correctly complete lab assignments that require presenting data in tables and graphs.
3. Method: Students enrolled in Pre-Calculus I and Pre-Calculus II (MTH 161-162) will complete a graded final exam that requires calculating and conveying information as part of Quantitative Literacy.

### Schedule:

1. Mathematics ETS Proficiency Profile results are collected from associate degree graduates each term. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.

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2. Quantitative Literacy assessment results are collected from students enrolled in General Biology I (BIO 101) each fall and General Biology II (BIO 102) each spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.
3. Quantitative Literacy assessment results are collected from students enrolled in Pre-Calculus I (MTH 161) each fall and Pre-Calculus II (MTH 162) each spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.

**Results:**

1. **Target met:** CVCC students scored an average of 112 compared to the national average of 111. This data is from Spring 2019. The assessment has not been administered for the last two academic years due to COVID-19. The assessment will resume in 2021-22.
2. **Target met:** 76.6% of students in BIO 101 answered the questions correctly. The assessment was not delivered to BIO 102 students due to COVID-19.
3. **Target partially met:** 94% of students in MTH 161 scored a 60% or above while just 67% of students in MTH 162 scored a 60% or above.

**Communication of findings:**

CVCC's general education task force, in consultation with faculty and deans, review assessment results annually and develop and share action steps for improvement and follow-up on the action steps. Assessment examples from courses that map to Quantitative Literacy per the CVCC Curriculum Map (Appendix B) are shared in an annual report to further introduce, develop, and apply student-learning outcomes. Assessment results are reported across course type and delivery mode. Student level assessments will capture student IDs so that results may be disaggregated by categories such as race and Pell grant status to identify disparities.

**Additional institutional contact(s):** Kathy Thomas ([thomask@centralvirginia.edu](mailto:thomask@centralvirginia.edu))

## Scientific Literacy

### Definition:

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 graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

### Outcomes:

- **Introduced:** Identify the components of scientific inquiry (observation, hypothesis, independent variable, dependent variable, methodology, results, and conclusions) leading to evidence-based knowledge.
- **Developed:** Design an experiment to test a hypothesis.
- **Applied:** Conduct an experiment to test a hypothesis, analyze the results, and communicate the findings.

### Goals:

1. Students graduating with an associate degree will score on average above the national norm on the Natural Sciences scaled score of the ETS Proficiency Profile to measure the extent to which students can perform the following objectives:
  - Identify the components of scientific inquiry (observation, hypothesis, independent variable, dependent variable, methodology, results, and conclusions) leading to evidence-based knowledge.
2. Seventy percent (70%) of the students enrolled in General Biology I and II (BIO 101/102) will correctly answer Scientific Literacy questions on the end-of-course examination to measure the extent to which students can perform the following objectives:
  - Identify the components of scientific inquiry (observation, hypothesis, independent variable, dependent variable, methodology, results, and conclusions) leading to evidence-based knowledge.
3. Seventy percent (70%) of the students enrolled in General Biology I and II (BIO 101 and 102) will complete the formative Scientific Literacy assessment assignments satisfactorily to measure the extent to which students perform the following objective:
  - Design an experiment to test a hypothesis.
4. Seventy percent (70%) of students enrolled in General Biology I-II (BIO 101/102) will correctly complete a Scientific Literacy portion of graded lab assignments to measure the extent to which students perform the following objective:
  - Conduct an experiment to test a hypothesis, analyze the results, and communicate the findings.

### Methods:

1. The ETS Proficiency Profile, a multiple-choice test, is administered to students completing an associate degree as a graduation requirement at the end of each term.
2. Students enrolled in General Biology I-II (BIO 101/102) will correctly complete lab assignments that require identifying components of scientific inquiry.

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3. Students enrolled in General Biology I-II (BIO 101/102) will correctly complete lab assignments that require designing an experiment to test a hypothesis.
4. Students enrolled in in General Biology I-II (BIO 101/102) will complete lab assignments that require them to conduct and experiment to test a hypothesis, analyze the results, and communicate the findings.

**Schedule:**

1. Natural Science ETS Proficiency Profile results are collected from associate degree graduates each term. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.
2. Scientific Literacy assessment results are collected from students enrolled in General Biology I (BIO 101) each fall and General Biology II (BIO 102) each spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.
3. Scientific Literacy assessment results are collected from students enrolled in General Biology I (BIO 101) each fall and General Biology II (BIO 102) each spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.
4. Scientific Literacy assessment results are collected from students enrolled in General Biology I (BIO 101) each fall and General Biology II (BIO 102) each spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.

**Results:**

1. **Target met:** CVCC students scored an average of 114 compared to the national average of 113. This data is from Spring 2019. The assessment has not been administered for the last two academic years due to COVID-19. The assessment will resume in 2021-22.
2. **Target met:** 88.88% of students in BIO 101 answered the questions correctly. The assessment was not delivered to BIO 102 student due to COVID-19.
3. **Target met:** 79.29% of BIO 101 students correctly completed lab assignments requiring designing an experiment to test a hypothesis. BIO 102 students were not assessed due to COVID-19.
4. **Target met:** 79.29% of BIO 101 students correctly completed lab assignments requiring designing an experiment to test a hypothesis. BIO 102 students were not assessed due to COVID-19.

**Communication of findings:**

CVCC's general education task force, in consultation with faculty and deans, review assessment results annually and develop and share action steps for improvement and follow-up on the action steps. Assessment examples from courses that map to Scientific Literacy per the CVCC Curriculum Map (Appendix B) are shared in an annual report to further introduce, develop, and apply student-learning outcomes. Assessment results are reported across course type and delivery mode. Student level assessments will capture student IDs so that results may be disaggregated by categories such as race and Pell grant status to identify disparities.

**Additional institutional contact(s):** Shannon McDermott ([mcdermotts@centralvirginia.edu](mailto:mcdermotts@centralvirginia.edu))

## Written Communication

### Definition:

The ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

### Outcomes:

- **Introduced:** Identify key components of sentence and paragraph structure. Discern the purpose and context of a variety of written communications and their intended audience.
- **Developed:** Construct sentences, paragraphs, essays, and documents with clear, concise, and appropriate language according to conventional English usage, grammar and mechanics.
- **Applied:** Use clear, appropriate, and relevant language to convey or support a main idea or hypothesis with evidence.

### Goals:

1. Students graduating with an associate degree will score, on average, above the national norm on the Writing scaled score of the ETS Proficiency Profile to measure the extent to which students can perform the following objectives:
  - Identify key components of sentence and paragraph structure.
  - Discern the purpose and context of a variety of written communications and their intended audience.
2. A random sample of students enrolled in College Composition I & II (ENG 111/112) will score, on average, two (minimal proficiency) or higher on a rubric graded writing assignment using the CVCC Written Communication rubric (Appendix A) to measure the extent to which students can perform the following objective:
  - Use sources to develop rigorous arguments and analyze problems.
  - Use deductive and inductive reasoning to draw conclusions based on data.

### Methods:

1. Students graduating with an associate degree are administered the ETS Proficiency Profile in Writing at the end of each semester as a graduation requirement.
2. Students enrolled in College Composition I & II (ENG 111/112) complete a rubric graded writing assignment each term.

### Schedule:

1. Written Communication ETS Proficiency Profile results are collected from Associate degree graduates each term. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.
2. Written Communication assessment results are collected from students enrolled in College Composition I (ENG 111) each fall and College Composition II (ENG 112) each spring. All results are collected, summarized and reported annually to faculty with actions for improvement developed, shared, and implemented annually.

### Results:

1. **Target met:** CVCC students scored an average of 113 compared to the national average of 112. This data is from Spring 2019. The assessment has not been administered for the last two academic years due to COVID-19. The assessment will resume in 2021-22.

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2. **Target met:** Students in ENG 111 scored, on average, a 2.44. ENG 112 student were not assessed due to COVID-19.

**Communication of findings:**

CVCC's general education task force, in consultation with faculty and deans, review assessment results annually and develop and share action steps for improvement and follow-up on the action steps. Assessment examples from courses that map to Written Communication per the CVCC Curriculum Map (Appendix B) are shared in an annual report to further introduce, develop, and apply student-learning outcomes. Assessment results are reported across course type and delivery mode. Student level assessments will capture student IDs so that results may be disaggregated by categories such as race and Pell grant status to identify disparities.

**Additional institutional contact(s):** Charles Poff, [poffc@centralvirginia.edu](mailto:poffc@centralvirginia.edu)

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## Appendix A: Written Communication Rubric

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Written Communication Rubric**

	(A) High Proficiency – 4 pts	(B) Good Proficiency – 3 pts	(C) Minimal Proficiency – 2 pts	(D) Developing Proficiency – 1 pt.	(F) Non-proficient – 0 pts	Circle
<b>Ideas:</b> topic thesis/claim focus purpose audience	Ideas are clear, insightful, thoughtful, and focused and consistently support the topic, thesis and audience for the paper.	Ideas are clear, focused and support a clearly-stated thesis. Ideas are not consistently insightful or thought-provoking.	Ideas are clear but generalized. The ideas do support the thesis, and audience for the paper.	Ideas are simplistic or clichéd and provide minimal support of the thesis/claim. Thesis may be vague or missing.	Ideas are unclear and unfocused; the thesis/claim is missing	Score: 4, 3, 2, 1, 0
<b>Development:</b> details evidence examples logic arguments	Development is distinctive, details and examples arouse audience interest and provide relevant, concrete, specific and insightful evidence in support of sound logic.	Development is solid, but may lack depth. Details and examples arouse audience interest and provide relevant, concrete, specific evidence in support of sound logic.	Development is sufficient but generalized; it provides adequate but obvious details, examples, and evidence that include no logical fallacies or unsupported claims.	Development is insufficient, and provides scarce or inappropriate details, evidence, and examples that may include logical fallacies or unsupported claims.	Details, evidence, and examples are inappropriate or randomly inserted;	Score: 4, 3, 2, 1, 0
<b>Organization</b> structure coherence unity transitions	Organization is coherent, unified and effective from the introductory section through the concluding section; it consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.	Organization is coherent, unified and effective from the introductory section through the concluding section and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.	Organization is generally coherent and unified overall, but it is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.	Organization is present but confused and fragmented. Support of the essay's purpose/plan demonstrates a lack of structure or coherence that negatively affects readability.	Overall organization is incoherent and renders the work unreadable.	Score: 4, 3, 2, 1, 0
<b>Style &amp; Mechanics</b> sentence structure word choice/tone grammar spelling punctuation	Style is confident, readable and rhetorically effective in tone, use of varied sentence structures, precise word choice, correct grammar, spelling, and punctuation.	Style is readable and rhetorically effective in tone, use of varied sentence structures, effective word choice, and correct grammar, spelling, and punctuation.	Style is readable, but unremarkable in tone, variety of sentence structure and effective word choice are sometimes distracting, but not serious. There are no serious errors in grammar, spelling, and punctuation.	Style is inappropriate in tone, including a lack of sentence variety, ineffective or inappropriate word choice, and serious errors in grammar, spelling and punctuation.	The reason this is messed up is because the writer lacks. Basic comprehension of sentence structure, word use/choice, grammar, and mechanics.	Score: 4, 3, 2, 1, 0
<b>Format</b> presentation sources documentation MLA style	Format is correct, meets all argumentative research essay requirements, and works expertly to support the essay's purpose/plan.	Format is correct, meets all argumentative research essay requirements, and works generally to support the essay's purpose/plan.	Format is mostly correct, meets critical aspects of the requirements of an argumentative research essay, and works mostly to support the essay's purpose/ plan.	Format is faulty, does not meet sufficient aspects of an argumentative research essay, and does not support the essay's purpose/ plan.	MLA is Absent	Score: 4, 3, 2, 1, 0
<b>Raw Score</b> (sum of individual rows)=			<b>Net Score</b> ( Raw score / 5) =			

*This rubric was created using the Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>.*

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## Appendix B: CVCC General Education Map and Map Key

### Curriculum Map

CVCC General Education - Students Will:						
Date: 02/11/2019	1. Written Communication- is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will be able to express themselves effectively in a variety of written forms.	2. Critical Thinking- is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information, to reach well-reasoned conclusions or solutions.	3. Professional Readiness - is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Professionally ready degree graduates will be able to demonstrate skills important for successful transition into the workplace and/or pursuit of further education.	4. Civic Engagement - is the ability to contribute to the civic life and well-being of local, national, and global communities. It is both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and values necessary to become informed and contributing participants in a democratic society.	5. Quantitative Literacy - the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will be able to calculate, interpret, and use numerical and quantitative information in a variety of settings..	6. Scientific Literacy - is the ability to recognize and understand the scientific method, concepts, processes, and applications used in the pursuit of knowledge. Scientific literacy prepares individuals to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to apply the scientific method, and evaluate empirical information.
BIO 101 - General Biology I		I, M			D, M	A, M
BIO 102 - General Biology II		I, M			D, M	A, M
CST 100 - Principles of Public Speaking	A, M	A, M	A, M	A, M		
ECO 201 - Principles of Macroeconomics	A, M	A, M	A	A	M	A
ENG 111 - College Composition I	D, M	D, M	I, M	I, M		
ENG 112 - College Composition II	A, M	A, M	A, M	A, M		
ENG 241 - American Literature I	A, M	A, M	A, M	A, M		
ENG 242 - American Literature II	A, M	A, M	A, M	A, M		
HIS 121 - US History I	D	D	D	D	D	
HIS 122 - US History II	D	D	D	D	D	
MTH 154 - Quantitative Reasoning	I	A			A, M	I
MTH 155 - Statistical Reasoning	I	A	D		A, M	A
MTH 161 - Precalculus I	I	A			A, M	
MTH 162 - Precalculus II	I	A			A, M	
PLS 211 - US Government I	D, M	D, M	A	A, M	I, M	I, M
PLS 212 - US Government II	D, M	D, M	A	A, M	I, M	I, M
PSY 200 - Principles of Psychology	D, M	A, M	I, M		I, M	D, M
PSY 230 - Developmental Psychology	D, M	A, M			I, M	D, M
SOC 200 - Principles of Sociology	D, M	D, M	D	D	D	I
SPA 101 - Beginning Spanish I	A, M	A, M	A	A	A	
ART 101 - History and Appreciation of Art	I	I, M				
SDV 100 - College Success Skills	D, M	D, M	A	A		
ITE 115 - Computer Applications and Concepts	I, M	A, M			D, M	

I- Introduced, D - Developed, A-Applied  
M-Measured