



SHENANDOAH<sup>TM</sup>  
U N I V E R S I T Y

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# The Assessment Process

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## Introduction

The Shenandoah University (SU) mission clearly defines the institution's purpose within the context of higher education, indicates those whom the institution seeks to serve, and outlines what the institution seeks to accomplish.

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### MISSION STATEMENT

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Shenandoah University educates and inspires individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation, and the world (2008).

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Shenandoah University has adopted a model that incorporates the assessment of student learning outcomes at the institution, program, and course levels. All levels are informed by the strategic plan, which provides a useful blueprint for the future direction of SU. The assessment model embraces a culture of evidence whereby assessment is documented and evaluated on a yearly basis and then utilized in efforts to improve the feedback process. Assessment results are used for celebration, improvement and enhancement in areas needing attention. SU encourages a positive culture of assessment that is institutionally supported.

The assessment of educational programs at Shenandoah University relies on broad-based input from across the institution. The assessment process is ongoing and continuously evaluated for areas of efficiency and improvement. The following describes the process for assessment of academic programs, including the ShenEd program and the institution's quality enhancement plan.

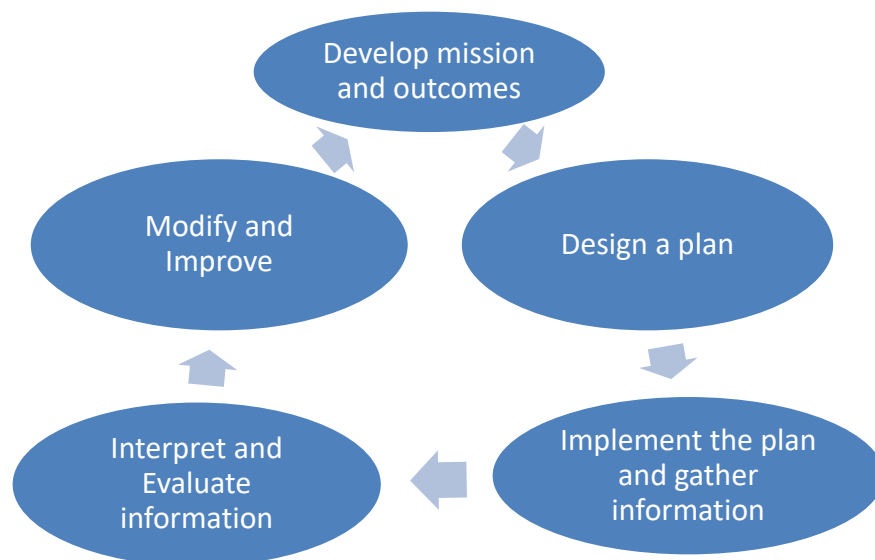
## Assessment Framework

### What is Assessment?

Assessment is the process of establishing clear and measurable outcomes, ensuring that students have opportunities to achieve established outcomes, analyzing and interpreting data that has been systematically gathered to determine how well students are meeting expectations, and using this information to make programmatic decisions.

Assessment is a continuous process of gathering, evaluating, and communicating information and using it to improve learning and institutional effectiveness (Figure 1).

*Figure 1 – Assessment Process*

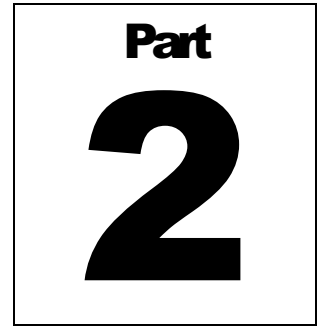


## **Why Assess?**

The purpose of assessment is to develop systematic goals and objectives while measuring progress towards those goals. Effective assessment practices benefit students, faculty, and administrators. Assessment does not need to be difficult. In fact, when engaging the campus community, assessment helps to:

- Clarify the mission of a program while identifying the knowledge and skills needed for student learning.
- Provide the foundation for the program's curriculum.
- Ensure that graduates of a program have acquired all of the essential skills and achieved all identified outcomes.
- Provide students with clear expectations and improve the classroom evaluation process.
- Provide feedback that strengthens the decision making process.
- Ensure the ShenEd outcomes are being met and determine if appropriate tools are being used to evaluate student learning.
- Ensure that resources are used in the most effective way in terms of evaluating pedagogy, programing, and student support.
- Promote mutual understanding and collaboration for making changes that will improve student learning and institutional effectiveness.

Assessment must be useful and help to improve teaching and learning. Assessment should be faculty driven and facilitate discussions campus-wide. Moreover, no one-assessment tool is ideal for every course, program, or student. Multiple assessment methods should be used when meeting goals and objectives. In order to promote effective assessment, it is important to continuously evaluate the assessment program and determine if methods are providing useful information.



## Assessment Structure at Shenandoah

The Assessment structure at Shenandoah:

- Is mission based, student centered, and cyclical;
- Consists of multi-levels, student, course, program, and institution;
- Incorporates existing assessment activities using indirect and direct measures;
- Enhances the success of academic initiatives of strategic importance through student learning outcomes assessment;
- Fosters a culture for continuous improvement; and
- Is faculty led and supports various stakeholders.

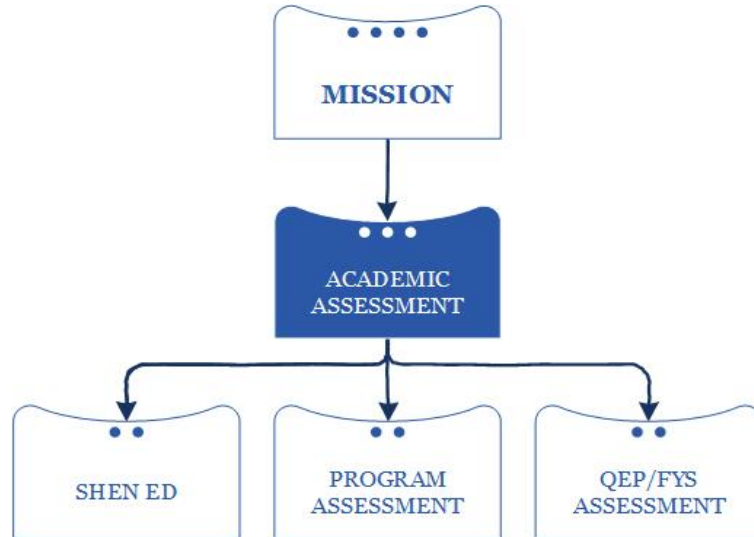
### **Organizational Structure of SU Assessment**

The organization structure at Shenandoah University provides support with decisions to improve student learning. All stakeholders provide support at various levels while increasing demand for accountability.

## Institutional Research and Assessment

Those involved are committed to improving education by providing resources that maximize student and faculty involvement in the assessment process. The academic assessment process at SU can be broken down into three areas (Figure 2).

*Figure 2 – Assessment Structure*



## Organizational Structure: Roles and Responsibilities

### *President of the University*

Provides leadership and institutional accountability and assures a broad institutional perspective when enhancing strategic decision -making based on best practices.

### *Provost of Academic Affairs*

Provides leadership with strategic decision making while working collaboratively with faculty and staff to improve academic programs and student learning.



## Institutional Research and Assessment

### ***Director of Institutional Research***

Promotes a culture of program and institutional effectiveness by monitoring assessment practices to assure quality improvement and data-driven decision making.

### ***Director of First Year Seminar (QEP)***

Oversees the development of the First Year Seminar Program (QEP) while providing the resources necessary to gather assessment data to be used when making improvements to the program.

### ***Director of ShenEd***

Manages the ShenEd Program by working closely with faculty and staff members. Supports assessment practices and provides leadership when monitoring the strengths and weaknesses of the program.

### ***Associate Director of Assessment***

Works closely with all members of the SU community, conducts workshops related to WEAVE online while providing support for the assessment of the ShenEd Program and the First-Year Seminar Program. Recommends actions to improve the assessment process.

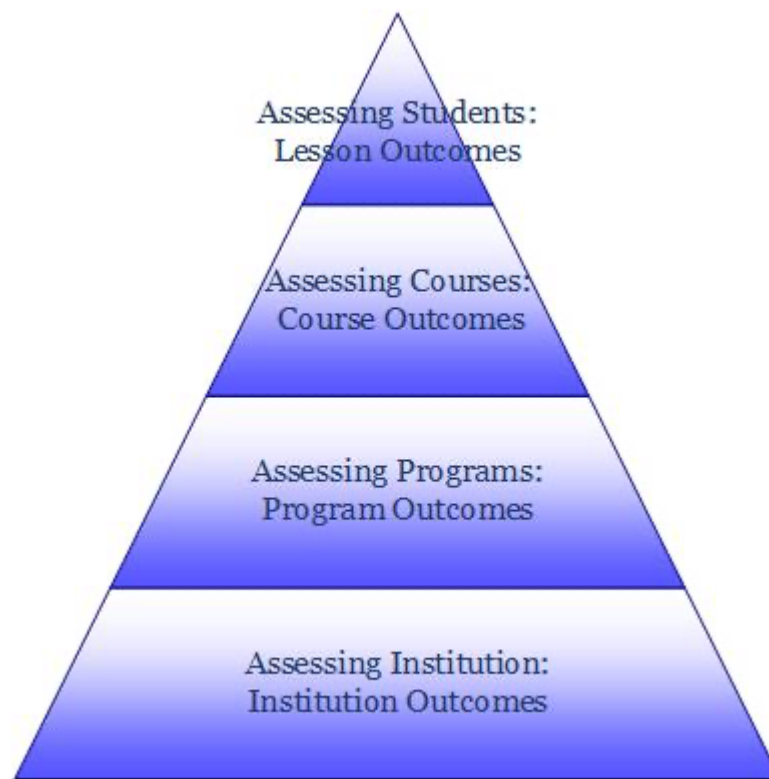
## **Levels of Assessment**

Shenandoah University is dedicated to understanding and improving student learning. Assessment is a process, grounded in the institutional values set forth in the mission statement, and focused primarily on supporting quality learning and promoting excellence in education practices.

## **The Assessment Pyramid**

There is a direct relationship between institutional effectiveness and assessing student learning. It is important to ground assessment practices among institutional outcomes. All levels of assessment are designed to correlate and build upon each other (Figure 3).

*Figure 3 – Assessment Pyramid*

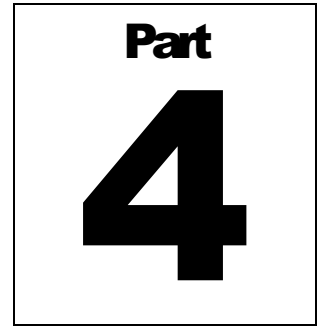


## Assessment Timeline

Implementing a rotation cycle for many accrediting agencies as well as assessing the ShenEd program and the First Year Seminar Program at SU, involves strategic planning. To make this process valuable, an institutional assessment calendar (Appendix 1) is provided and made public to the SU Community. This form of communication facilitates accurate record keeping when reporting. In general, academic assessment at all levels follows a consistent cycle as seen below (Figure 4).

*Figure 4 – Academic Assessment Cycle*





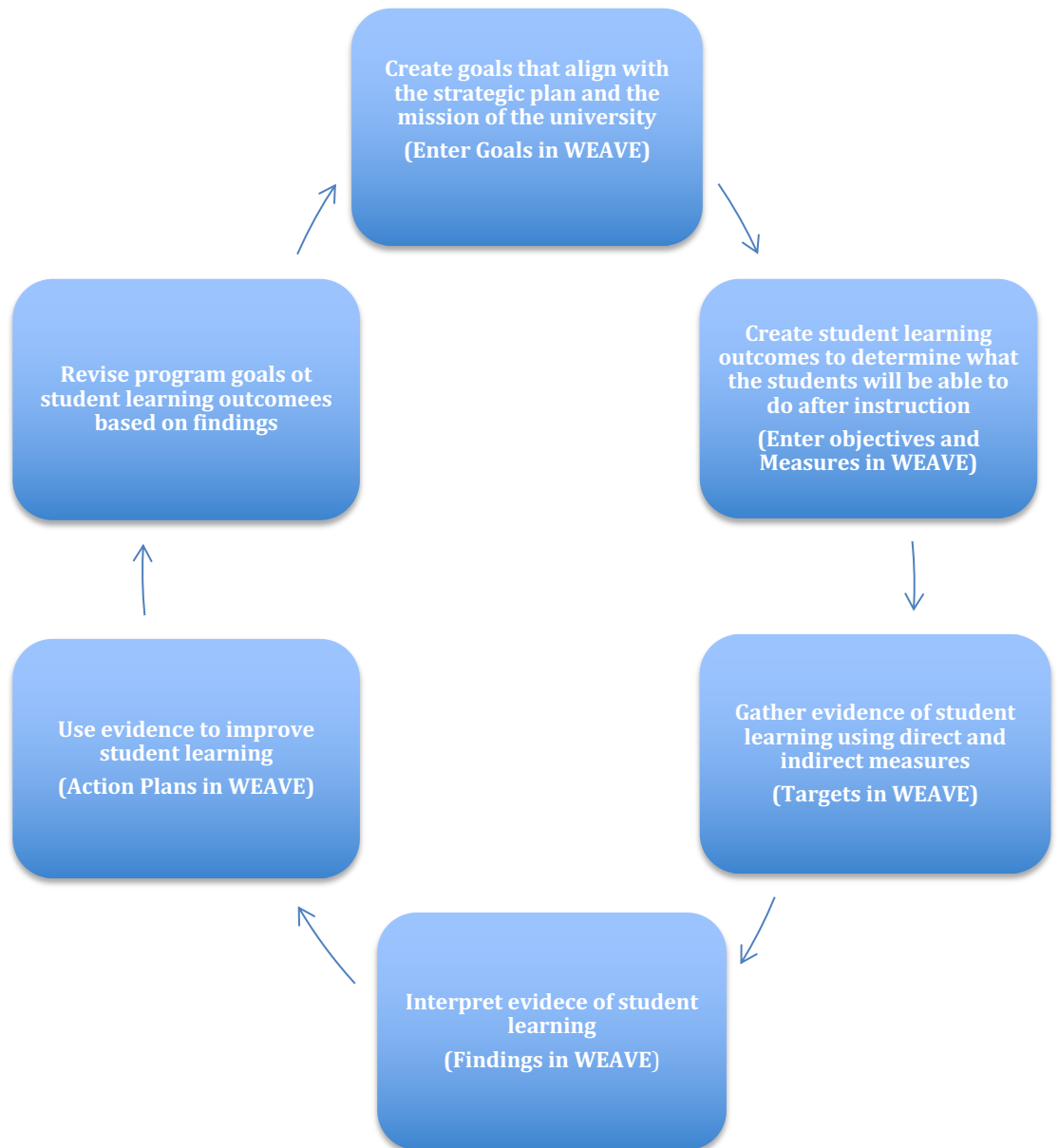
## Program Assessment

Program-level assessment gives members of academic departments opportunities to ask reflective questions about their programs. This includes questions such as:

- \* What and how is our program (i.e., major or minor) contributing to the learning and development of our students?
- \* Are programs meeting established goals and objectives that have been created based on the strategic plan and mission of the university?
- \* Are we carefully reviewing our findings to make programmatic decisions that will have an impact on student learning?
- \* Are program objectives measurable?
- \* Are direct and indirect assessment methods used to determine students' progress in programs?

Program level assessment determines if program-learning goals align with goals of the curriculum and involves gathering evidence of student learning, interpreting the evidence, and using the evidence for improvement. The difference between program-level assessment and course level assessment is that it requires the engagement of faculty during all steps in the process. All programs use a similar process for gathering and reporting information regarding assessment activities (Figure 5).

*Figure 5 – Program Assessment Process*



## Institutional Research and Assessment

### The Program-Level Assessment Cycle

#### **WEAVEonline**

WEAVEonline is the software used institution-wide to guide and align assessment, planning, accreditation, and budgeting. WEAVEonline helps SU demonstrate commitment to excellence to all stakeholders and bodies of accreditation by serving as a repository for all assessment data. Driven by the faculty, the process of entering, gathering and interpreting data promotes alignment between the institutional strategic plan and university mission.

#### **WEAVEonline helps SU manage the following processes:**

##### **Program Assessment**

- Helping to create a culture where assessment is valued across the SU campus
- Monitoring outcomes of student learning to track progress
- Monitoring SU ShenEd program Region objectives
- Creating and tracking action plans for improvement based on assessment findings

##### **Institutional Planning**

- Monitoring achievement of the SU institutional strategic plan through the alignment of program outcomes
- Developing action plans that correspond with specific SU learning outcomes

##### **Accountability**

- Monitoring SU assessment data for reporting purposes
- Identifying strengths and weaknesses of SU programs and/or service areas

##### **Miscellaneous**

- Helping determine if the mission of SU is being met
- Maintaining documents in a central location for easy retrieval and data mapping.

WEAVEonline acts as a repository for SU Program Chairpersons to enter outcomes, measures, achievement targets, and findings. At the

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end of the assessment cycle, Chairpersons are able to evaluate their data; this will serve as a starting point as action plans are created. The creation of action plans allows Shenandoah University the opportunity to “close the loop” in assessment as faculty members evaluate what worked and what did not work and determine if students were able to meet objectives established at the beginning of the cycle. If the data reveals gaps in students learning, then adjustments to the curriculum or objectives can be made before the following school year. Using WEAVEonline enables SU to monitor the quality of program outcomes while ensuring that appropriate measurement tools are being utilized. Trends among student learning are monitored through the achievement of established objectives.

Chairpersons are required to enter outcomes/objectives, measures, and achievement targets by October 15<sup>th</sup> - findings and action plans by May 30<sup>th</sup>. The Associate Director of Assessment reviews all entities in WEAVEonline and determines where additional assistance is needed when writing appropriate outcomes/objectives or measures. The Associate Director of Assessment also conducts regular audits to scrutinize progress indicated and possible gaps in the data entered. This allows SU the opportunity to monitor student learning throughout the school year. See timeline in Section Three.

### **Components in WEAVEonline:**

**Outcomes/Objectives:** Grounded in the mission, these are statements that convey educational intentions and help to form the foundation for student learning. Outcomes refer to the knowledge and skills students demonstrate at the completion of their academic programs, and to the programmatic results for the academic and student support units of the Academic and Student Affairs. Outcomes are stated in measurable terms and are defined by the programs and units.

**Measures:** Measures are direct and indirect tools that help to measure the success of outcomes and objectives. These measures are selected by the programs and units to determine if objectives and outcomes have been met. These methodologies are implemented systematically, within the timeframes defined by the programs and units.

**Findings:** This is a careful review of assessment results that help to provide quality assurance and enhancement. Findings help to identify

## Institutional Research and Assessment

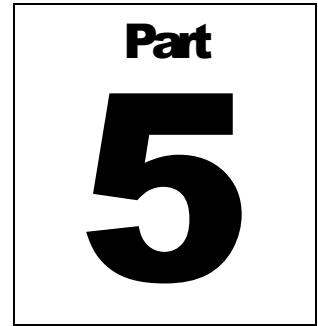
areas needing improvement. Findings in WEAVE also refer to the evidence or data that determines whether or not outcomes were met.

**Action Plans:** A plan that allows you to use assessment results to improve students' learning experiences or identifies better ways of addressing other commitments. Evidence-based findings help to promote improvements or changes needed to ensure that outcomes are achieved or to confirm that outcomes have been achieved.

**Analysis Section:** This section allows members to make decisions about programming while identifying strengths and possible weaknesses within a program. This section in WEAVE serves as a starting point for making strategic programmatic decisions. Those entering data in WEAVE are encouraged to reflect on questions similar to those listed below.

- What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
- What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
- How will the program use this information to make programmatic changes?





## Assessment and the ShenEd Program

### **ShenEd Curriculum**

The ShenEd program is required of all students entering Shenandoah University, unless these students possess an Associate's Degree. This requirement is in addition to the college/school requirements and the major/program of study requirements.

In fall 2029, the ShenEd Committee and the Director of the Program implemented the new and improved ShenEd Program. ShenEd is all about making connections: between ideas, people and disciplines. Students connect concepts learned in ShenEd classes to their majors and to experiences encountered outside the classroom.

The process of making connections is also central to ShenEd's signature Town Hall program. In Town Hall classes, students read and write about, research and discuss controversial public issues in preparation for an April Town Hall event. At the event, community consultants facilitate small group conversations, through which students continue to explore their perspectives on their class's topic and discover more about the implications of their research.

### **Statement of Purpose**

ShenEd emphasizes learning across discipline boundaries and supports pedagogical innovations that use interdisciplinary and co-curricular experiences to enhance classroom learning.

## Institutional Research and Assessment

ShenEd encourages students to draw connections between classes in their ShenEd program, between their ShenEd classes and their major, or between their ShenEd classes and their experiences outside the classroom. ShenEd is designed to create these connections while maintaining flexibility (it follows SACS requirements and still allows students to easily transfer credits from other institutions).

ShenEd is structured to move beyond simply requiring students to take courses from different disciplines by incorporating integrative learning into the distribution model. ShenEd follows the Association of American Colleges and Universities' (AAC&U) definition of “integrative learning” – “an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.”

Integrative learning currently is woven through multiple components of the ShenEd structure. Other experiences or models may be added, while existing experiences may change or be eliminated.

### *Integrative Learning Curriculum Design At The Course Level*

Faculty development workshops are offered regularly to enhance the integrative learning already occurring in their classroom and/or to develop new integrative learning strategies. ShenEd courses are required to apply at least one integrative learning component into their classroom. The following are examples of where integrative learning occurs already in classes and how integrative learning is developed more intentionally in ShenEd:

- Individual courses where the focus is on a single field or topic but lectures, discussion, and assignments are designed so that students examine the implications of the course material on the nonacademic world. For example, political science professors who use real-life case studies to teach theoretical concepts.
- Individual courses that incorporate learning objectives or goals from other ShenEd spheres to enhance student learning in the “home” sphere. For example, professors teaching a biology course assess all of the scientific inquiry learning objectives, but also incorporate ethics discussions throughout the

## Institutional Research and Assessment

course as students discuss the impact of science in daily decision making and policy development

- Individual courses that incorporate learning objectives or goals from the other region in their ShenEd sphere. For example, professors teaching a class in the Cultural Understanding region in the Navigating Differences sphere incorporate learning objectives from the Ethical Reasoning region.
- Individual courses that require students to attend a Conservatory performance or a Student Life program that links to one or more ShenEd learning objectives.

### *Integrative Learning Curriculum Design At The Program Level*

- The Town Hall program where students in multiple courses approach the same social issue and share their research under the guidance of a community expert. Town Hall classes are optional and not a graduation requirement.
- First Year Seminar (FYS) where entering students approach common learning objectives from different disciplines across the University. FYS is required of all first year, first time students.

### **TOWN HALL**

Students choose to delve deeply into an important topic, such as homelessness or human trafficking, from the perspective of a chosen academic discipline, and then share their research and thoughts at the annual ShenEd Town Hall.

### **What is a ShenEd Town Hall Class?**

At the Town Hall, students studying the same topic explore it from the lens of their disciplines, and, in the process, promote greater understanding as well as creative and analytical thinking.

Classes designated as Town Hall (TH) are existing ShenEd classes that satisfy the approved ShenEd learning objectives within their designated sphere. Professors are given the option to add a series of Town hall signature assignments to their course designed specifically to place the

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skills, knowledge, and viewpoints students develop in their ShenEd classes into larger social, political, and global contexts. Students taking a ShenEd Town Hall class approach one of a series of social issues introduced in the Going Global First Year seminar common event series — such as immigration, poverty, gender based violence — from their class’s academic perspective. This academic perspective can come from any ShenEd sphere. The semester culminates in a Town Hall event where students from the different classes group together according to a common social issue and discuss that issue from the perspective of their ShenEd class with students from other ShenEd classes.

## ShenEd Spheres of Learning

There are four ShenEd Spheres that include six Regions. Each Sphere includes a goal while each Region in the ShenEd program includes a set of learning objectives.

### ***Creative Expression Sphere*** (This Sphere has no Regions)

#### **Goal:**

The goal of creative expression is to understand the human capacity for expression as a search for meaning and purpose.

#### **Learning Objectives:**

Students who complete the Creative Expression Sphere shall demonstrate the ability to:

1. Communicate using the terminology of an arts medium.
2. Express historical and cultural contexts of the arts.
3. Interpret a single medium of art which will function as an introduction to the arts as a whole.

### ***Scientific Inquiry Sphere*** (This Sphere includes two Regions)

#### **Goal:**

The goal of scientific science is to seek an understanding of social and/or natural phenomena by the rational acquisition, analysis, and application of information.

#### **Regions:**

## Institutional Research and Assessment

- Natural Sciences Region
- Social and Behavioral Science Region

### **Natural Sciences Region Objectives**

Students who complete the Natural Sciences Region shall demonstrate the ability to:

1. Describe how scientific knowledge is acquired through the active interplay between conceptual knowledge and scientific investigation processes. They will also demonstrate an understanding of the core concepts of a discipline within the natural sciences (e.g. biology, chemistry, environmental science, earth science or physics).
2. Select and apply appropriate scientific knowledge in order to pose scientific questions, make and record observations, interpret data and form valid conclusions.
3. Select and apply appropriate scientific knowledge to evaluate scientific scenarios, data sets, or claims.

### **Social and Behavioral Science Region Objectives**

Students who complete the Social and Behavioral Science Region shall demonstrate the ability to:

1. Analyze human behavior; social problems or situations; or cultural production using theories or methods of the social or behavioral sciences.
2. Examine differences and similarities between social institutions and humans' interactions with these social institutions.
3. Discuss the nature of individual values and beliefs and the relationship between oneself and the community.

***Navigating Difference Sphere:*** (This Sphere includes two Regions)

### **Goal:**

The goal of navigating difference is to explore how humans live together in a diverse world.

## Institutional Research and Assessment

### **Regions:**

- Ethical Reasoning Region
- Cultural Understanding Region

### **Ethical Reasoning Objectives:**

Students who complete the Ethical Reasoning Region shall demonstrate the ability to:

1. Identify ethical principles grounded in philosophical, religious or cultural perspectives.
2. Analyze an ethical issue with attention to social and cultural difference.
3. Articulate reasons for an ethical course of action.

### **Cultural Understanding Region Objectives:**

Students who complete the Cultural Understanding Region shall demonstrate the ability to:

1. Demonstrate knowledge of the student's own cultural rules and biases.
2. Illustrate the complexity of cultural difference in relation to history, economics, politics, communication styles/modes or beliefs.
3. Examine the power dynamics inherent in intercultural elements and how they impact the world around us today.

***Communicative and Quantitative Literacies Sphere:*** (This Sphere includes two Regions)

### **Goal:**

The goal of literacies is to develop oral and written communication and quantitative reasoning.

### **Regions:**

- Oral and Written Communicative Literacies Region
- Quantitative Literacy Region

### **Oral and Communicative Literacies Region Objectives:**

Students who complete the Communicative and Quantitative Literacies Region shall demonstrate the ability to:

## Institutional Research and Assessment

1. Adapt presentations to fit a specific audience or context.
2. Use the composing process (brainstorming, drafting, feedback, revising and editing) to develop written and/or oral texts/presentations. Use evidence ethically and appropriately to inform or persuade
3. Distill a primary purpose into a single, central idea.
4. Develop and present major points in a reasonable, organized, and convincing manner.
5. Communicate using appropriate conventions (e.g., grammar, usage, mechanics, delivery) for audience or context.

### **Quantitative Literacy Region Objectives:**

Students who complete the Quantitative Literacies Region shall demonstrate the ability to:

1. Apply mathematical methods to solve problems.
2. Analyze information with an appropriate mathematical model and interpret the result.
3. Organize mathematical information using multiple representations and understand the applicability of each.

## **ShenEd Course Proposal**

Faculty must complete the appropriate forms for any course being submitted for a ShenEd course. The committee will not consider submissions after the stated deadline for the academic year. Courses submitted for the re-approval process must also contain all of the forms and documentation. If a course is required to proceed through the re-approval process but is not submitted by the prescribed deadline, it will be dropped from the ShenEd curriculum the following academic year.

## ShenEd Course Assessment

### Course Rubric for each Region

Assessment data is gathered from all instructors teaching ShenEd courses. All instructors participate in assessment training to help ensure consistency with the process. Instructors use a standardized rubric for each Region. Instructors submit students' rubric scores to the Associate Director of Assessment. A comprehensive report is created and distributed to the Director of Institutional Research and Assessment, the Director of ShenEd, and the Associate Provost for Academic Affairs. Findings revealed in the *final course assessment report* are used to determine if course instructors are meeting ShenEd objectives. If objectives are not met, the course instructor is provided with information that will allow them to redirect their teaching or course content to better meet the ShenEd objectives. Course instructors are encouraged to meet with the Center for Teaching and Learning staff or the Director of ShenEd to discuss possible improvements. The purpose of this report is to identify strengths and weaknesses within the ShenEd program and then apply this information to make changes that will support student learning. This process is used as a method of "closing the loop" within the ShenEd program.

Since Integrative Learning is a large part of the ShenEd program, it is important that assessment strategies remain in place to evaluate integrative learning and curriculum design.

### *Integrative Learning Curriculum Design Assessment*

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students about the characteristics and quality of their undergraduate experiences. NSSE allows SU to review levels of student engagement in a variety of areas as well as examine the amount of time and effort students put into their studies and other activities. Reflective and integrative learning is a category found within the Academic Challenge section in NSSE.

Integrative learning is about making connections and this learning may not be evident in traditional academic artifacts (such as research papers, exams) unless students are prompted to draw implications for practice. These connections often surface in self-assessment.



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The integrative survey questions from NSSE will be compiled into a shorter survey that will be given to sophomores at the end of the Spring semester. Results will indicate if students are able to draw connections between classes in the ShenEd program, between their ShenEd classes and their major, or between ShenEd classes and their experiences outside the classroom. Data will help to inform future programmatic decisions; the ShenEd committee will review survey results and identify possible areas that might be considered weaknesses of the program.

ShenEd rubrics associated with each Sphere and Region are found in the Appendices.

### Assessing the ShenEd Program: The Process

#### Step 1

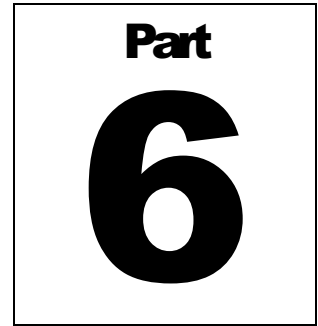
- All instructors teaching a ShenEd course are required to submit data.
- Instructors provide rubric scores for each student and for each learning objectives (per objectives) as well as types of assessment tools used for this process. 70% or better indicates students met the objective.

#### Step 2

- The Associate Director of Assessment monitors this process to help ensure that ALL instructors complete the online form and that ALL ShenEd courses are assessed for effectiveness in meeting ShenEd objectives.
- Information is gathered from the online form and a ShenEd Assessment Report is created.

#### Step 3

- A comprehensive report is submitted to the Director of ShenEd, the Director of Institutional Research and Assessment, and the Associate Provost for Academic Affairs.
- The Director of ShenEd communicates with instructors to discuss report. If instructors repeatedly do not meet ShenEd objectives, the ShenEd Committee will send a warning to the instructor.



## Assessing Programs: Quality Enhancement Program (QEP)

A Quality Enhancement Program (QEP) piloted in fall 2018 encouraged civil dialogue by using a specific process to create greater understanding among students and an enhanced culture of thoughtful discourse throughout the university.

### **Shenandoah Conversations: Be Understood. Be Understanding**

What happens when the concerns of the world disrupt our teaching spaces? What happens when social, political, and/or religious differences challenge a student's sense of self and sense of reality? In a larger culture often defined by combative discourse regarding emotionally charged topics, Shenandoah University has carved out a space that allows students and faculty to better engage in thorough, meaningful, thoughtful conversation and debate.

### **Shenandoah Conversations In The Classroom**

Shenandoah Conversations (QEP) aims to equip faculty and students with the communication skills to confront disruption and difference with curiosity, mutual understanding, and respect.

The QEP centers on three interrelated actions — encounter, engage, and express — to support student-learning outcomes related to communication and perspective-taking in the classroom.

- *Encounter* ideas and perspectives in many different ways
- *Engage* in civil dialogue about important issues

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- *Express* newfound understanding, through reflection

Training faculty is critical within Shenandoah Conversations. Faculty are prepared to craft immersive learning experiences — a campus or community event, guest speaker, on-campus performance, VR or AR experience, assigned reading, artwork or media — that evoke student perspectives. After encountering a concept, students will then engage with peers over challenging ideas and express their understanding across difference using Reflective Structured Dialogue (RSD) to conduct civil discourse in the classroom. Finally, students will express their own understanding of a complex issue in the context of multiple perspectives in a follow-up written assignment, such as an argumentative essay, compare and contrast essay, research project, exam essay, or group writing.

### The benefits of Reflective Structured Dialogue (RSD)

- Improved sense of student belonging
- Fosters an environment of curiosity, rather than defensiveness
- Empowers students to be genuine with each other
- Promotes deeper learning of course content and critical, reflective thinking
- Faculty and students learn to ask better questions
- Promotes students' willingness to speak in class
- Helps students identify and articulate their personal commitments

## **Shenandoah Conversations Learning Objectives**

*Students who complete a Shenandoah Conversations course shall demonstrate the ability to:*

1. Effectively communicate their own point of view related to a social issues and or presented encounter.
2. Explain a perspective different from their own related to a social issue and or a presented encounter.
3. Demonstrate effective writing skills/process that adapts thesis; idea development; evidence; organization; grammar, usage, and mechanics to persuade or inform a specific audience in fulfilling an assignment.

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### **Shenandoah Conversations: Advisory Board**

An Advisory Board, consisting of faculty representing each school in the university, meets regularly to discuss course proposals, assessment results, ways to make improvements, and future implications of results and findings from various assessment methodologies. The Director of Shenandoah Conversations schedules these meetings and provides reports to Directors and Deans. The Director works closely with the Associate Director of Assessment as modifications to the process and procedures are consistently evolving.

### **Assessment of Shenandoah Conversations: Be Understood. Be Understanding:**

The following information indicates assessment methodology in the Shenandoah Conversations.

1. A comprehensive syllabus that contains a chart of all assignments and provides details for each graded activity and a brief description of each assignment. The syllabus will also contain other grade-related material, expectations, or policies like attendance, late work, make-ups, participation, extra credit, etc. Having a detailed, comprehensive syllabus allows faculty to communicate expectations with students while monitoring assessment methods.
2. Each professor chooses their own social issues or encounters, assignments, projects, exams, etc., but the workload is the same for all QEP sections. There are numerous opportunities for the students to improve throughout the semester. Assignments also help provide clear benchmarks for how students are progressing.
3. A standardized rubric is used to assess each of the QEP learning objectives. Faculty are trained at the beginning of each semester through the use of a rubric norming session. This allows all QEP instructors opportunities to use the rubric and apply new understanding to grading previous writing assignments. The Associate Director of Assessment and the Director of the QEP respond facilitate training opportunities.  
A copy of the QEP rubric is found in the appendices section.
4. QEP courses are also embedded in the Ethical Reasoning Region in the ShenEd program and assessed using the same standardized QEP course rubric.

5. **Civil Dialogue Sessions: Reflective Structured Dialogue (RSD)** provides a framework for facilitating active listening, careful reflection, open consideration, and empathic acceptance and understanding among students as they learn to discuss and explore their own and others' viewpoints on challenging/emotive topics. Instructors are trained and assess students' abilities to participate in active and reflective listening. The course rubric is used to assess this area (Learning Objective #1).

When looking at QEP assessment, it is important to understand the full process and the relationship between Encounter, Engage, and Express. The following information are examples of these three areas taken from previous QEP courses.

### **Classroom Examples: Encounter, Engage, Express**

*Example #1:* "I asked students to read the educators' code of ethics and then use the Paper app on their iPads to draw a picture of what the ethics meant to them personally. Once their drawings were complete, I asked them to get up and move around the classroom with their iPads to share their pictures with each other.

After a few minutes, one of them said, 'Let's RSD this thing!' So, ON THEIR OWN, they moved into a circle, shared their pictures (instead of a story), and then asked/answered 'What is at the heart of the matter for you?' and 'How are you conflicted?' just as we normally did. The fact that they did this on their own without my facilitation made me a believer. I had other stuff planned for the class, but it was so awesome to see them come together like that – I just had to let them go for it. It was – in a word – amazing." Karrin Lukacs, Ph.D

*Example #2:* Assistant Director of Spiritual Life Keith Jones Pomeroy used video created by the Shenandoah Center for Immersive Learning to encounter a specific experience in his First-Year Seminar course, "Skin Deep: 'The Walking Dead' and the Human Experience."

Ahead of time my students were given the scenario that was used in the film. "There is a nuclear warhead headed to Winchester. You and the class can fit in the nearest bomb shelter and there is room for five more people. Ten people have shown up at your door and you must decide which five people are allowed in.' Students had to make this decision based first on the demographics of the ten people in the abstract. Then

they viewed the video and had to decide if putting a face to the people changed their previous decision.”

A session to include RSD strategies was implemented following this encounter. Students were then given an assignment that included writing to help assess the use of a realistic writing process that adapts thesis; idea development; evidence; organization; and grammar, usage, and mechanics to persuade or inform a specific audience in fulfilling an assignment. This is an example for how the three pillars of the QEP are embedded within the program (Encounter, Engage, and Express).

*Example #3:* In the Express piece I really felt that the papers from students were more thoughtful, more reflective, and more cogently structured than if I simply gave them a topic to research and write about. I really believe that the reflective structured dialogue we did about controversies surrounding the commemorative landscape afforded students the opportunity to focus and think in a way that they could not have with a traditional paper assignment.” Jonathan Noyalas

### **Other Methods for Assessing Shenandoah Conversations (QEP)**

#### *PRE to POST Shenandoah Conversations (QEP) Course Survey*

The QEP Committee made the decision to use a Pre to Post QEP survey as a way to gather assessment data related to students perceptions about their experiences in QEP courses. The survey is administered the first week of the semester and then again during the last week of the semester. Both the Pre and Post surveys have the same questions so SU can monitor growth in the area of established learning objectives. For example, students are asked to rate their ability to effectively communicate their own point of view related to a social issue and their ability to explain a perspective different from their own related to a social issue. There are questions on the Post survey that align with the writing assignment. These questions seek to learn more about students' perceptions in their own growth towards writing skills and communicating their own point of views towards a social issue and writing about their ability to explain a perspective different from their own. After completing the Pre to Post surveys, the Associate Director of Assessment prepares a comprehensive report and shares with the Director of the QEP. Results from previous years are compared and

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discussed each semester so that longitudinal data can be monitored. The Director of the QEP and the QEP Committee make important decisions about the QEP program based on survey results.

### *Faculty Evaluation Form*

It is important to gather data from faculty and instructors who teach QEP courses. This data allows SU to better understand what is working within the program and identify areas that need attention. Faculty are asked questions about resources need to fully implement the program. They are asked about assessment practices and encouraged to provide qualitative comments that will promote effective dialogue when making decisions about the QEP program. Appendix 3



## Appendix 1 – Assessment Calendar

MONTH	ASSESSMENT ACTIONS
August	Program Chairpersons review current <i>objectives, measures, and targets</i> in WEAVE and revise as necessary
	WEAVE workshops: Entering <i>objectives, measures, and targets</i> in WEAVE
	First Year: The Social Responsibility Survey is administered to all incoming first year students who participate in FYS courses.
	QEP: The PRE QEP survey is administered to all students participating in QEP and Ethical Reasoning courses
September	Assessment Workshops: Choosing appropriate assessment methods
	WEAVE Training: Ongoing opportunities to learn how to use WEAVE
	Associate Director of Assessment prepares and sends ShenEd assessment spreadsheets to all ShenEd instructors
October	Reminder to all instructors teaching ShenEd courses re: assessment process for ShenEd- Spreadsheet to be used
	WEAVE online Checkpoint: Review of all academic programs in WEAVE - programs must have data entered by December 1st.
	Courses identified as being ShenEd courses are reviewed (every 5 years) to ensure course objectives and assessment methods align with Domain Objectives
November	WEAVE Workshops: Examining WEAVE online components
	WEAVE online Checkpoint: A review of all academic programs in WEAVE is conducted.
December	
	WEAVE Workshops: Entering <i>findings</i> in WEAVE and how to prepare <i>action plans</i>
	Associate Director of Assessment distributes ShenEd assessment spreadsheets for all Spheres/Regions
	Associate Director of Assessment distributes QEP assessment spreadsheet for all QEP courses
	Associate Director of Assessment distributes assessment spreadsheet for FYS courses.
	QEP: The POST QEP survey is distributed to students in QEP and Ethical Reasoning courses
	The Director of the QEP distributes the Faculty Evaluation Form
January	NSSE –Registering for NSSE distribution between first year students and

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	seniors.
	WEAVE online Checkpoint: A review of all academic programs in WEAVE is conducted.
	WEAVE Workshops: Basics of using WEAVE online.
	WEAVE online Checkpoint: Program Chairpersons review program <i>findings</i> for fall semester and enter appropriate data.
	QEP: PRE QEP Survey is distributed to students in QEP and Ethical Reasoning courses
February	First year students and seniors take the NSSE
March	First year students and seniors continue to take the NSSE
	WEAVE online Checkpoint: Program Chairpersons review data that is found in WEAVE.
	Annual Assessment Survey – Former President’s Survey
April	Spring Course Evaluations
	First year students and seniors continue to take the NSSE
	WEAVE online Checkpoint: Program Chairpersons review data in WEAVE and begin entering <i>findings</i>
	WEAVE online Checkpoint: Program Chairpersons create and enter <i>action plans</i> in WEAVE to demonstrate how <i>findings</i> are used to make future programmatic decisions
	A reminder is sent to all ShenEd instructors to submit rubric scores for students using the ShenEd assessment spreadsheets
May	Institution Assessment: SU Annual Assessment Survey (Former President’s Survey)
	Assessment Week
	Summer I Course Evaluation
	Instructors teaching ShenEd courses submit rubric scores for each student and for each learning objective per ShenEd Region
	QEP: POST QEP survey is distributed to students in QEP and Ethical Reasoning courses
	ShenEd Report generated
	QEP Report generated
June	WEAVE online Checkpoint: Entities in WEAVE are reviewed to determine if information is missing
	All assessment data in WEAVE online is entered for the current reporting cycle.
July	WEAVE online Checkpoint: Reporting cycle is closed in WEAVE and the new (next academic year) is opened

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## Appendix 2 – FYS Assignment Rubric

	Proficient	Limited Proficiency	Not Proficient
FYS Objectives			
<p><b>Multiple Perspectives</b> Students will demonstrate the ability to evaluate and describe their own cultural traits as well as those different from their own.  <b>Focus: What do others think as compared to myself?</b></p>	<p><b>Articulates</b> a sophisticated understanding of the complexity of one's own cultural traits and those important to members of another culture in relation to its history, and/or values, and/or politics, and/or communication styles, and/or economy, and/or beliefs and practices</p>	<p><b>Recognizes</b> one's own cultural traits and demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, and/or values, and/or politics, and/or communication styles, and/or economy, and/or beliefs and practices</p>	<p><b>Shows</b> minimal awareness of one's own cultural traits and demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, and/or values, and/or politics, and/or communication styles, and/or economy, and/or beliefs and practices</p>
<p><b>Global Awareness</b>  Students will be able to (1) articulate an awareness of multiple ways they rely on and are enriched by cultural traits, knowledge, natural resources, and physical objects from around the world; and (2) articulate a nonjudgmental, accepting attitudes towards other cultures.  <b>Focus: How does the way others think impact the way I think? How do I feel about how they think?</b></p>	<p><b>Articulates</b> a strong awareness that one's own cultural viewpoint is impacted by more than one worldview and skillfully demonstrates the ability to act in a supportive manner that recognizes the feelings of another cultural group.</p>	<p><b>Recognizes</b> an adequate awareness that one's own cultural viewpoint is impacted by more than one worldview and demonstrates some signs that s/he can act in a supportive manner that recognizes the feelings of another cultural group.</p>	<p><b>Shows</b> minimal awareness that one's own cultural viewpoint is impacted by more than one worldview and does not demonstrate signs that s/he can act in a supportive manner that recognizes the feelings of another cultural group.</p>
<p><b>Personal Engagement</b>  Students will develop a personal perspective by making responsible contributions and by applying global awareness and multiple perspectives. Students will make connections between the specific global focus and their role as a citizen of a nation or state. Students will demonstrate ability to explain what they will do with material presented in order to determine next step.  <b>Focus: How will I respond? What will I now do as a result of MP and GA?</b></p>	<p>Journal entries include answers to <b>all</b> Common Event prompts. Entries show how information presented is related to their lives personally, locally, nationally and globally. Includes ways they can get involved or tells about other programs that have been successful.  <i>Students provide opinions based on evidence that was presented during Common Event</i></p>	<p>Journal entries include answers to <b>most</b> of the Common Event prompts, but student did not provide answers to all questions included in prompt. Students make <b>some</b> connections to their own lives personally, locally, globally. Mentions successful programs without supporting evidence.  <i>Students provide their own personal opinions with limited evidence that was presented during Common Event.</i></p>	<p>Journal entries fail to answer the questions found in the Common Event prompts. Journal entry lacks information presented during Common Event. Students do not make connections to own lives personally, locally and globally    <i>Students only summarize common events with no opinions and no evidence.</i></p>

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## Appendix 3 – Faculty Feedback Form (QEP)

**Directions:** Shenandoah Conversations instructors, please take a few minutes to tell about your experiences after participating in program in the Fall 2021.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Section: \_\_\_\_\_

1. Could you tell us if you completed the plan as stated in the course proposal form? If changes were made (which is perfectly fine) could you explain what you did differently?
2. Could you include final version of the written assignment you shared with students if it was different from the one included in the original course proposal form?
3. What kind of support or resources are needed to improve the Shenandoah Conversations program process? (improving encounter, engage or express)

### ASSESSMENT

Do you have recommendations to improve assessment tools?

### GENERAL QUESTIONS

1. Positive and negative aspects of implementing Shenandoah Conversations?
2. Are you interested in implementing the program in Spring 2022?
3. If you have implemented Shenandoah Conversations for several semesters already, has your implementation evolved in these semesters/years? In other words, do you do anything differently that might be worth sharing to improve the program?
4. Any additional comments related to SC during the Fall 2021?

### SHENANDOAH CONVERSATIONS FELLOWS

1. Do you have any suggestions to improve the Shenandoah Conversations Fellow Program (fellows are students trained in RSD who help facilitate conversations)?
2. If you would like to nominate students to become fellows, please the names below.

## Appendix 4 – QEP Course Rubric

Objective	5- Excellent	4- Good	3- Satisfactory	2- Fair	1- Poor
Students will be able to effectively communicate their own point of view related to a social issue and/or presented encounter.	Demonstrates ability to <b>thoroughly explain and justify</b> their own perspective.	Demonstrates ability to <b>adequately explain and justify</b> their own perspective.	Demonstrates ability to explain and justify to a <b>limited extent</b> their own perspective.	Demonstrates ability to <b>minimally explain</b> and justify their own perspective.	Does not demonstrate ability to identify their own perspective.
Students will be able to explain a perspective different from their own related to a social issue and/or a presented encounter.	Demonstrates ability to <b>thoroughly explain and justify</b> perspectives different from their own.	Demonstrates ability to <b>adequately explain and justify</b> perspectives different from their own.	Demonstrates ability to explain and justify to a <b>limited extent</b> different perspectives from their own.	Demonstrates ability to <b>minimally explain</b> and justify different perspectives from their own.	Does not demonstrate ability to analyze and represent differing perspectives
<b>Writing Components</b> Use of a realistic writing process that adapts thesis; idea development; evidence; organization; and grammar, usage, and mechanics to persuade or inform a specific audience in fulfilling an assignment.	Demonstrates <b>thorough control</b> in completing the writing assignment for an intended audience.	Demonstrates <b>adequate control</b> in completing the writing assignment for an intended audience.	Demonstrates <b>limited control</b> in completing the writing assignment for an intended audience.	Demonstrates <b>minimal control</b> in completing the writing assignment for an intended audience.	Does <b>not</b> demonstrate <b>control</b> in completing the writing assignment for an intended audience.

## Appendix 5 – ShenEd Quantitative Literacy Rubric

	Proficient 3	Limited Proficiency 2	Not Proficient 1	
Apply mathematical methods to solve problems.	Fully and clearly demonstrates exceptional ability to apply mathematical methods to solve problems. Completes problems using appropriate methods with few to zero errors.	Partially demonstrates ability to apply mathematical methods to solve problems. Completes problems using appropriate methods with several errors.	Does not demonstrate the ability to apply mathematical methods to solve problems. Completes problems using some appropriate methods with numerous errors.	Score for this row _____  Aligned with Critical Thinking Objectives 1&2
Analyze information with an appropriate mathematical model and interpret the results.	Fully and clearly demonstrates exceptional ability to analyze information with appropriate mathematical model. Is able to interpret and discuss results.	Partially demonstrates ability to analyze information with appropriate mathematical model, has some difficulty interpreting and discussing results.	Does not demonstrate the ability to analyze information with appropriate mathematical model. Is not able to interpret or discuss results.	Score for this row _____ Communicate using appropriate conventions (e.g., grammar, usage, mechanics, delivery) for audience or context. Aligned with Critical Thinking Objectives 1,2,3,&5
Organize mathematical information using multiple representations and understand the applicability of each.	Fully and clearly demonstrates exceptional ability to organize mathematical information using multiple representations; is able to understand the applicability of each.	Partially demonstrates ability to organize mathematical information; can use multiple representations, some understanding of the applicability of each.	Does not demonstrate the ability to organize mathematical information; has difficulty using multiple representations and is unable to understand the applicability of each.	Score for this row _____  Aligned with Critical Thinking Objectives 1,2,&3

## Appendix 6 – ShenEd Creative Expression Rubric

	Proficient 3	Limited Proficiency 2	Not Proficient 1
Communicate using terminology of an arts medium.	Fully and clearly demonstrates exceptional ability when using terminology of an arts medium.	Partially demonstrates ability when using terminology of an arts medium.	Demonstrates very little to no ability when using terminology of an arts medium.
Express historical and cultural contexts of the arts.	Fully and clearly demonstrates exceptional ability to express historical and cultural context of the arts.	Partially demonstrates ability to express historical and cultural contexts in the arts.	Demonstrates very little to no ability to express historical and cultural contexts in the arts.
Interpret a single medium of art which will function as an introduction to the arts as a whole.	Fully and clearly demonstrates exceptional ability to interpret a single medium of art which will function as an introduction to the arts as a whole.	Partially demonstrates ability to interpret a single medium of art which will function as an introduction to the arts as a whole.	Demonstrates very little to no ability to interpret a single medium of art which will function as an introduction to the arts as a whole.

## Appendix 7 – ShenEd Cultural Understanding Rubric

	Proficient = 3	Limited Proficiency = 2	Not Proficient = 1	
Demonstrate knowledge of the student's own cultural rules and biases.	Clearly demonstrates knowledge of the student's own cultural rules and biases.	Partially demonstrates knowledge of the student's own cultural rules and biases.	Unsuccessfully demonstrates knowledge of the student's own cultural rules and biases.	Score for this row _____
Illustrate the complexity of cultural difference in relation to history, economics, politics, communication styles/modes or beliefs.	Clearly illustrates the complexity of cultural difference in relation to history, economics, politics, communication styles/modes or beliefs.	Partially illustrates the complexity of cultural difference in relation to history, economics, politics, communication styles/modes or beliefs.	Unsuccessfully illustrates the complexity of cultural difference in relation to history, economics, politics, communication styles/modes or beliefs.	Score for this row _____
Examine the power dynamics inherent in intercultural elements and how they impact the world around us today.	Clearly examines the power dynamics inherent in intercultural elements and how they impact the world around us today.	Partially examines the power dynamics inherent in intercultural elements and how they impact the world around us today.	Unsuccessfully examines the power dynamics inherent in intercultural elements and how they impact the world around us today.	Score for this row _____
				Sum =
				Average =



## Appendix 8 – ShenEd Ethical Reasoning Rubric

	Proficient = 3	Developing Proficiency = 2	Not Proficient = 1	
Identify ethical principles grounded in philosophical, religious, or cultural perspectives.	Clearly identifies ethical principles grounded in philosophical, religious, or cultural perspectives.	Partially identifies ethical principles grounded in philosophical, religious, or cultural perspectives.	Insufficiently identifies ethical principles grounded in philosophical, religious, or cultural perspectives.	Score for this row <hr/> Aligns with Critical Thinking objective 1
Analyze an ethical issue with attention to social and cultural difference.	Clearly analyzes an ethical issue with attention to social and cultural difference.	Partially analyzes an ethical issue with attention to social and cultural difference.	Insufficiently analyzes an ethical issue with attention to social and cultural difference.	Score for this row <hr/> Aligns with Critical Thinking objective 3
Articulate reasons for an ethical course of action.	Clearly articulates reasons for an ethical course of action.	Partially articulate reasons for an ethical course of action.	Insufficiently articulates reasons for an ethical course of action.	Score for this row <hr/> Aligns with Critical Thinking Objective 4
				Sum =
Critical Thinking Alignment			Critical Thinking = Average Rubric Score	Average =

## Appendix 9 – ShenEd Natural Sciences Rubric

	Proficient = 3	Limited Proficiency = 2	Not Proficient = 1	
Describe how scientific knowledge is acquired and understand core concepts of a discipline within the natural sciences.	Fully and clearly describes how scientific knowledge is acquired through the active interplay between conceptual knowledge and scientific investigation processes. Provides an in-depth understanding of the core concepts of a discipline within the natural sciences (e.g. biology, chemistry, environmental science, earth science or physics)	Partially describes how scientific knowledge is acquired through the active interplay between conceptual knowledge and scientific investigation processes. Demonstrates some understanding of the core concepts of a discipline within the natural sciences (e.g. biology, chemistry, environmental science, earth science or physics).	Attempts to describe, with little accuracy, how scientific knowledge is acquired through the active interplay between conceptual knowledge and scientific investigation processes. Demonstrates little to no understanding of the core concepts of a discipline within the natural sciences (e.g. biology, chemistry, environmental science, earth science or physics).	Score for this row <hr/>
Select and apply appropriate scientific knowledge in order to pose scientific questions, make and record observations,	Fully and clearly applies scientific knowledge and critical thinking skills when posing scientific questions. Accurately makes and records observations, interprets data and forms valid conclusions with few to no mistakes when	Partially applies scientific knowledge and critical thinking skills in order to pose scientific questions. Makes and records observations, interprets data and forms conclusions	Fails to apply scientific knowledge and critical thinking skills in order to pose scientific questions. Making and forming observations is weak with no valid	Score for this row <hr/> Aligns with Critical Thinking Objectives 1, 2, and 4.

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interpret data and form valid conclusions.	analyzing the above questions.	with several mistakes when analyzing the above questions.	conclusions when analyzing the above questions.	
Select and apply appropriate scientific knowledge to evaluate scientific scenarios, data sets, or claims.	Fully and clearly applies personal scientific knowledge and critical thinking skills in order to apply them to novel scientific questions and data sets, and/or to evaluate claims made in scientific articles from the popular press.	Partially applies personal scientific knowledge and critical thinking skills in order to apply them to novel scientific questions and data sets, and/or to evaluate claims made in scientific articles from the popular press.	Fails to apply personal scientific knowledge and critical thinking skills in order to apply them to novel scientific questions and data sets, and/or to evaluate claims made in scientific articles from the popular press	Score for this row <hr/> Aligns with Critical Thinking Objectives 3, 5
				Sum =
Critical Thinking Alignment			Critical Thinking = Average Rubric Score	Average =

## Appendix 10 – ShenEd Social and Behavioral Science Rubric

	Proficient	Limited Proficiency	Not Proficient	
Analyze human behavior; social problems or situations; or cultural production using theories or methods of the social or behavioral sciences.	Clearly and fully analyzes human behavior; social problems or situations; or cultural production using theories or methods of the social or behavioral sciences.	Partially analyzes human behavior; social problems or situations; or cultural production using theories or methods of the social or behavioral sciences.	Is unable to analyze human behavior; social problems or situations; or cultural production using theories or methods of the social or behavioral sciences.	Score for this row _____  Aligns with Critical Thinking objectives 1 & 5
Examine differences and similarities between social institutions and humans' interactions with these social institutions.	Clearly and fully examines differences and similarities between social institutions and humans' interactions with these social institutions.	Partially examines differences and similarities between social institutions and humans' interactions with these social institutions.	Is unable to examine differences and similarities between social institutions and humans' interactions with these social institutions.	Score for this row _____  Aligns with Critical Thinking objectives 1, 2, & 3
Discuss the nature of individual values and beliefs and the relationship between oneself and the community.	Clearly and fully discusses the nature of individual values and beliefs and the relationship between oneself and the community.	Partially discusses the nature of individual values and beliefs and the relationship between oneself and the community.	Is unable to Discuss the nature of individual values and beliefs and the relationship between oneself and the community.	Score for this row _____  Aligns with Critical Thinking objectives 1 & 3
				Sum =

## Appendix 11 – ShenEd Oral and Communicative Literacies Rubric

	Proficient 3	Limited Proficiency 2	Not Proficient 1	
Adapt presentations to fit a specific audience or context.	<p>Consistently adapts presentations to fit a specific audience or context.</p> <p>Follows the requirements of an assignment.</p> <p>Makes discipline-specific language, conventions, and other formats accessible to the audience.</p>	Displays a developing ability to adapt presentations to fit a specific audience or context.	Inconsistently adapts presentations to fit a specific audience or context.	<p>Score for this row</p> <hr/> <p>CTLOs 3,4,&amp;5</p>
Use the composing process (brainstorming, drafting, feedback, revising, and editing) to develop written and/or oral texts/presentations.	<p>Consistently uses the composing process (e.g., brainstorming, drafting, feedback, revising, and editing) to develop written and/or oral texts/presentations</p> <p>Demonstrates evidence of treating composing as a process.</p> <p>Incorporates instructor/peer feedback when revising and editing work.</p>	Displays a developing ability to use the composing process	Inconsistently uses the composing process (e.g., brainstorming, drafting, feedback, revising, and editing) to develop written and/or oral texts/presentations.	<p>Score for this row</p> <hr/> <p>CTLOs 4,5</p>
Use evidence ethically and	Consistently uses evidence ethically	Displays a developing	Inconsistently uses evidence	Score for this row

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appropriately to inform or persuade.	<p>and appropriately to inform, persuade, and engage individuals and/or communities.</p> <p>Transparently presents source material.</p> <p>Attributes/documents sources of information accurately and fully, according to the conventions of the medium/media used.</p> <p>When needed, offers analysis of evidence, statements, graphics, questions, expressions, and other information.</p>	ability to uses evidence ethically and appropriately to inform or persuade.	ethically and appropriately to inform or persuade.	<hr/> <p>CTLOs 1,2,3,4</p>
Distill a primary purpose into a single, central idea.	<p>Articulates a position through (an) appropriately focused and communicated thesis/es.</p> <p>Articulated position offers new perspective(s) on subject.</p> <p>Identifies areas of rational support for position taken</p>	Central idea(s) is/are evident but needs to be developed.	Central idea(s) are unclear.	<p>Score for this row</p> <hr/> <p>CTLO 2</p>
Develop and present major points in a reasonable, organized, and	Fully and clearly develops and present major points in a reasonable,	Partially develops and present major points in a	Is unable to develop and present major points in a reasonable,	<p>Score for this row</p> <hr/> <p>CTLOs 4,5</p>

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convincing manner.	organized, and convincing manner.	reasonable, organized, and convincing manner.	organized, and convincing manner.	
Communicate using appropriate conventions (e.g., grammar, usage, mechanics, delivery) for audience or context.	Fully and clearly communicates using appropriate conventions (e.g., grammar, usage, mechanics, delivery) for audience or context.	Partially communicate using appropriate conventions (e.g., grammar, usage, mechanics, delivery) for audience or context.	Is unable to communicate using appropriate conventions (e.g., grammar, usage, mechanics, delivery) for audience or context	Score for this row <hr/> CTLOs 3,4,5