

# Danville Community College: General Education Competencies Assessment Plan Reporting Grid

(aligned with SCHEV Policy on Student Learning Assessment and Quality in Undergraduate Education)

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Institution: Danville Community College

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Competency (DCC's General Education Competency)	Definition	Student Learning Outcome(s)	Course(s) / Activities	Criteria of Success (Expected Level(s) of Achievement)	Method(s) / Tool(s)	Schedule of data collection / generation	Schedule of reporting	Communication of findings	Use of findings	If relevant: Additional institutional contact(s) w/ email
<b>Civic Engagement</b>	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.	<i>Diversity in Civic Life:</i> Students will recognize the value of diverse feelings, perspectives, life experiences, and the strength that such diversity brings to civic life.	<b>Direct Measure:</b> HUM 165 Controversial Issues in Contemporary American Culture	At least 60% of students will develop a thesis that demonstrates the recognition of diverse perspectives and values in civic life.	HUM 165 Writing Assignment Grading Rubric using scores for (a) thesis and (b) development.	Data will be collected in the fall and spring semesters.  2021-22 (Year 3) and 2024-25 (Year 6) Competency Assessed (Data Collected)  Data will be sent to the Office of Institutional Planning, Effectiveness, and Research by the end of each semester.	2022 Fall 2025 Fall Findings shared	The Office of Institutional Planning, Effectiveness, and Research (OIPER) will conduct a preliminary analysis and produce an aggregated Gen Ed Competencies results report for the two competencies measured for the academic year, disaggregated where possible. The Director of OIPER will share with 1) the General Education Committee, 2) faculty and staff members who participated in civic engagement instruction and activities, and 3) the Vice President of Academic and Student Services for recommendations. The Vice President of Academic and Student Services will share the recommendations with Divisional Leaders (Dean	Findings will be used for:  *Identifying the area(s) in need of improvement in instruction and learning, as well as enhancing student engagement in extra and co-curricular activities.  *Developing strategies for improvement of student learning and faculty instruction, as well as student engagement in civic life  *Developing strategies for	
		<i>Social Justice and Civic Responsibility:</i> Students will identify personal and collective actions that could be taken to address injustices and insecurities in society.	<b>Indirect Measure:</b> Co-curricular Civic Activities Participation (voting, volunteerism, and community service)	At least 25% of associate degree-seeking students will participate in civic activities including voting, volunteering, community involvement, and community service.	Activity participation rosters will be collected by staff, faculty, or student organization leader who is conducting the activity to include student name and ID to ensure accurate, unduplicated counts and to be					

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					able to disaggregate by various characteristics.			and AVP) who will communicate findings with faculty during divisional meetings.	assessing improvement.	
<b>Critical Thinking</b>	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.	Students will evaluate and analyze works of literature for ideas, arguments, assumptions, and evidence.  <i>Implications / Conclusions:</i> Students will solve problems based on the analysis and interpretation of information.	ENG 112 English Composition II  IND 137 Teamwork and Problem Solving	At least 60% of students will score at the proficient level in both of the following areas on the Cultural event essay rubric; 1) evidence-based support for thesis and 2) well-reasoned conclusions.  At least 70% of students will score 70% or higher on the A3 Report team project	ENG 112 Cultural Event essay rubric  IND 137 Project Scoring Rubric – problem solving section	Data will be collected in the fall and spring semesters.  2021-22 (Year 3) and 2024-25 (Year 6) Competency Assessed (Data Collected)	2022 Fall 2025 Fall Findings shared	The Office of Institutional Planning, Effectiveness, and Research (OIPER) will conduct a preliminary analysis and produce an aggregated Gen Ed Competencies results report for the two competencies measured for the academic year, disaggregated where possible. The Director of OIPER will share with 1) the General Education Committee, 2) faculty who participated in critical thinking instruction, and 3) the Vice President of Academic and Student Services for recommendations. The Vice President of Academic and Student Services will share the recommendations with Divisional Leaders (Dean and AVP) who will communicate findings with	Findings will be used for:  *Identifying the area(s) in need of improvement in instruction and learning  *Developing strategies for improvement of student learning and faculty instruction  *Developing strategies for assessing improvement.	
			<b>Indirect Measures:</b> Institutional Effectiveness Survey Questions Related to Critical Thinking Coursework	At least 60% of students will report that DCC coursework allows students to “form new ideas from various pieces of information” ‘very much’ or ‘quite a bit.’  At least 60% of students will report that	DCC's IE Survey Responses on Critical Thinking Items					

				DCC coursework allows students to “make judgments about the value or soundness of information, arguments, or methods.” new ideas from various pieces of information” ‘very much’ or ‘quite a bit.’				faculty during divisional meetings.		
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<b>Professional Readiness</b>	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.	Students will identify academic and personal goals and articulate steps for implementing action to achieve those goals.	SDV 100 College Success Skills	At least 70% of students will receive a 3 out of 5 on the ‘personalized education plan (PEP) and personal goals list’ rubric	SDV Rubric for “Setting and Accomplishing Realistic Goals” assignment	Data will be collected in the fall and spring semesters.  2020-21 (Year 2) and 2023-2024 (Year 5) Competency Assessed (Data Collected)	2021 Fall 2024 Fall Findings shared	The Office of Institutional Planning, Effectiveness, and Research (OIPER) will conduct a preliminary analysis and produce an aggregated Gen Ed Competencies results report for the two competencies measured for the academic year, disaggregated where possible. The Director of OIPER will share with 1) the General Education Committee, 2) faculty who participated in professional readiness instruction, and 3) the Vice President of Academic and Student Services for recommendations. The Vice	Findings will be used for:  Identifying the area(s) in need of improvement in instruction and learning  Developing strategies for improvement of student learning and faculty instruction  Developing strategies for assessing improvement.	
		Students will be able to maintain open, effective, and professional communications.		At least 70% of students will score 70% or higher on the email etiquette assignment scoring rubric	SDV 100 Email Etiquette assignment rubric					
		Students will demonstrate appropriate workplace and classroom safety via compliance with OSHA 10 standards.	SAF 130 Industry Safety – OSHA 10	At least 75% of students will score a 70% or higher on the comprehensive industrial safety final exam	SAF 130 Final Exam Scores					

		<p><i>Teamwork:</i> Students will work effectively with others on a task in a team to achieve a common goal while maintaining constructive interpersonal relationships.</p>	IND 137 Teamwork and Problem Solving	At least 70% of students will score 70% or higher on the A3 Report team project	IND 137 Project Scoring Rubric – teamwork section			President of Academic and Student Services will share the recommendations with Divisional Leaders (Dean and AVP) who will communicate findings with faculty during divisional meetings.		
			<p><b>Indirect Measures:</b> Institutional Effectiveness Survey Questions Related to Professional Readiness</p>	<p>At least 20% of students will report that they have completed or are currently completing “internship, field experience, or clinical assignment.”</p> <p>At least 90% of students will report that they have “utilized email to effectively communicate with an instructor” at least ‘sometimes’.</p>	DCC’s IE Survey Response on Professional Readiness Items					
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<b>Quantitative Literacy</b>	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.	<i>Calculate:</i> Students will accurately solve mathematical problems.	MTH 111 Basic Technical Mathematics	At least 60% of students will score a 3 or higher out of 5 on a rubric.	Rubric scoring of student work samples (ten calculation questions throughout the semester on various quizzes or exams)	Data will be collected in the fall and spring semesters.  2019-20 (Year 1) and 2022-23 (Year 4) Competency Assessed (Data Collected)	2020 Fall 2023 Fall Findings shared	The Office of Institutional Planning, Effectiveness, and Research (OIPER) will conduct a preliminary analysis and produce an aggregated Gen Ed Competencies results report for the two competencies measured for the academic year, disaggregated where possible. The Director of OIPER will share with 1) the General Education Committee, 2) faculty who participated in quantitative literacy instruction, and 3) the Vice President of Academic and Student Services for recommendations. The Vice President of Academic and Student Services will share the recommendations with Divisional Leaders (Dean and AVP) who will communicate findings with faculty during divisional meetings.	Findings will be used for:  Identifying the area(s) in need of improvement in instruction and learning  Developing strategies for improvement of student learning and faculty instruction  Developing strategies for assessing improvement.
		<i>Calculate:</i> Students will accurately solve mathematical problems.  <i>Apply &amp; Analyze:</i> Students will draw relevant conclusions from quantitative analysis of data.	MTH 130 Fundamentals of Reasoning	At least 60% of students will score a 3 or higher out of 5 on a rubric.	Rubric scoring of student work samples (five calculation questions and five apply and analyze questions)				
		<i>Calculate:</i> Students will accurately solve mathematical problems.  <i>Apply &amp; Analyze:</i> Students will draw relevant conclusions from quantitative analysis of data.	MTH 154 Quantitative Reasoning	At least 60% of students will score a 3 or higher out of 5 on a rubric.	Rubric scoring of student work samples (five calculation questions and five apply and analyze questions)				
		<i>Calculate:</i> Students will accurately solve mathematical problems.  <i>Interpret:</i> Students will explain numerical	MTH 155 Statistical Reasoning	At least 60% of students will score a 3 or higher out of 5 on a rubric.	Rubric scoring of student work samples (five calculation questions and				

		information presented in visual data presentations.			five interpretation questions)					
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<b>Scientific Literacy</b>	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.	<i>Identify:</i> Students will recognize the steps of the scientific method of inquiry leading to evidenced-based knowledge.	BIO 101 General Biology I	At least 60% of students will score 70% or higher on selected items on specified exams.	BIO 101 selected questions on exams related to the scientific method	Data will be collected in the fall and spring semesters.  2020-21 (Year 2) and 2023-2024 (Year 5) Competency Assessed (Data Collected)	2021 Fall 2024 Fall Findings shared	The Office of Institutional Planning, Effectiveness, and Research (OIPER) will conduct a preliminary analysis and produce an aggregated Gen Ed Competencies results report for the two competencies measured for the academic year, disaggregated where possible. The Director of OIPER will share with 1) the General Education Committee, 2) faculty who participated in scientific literacy instruction, and 3) the Vice President of Academic and Student Services for recommendations. The Vice President of Academic and	Findings will be used for:  Identifying the area(s) in need of improvement in instruction and learning  Developing strategies for improvement of student learning and faculty instruction  Developing strategies for assessing improvement.	
		<i>Identify:</i> Students will distinguish between experimental research and correlational relationships.	PSY 230 Developmental Psychology	At least 60% of students will score 70% or higher either on a subset of items from a specified exam or on the item(s) included in an alternate assessment.	PSY 230 subset of items from a specified exam or item(s) included in an alternate assessment					
		<i>Identify:</i> Students will explain and describe the general structure and procedures of the scientific method.	CHM 111 General Chemistry I	At least 60% of students will score 70% or higher on selected items on specified exams.	CHM 111 selected questions on exams related to the scientific method					

		<i>Integrate:</i> Students will create a functional circuit based on the electricity and basic circuit knowledge and skills learned in mechatronics.	IND 243 Principles and Applications in Mechatronics	At least 75% of students will successfully create a functional circuit that provides proper electricity to a motor.	IND 243 Functional Circuit In-class Project rubric			Student Services will share the recommendations with Divisional Leaders (Dean and AVP) who will communicate findings with faculty during divisional meetings.		
		<i>Evaluate:</i> Students will effectively track process capability and process performance.	MAC 254 Machining Flow Cell IT Integration	At least 70% of students will score an 80 (out of 100) or higher on the process capability and process performance lab exercise.	MAC 254 Lab Exercise rubric					
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<b>Written Communication</b>	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.	Students will use appropriate and relevant content to illustrate the main ideas while using standard American English and accepted, conventional grammar and mechanics.	ENG 111 English Composition I	At least 60% of students will score 3 or above on a 5-point rubric scoring content and mechanics.	ENG 111 Research Part III (final Draft) rubric	Data will be collected in the fall and spring semesters.  2019-20 (Year 1) and 2022-23 (Year 4) Competency Assessed (Data Collected)	2020 Fall 2023 Fall Findings shared	The Office of Institutional Planning, Effectiveness, and Research (OIPER) will conduct a preliminary analysis and produce an aggregated Gen Ed Competencies results report for the two competencies measured for the academic year, disaggregated where possible. The Director of OIPER will share with 1) the General Education Committee, 2) faculty who participated in written communication instruction, and 3) the Vice President of	Findings will be used for:  Identifying the area(s) in need of improvement in instruction and learning  Developing strategies for improvement of student learning and faculty instruction	
		Students will write clear, concise, grammatically correct technical information.	ENG 131 Technical Report Writing	At least 60% of students will score 3 or above on a 5-point rubric scoring content and mechanics.	ENG 131 Writing Rubric					

								Academic and Student Services for recommendations. The Vice President of Academic and Student Services will share the recommendations with Divisional Leaders (Dean and AVP) who will communicate findings with faculty during divisional meetings.	Developing strategies for assessing improvement.	
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To accompany the plans (only one response required):

Please provide an honest, reflective assessment of your institution’s capacity to carry out these plans. What pieces are already in place? In what way(s) are you well positioned to do what you’ve described? What challenges do you anticipate? What other concerns do you have?

Danville Community College faculty has the capacity to carry out these plans, and we are confident that the administrative leadership and committee structures at DCC will effectively facilitate the plan. DCC faculty has developed these authentic assessments (direct measures) within the selected courses and have already been utilizing them. We will need to refine rubrics in some courses to meet the student outcomes as stated, and in some cases we will be developing new rubrics to score the selected assessment. The faculty will require some professional development in order to fully engage with executing the plan, especially as we collect data associated with student identification (EMPLIDs) to be able to disaggregate, where possible, to provide rich data regarding various subgroups of students according to SCHEV policy. The time commitment for General Education assessment will increase for faculty to score, record, and report assessment results using student IDs, where possible. We believe that being part of the Achieving the Dream network has prepared us for having the institutional capacity to use disaggregated student outcomes data to make improvements intended to close achievement gaps. Finally, the SCHEV sample assessment reports provided to DCC as a guide reflect flexibility. We will need to be creative as we consider the audience, content, review, and framing questions as we follow SCHEV’s Assessment Reporting Guidelines. Our tendency will be to produce an analysis grid with results and how we plan to use the results for continuous improvement. However, the Assessment Reporting Guidelines has provided some different expectations for reporting our results to the VCCS and SCHEV once we complete our first year of data collection on our new General Education Assessment Plan.