

CORE COMPETENCIES ASSESSMENT
Rubric for Evaluating Core Competences
Assessment Practices

	Score	Criteria	Direct Assessment	Indirect Assessment	Timeline for Revisions
Information Literacy	Highly Developed	List of outcomes is well-organized and explicit. Curriculum is designed to provide students with repeated exposure and is consistently implemented. The plan is sustainable, with a coordinating unit that reviews and revises assessment and instruction plan. Comparative data is used. Assessment measures have been refined over time.	<p>Online assessment separate from instruction: 9-item measure administered via upper level required writing courses (100W) in Spring 2014.</p> <p>Online assessment concurrent with online instructional module in lower-level writing courses (InfoPower and Plagiarism Tutorial).</p> <p>Review of papers sampled from Spring 2014 100w courses were evaluated by trained readers.</p> <p>Within-class assessment by instructors as part of lower and upper-division GE SLOs.</p>	2014 Specified NSSE module	<p>GE Curriculum has recently been revised so that Area A3 courses will include a library orientation conducted or approved by a trained librarian and will introduce the library and basic research strategies that students will need to complete upper division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.</p> <p>The Library will partner with instructors to create a sustainable, measurable instruction program that meets the stated learning outcomes for information literacy using both online and in-library experiences and will create a scaffolded experience that will prepare students to enter 100W, where subject specific information literacy instruction is provided by liaison librarians.</p>
Oral Communication		There has been no formal plan for assessing Oral Communication and no unit that takes responsibility for its assessment. It is not clear that potentially valid evidence is collected <u>and/or</u> individual reviewers use idiosyncratic criteria to assess student work. There is little or no collective use of findings.	<p>As of fall 2014, courses in GE Area A1 (Oral Communications) regularly assess oral communication SLOs:</p> <p>Courses in Area A3 (Critical Thinking & Writing) have been required to have students demonstrate SLO proficiencies both “orally and in writing.”</p>		We plan to institutionalize the assessment of Core Competencies that align with LEAP outcomes and are assessed with VALUE Rubrics. This will require an institutional commitment to assessing Oral Communication outside of the ordinary course based assessment efforts of GE and expansion of pilot studies.
Critical Thinking	Emerging	There has been no formal plan for assessment. There is no coordinator/committee that is responsible for assessment outside of GE. It is not clear that potentially valid evidence is collected <u>and/or</u> individual reviewers use idiosyncratic criteria to assess student work. There is little or no collective use of findings.	Courses in Area A3 (Critical Thinking & Writing) regularly assess critical thinking SLOs.		<p>The next set of revisions planned for our upper division GE courses (~2 years) will include at least one or more new SLOs and content objectives related to CT, designed to build on our lower division requirement in CT (Area A3)</p> <p>We plan to institutionalize the assessment of Core Competencies that align with LEAP outcomes and are assessed with VALUE Rubrics. This will require an institutional commitment to expand our GE Program Assessment.</p>
Written Communication	Developed	The campus has a reasonable, multi-year assessment plan that identifies when each written communication will be assessed. A coordinator/committee oversees instruction and assessment. Appropriate evidence is collected, but there is little or no collective use of findings. Students are unaware of, uninvolved in the process.	<p>CLA+</p> <p>Upon entry to the University, unless waiver available and Writing Skills Test prior to enrollment in upper-level general education courses</p> <p>Within-class assessment by instructors as part of lower and upper-division GE SLOs.</p>	NSSE 2002-2014	As part of a writing discipline cluster hire, we have hired writing program coordinators. They will coordinate both instruction and assessment of writing.
Quantitative Reasoning		There has been no collective sharing of assessment results. There is no unit responsible for assessment. Individual reviewers use idiosyncratic criteria to assess student work. There is little or no collective use of findings.	Courses in Area B4 (Mathematical Concepts) regularly assess QR SLOs:		The next revisions for our upper division GE courses (~2 years) will include at least one new SLO and content objectives related to QR and designed to build on our lower division requirement in QR (Area B4). Likely in Area R (Earth & Environment) and Area S (social science). We plan to institutionalize the assessment of Core Competencies with VALUE Rubrics.