

## 2025-26 Reynolds General Education Executive Summary

### Introduction

General education at Reynolds constitutes foundational knowledge in all degree programs. Evidence of student learning in these core components is necessary for their success. Informed by external requirements from SCHEV, the VCCS, and SACSCOC, faculty lead general education efforts at Reynolds by teaching selected courses and measuring student learning with nationally normed rubrics adapted by college faculty. Reynolds designs these efforts to provide actionable results to improve learning within its foundational courses.

The 2025–26 cycle indicates continued progress in Reynolds’ general education assessment process. Artifact collection expanded, faculty scoring workflows became more consistent, and assessment evidence included broader representation across instructional settings. Results also show areas for continued refinement, especially strengthening Dual Enrollment representation in Quantitative Literacy and improving assignment alignment so assessment results can better inform instructional improvement.

### Applying Knowledge

In academic year 2025-26, Reynolds focused analysis on two core general education competencies — Quantitative Literacy (QL) and Written Communication (WC) — while continuing to collect data on student evidence from all six competencies. Faculty across disciplines scored assignments to measure student learning and examine alignment between course assignments and institutional learning outcomes measured by college-adapted AAC&U VALUE rubrics.

Students demonstrated WC skills in assignments requiring organization of ideas, written analysis, synthesis of information, and communication tailored to audience and purpose. Students displayed QL knowledge that required mathematical reasoning, interpretation of quantitative information, and application of quantitative skills to authentic or applied scenarios.

This assessment cycle also reflected continued refinement of Reynolds’ general education methodology. Reynolds expanded artifact collection efforts beyond prior years and increased collection of student assignments from Dual Enrollment sections to strengthen representation across student populations. Faculty scored 150 WC artifacts, including approximately 20% from Dual Enrollment (DE) sections. Faculty also scored 141 QL artifacts, however with fewer DE samples obtained.

### Methodology

- Faculty scorers (n=10) evaluated student artifacts (n=291) using shared scoring criteria and interdisciplinary calibration discussions to strengthen scoring consistency.
- Reynolds continued implementation of Canvas-supported scoring workflows and artifact organization processes developed during previous assessment cycles to improve efficiency and consistency.
- More student artifacts permitted a broader sample of student work and strengthened opportunities for analysis across instructional settings, including DE sections.
- QL assessment incorporated artifacts from two different mathematics assignments, (MTH 154 and MTH 245) broadening the evidence available for institutional review and analysis.
- Standard deviations indicate variation from the mean in scoring results and provide an estimate of scoring consistency across faculty reviewers.

## Qualitative Results

- Expanded inclusion of DE WC artifacts improved the college's ability to compare learning experiences across instructional settings.
- Multiple QL assignments broadened the evidence available for review and strengthened the college's understanding of how that knowledge is demonstrated across varied instructional approaches and learning activities.
- Continued use of structured scoring workflows and calibration discussions improved scorer familiarity and consistency compared to earlier assessment cycles.
- Canvas-supported scoring processes and clearer artifact organization contributed to a more streamlined assessment process for faculty scorers.

## Quantitative Results

Competency	# artifacts	Avg / Median scores*	Std. Dev.	# Dual Enroll	Avg / Median of DE
Quantitative Literacy	141	7.4 / 7.5	1.7	5	Comparable trends observed, though sample size remains limited
Written Communication	150	9.4 / 9.5	2.0	30	Comparable performance observed across instructional settings

\*Quantitative Literacy scored using a 9-point rubric scale. Written Communication scored using a 12-point rubric scale.

On the 9-point QL rubric, the average score of 7.4 indicates that student artifacts generally met or exceeded the institutional expectation. On the 12-point WC rubric, the average score of 9.4 suggests that students demonstrate solid written communication skills across organization, analysis, synthesis, and audience awareness.

## Quantitative Results by Modality

	QL Count	QL Avg.	WC Count	WC Avg.
In-Person	35	7.0	55	9.4
Hybrid	27	6.9	40	9.4
Online	79	7.6	55	9.3

## Limitations / Challenges

While artifact collection improved during the 2025-26 cycle, opportunities remain to further strengthen consistency in assignment submission quality, representation across student populations, and DE participation in certain competencies, particularly with QL artifacts (from MTH 154). Continued refinement of assignment alignment, artifact collection procedures, and scoring workflows will support increasingly meaningful institutional analysis and instructional improvement efforts. Because only five QL artifacts were collected from Dual Enrollment sections, results should be interpreted cautiously.

## Program Highlights

Expanded artifact collection, and increased participation from DE sections (mostly from ENG 111) strengthened the breadth of evidence available for review during the 2025-26 assessment cycle resulting in nearly 300 artifacts reviewed. The English faculty work diligently each year to refine rubric-assignment alignment to provide them with clear insight into student's ability to write effectively.

Using multiple math assignments for QL measurement (MTH 154 and MTH 245) represented continued growth in the college’s assessment approach, allowing Reynolds to evaluate student learning across varied instructional contexts rather than relying on a single assignment model. This broader collection of evidence strengthens institutional understanding of where and how general education outcomes are demonstrated throughout the curriculum. Math faculty are redesigning assignments to better inform student learning based on the criteria in the scoring rubric.

Continued use of Canvas-supported scoring workflows and interdisciplinary faculty scoring discussions contributed to a more efficient and collaborative assessment process while strengthening faculty engagement with institutional learning outcomes.

### Conclusions

The process of collection, scoring, and analysis continues to become more refined each year. The 2025-26 cycle reflected continued institutional progress through expanded artifact collection, broader representation of instructional contexts, increased participation from DE sections, and the use of multiple assignment types to better understand how general education outcomes are demonstrated across the curriculum.

The 2025–26 assessment cycle shows that Reynolds has continued to strengthen its general education assessment process. Expanded artifact collection, Canvas-supported scoring workflows, faculty calibration, and broader assignment sampling have created a stronger foundation for understanding student learning. The next step is to use these results more intentionally to guide instructional and curricular improvements, including clearer assignment alignment, stronger representation across student populations, and continued faculty engagement with assessment results.

### Reynolds General Education Goals, Results, Actions from 2025-2026 Academic Year

Competency	Goal & Stretch Goal	Actions
Civic Engagement	Goal – 70% will score 70% or higher Stretch – 75% will score 70% or higher	Continued collection of assessment data and review of assignment alignment
Critical Thinking	Goal – 70% will score 70% or higher Stretch – 75% will score 70% or higher	Continued collection of assessment data and review of assignment alignment
Professional Readiness	Goal – 80% will score 70% or higher Stretch – 90% will score 70% or higher	Continued institutional review of rubric alignment and assessment methodology
Quantitative Literacy (QL)*	Goal – 70% will score 70% or higher Stretch – 75% will score 70% or higher	2025-26 – Expanded scoring process to include two mathematics assignments and increased overall artifact collection
Scientific Literacy	Goal – 70% will score 70% or higher Stretch – 75% will score 70% or higher	Continued collection of assessment data and review of assignment alignment
Written Communication (WC)*	Goal – 70% will score 70% or higher Stretch – 75% will score 70% or higher	2025-26 – Achieved institutional target of 150 scored artifacts, including nearly 20% Dual Enrollment representation

\* Scored during 2025-26 review cycle.

While these results indicate continued institutional progress in assessment collection and methodology, there remains an opportunity to further refine goals, expand representation across student populations, and strengthen alignment between assignments and institutional learning outcomes. Use of results by faculty in the specific programs was improved this past year, and we continue to engage with more instructors to implement curricular change based on student learning outcomes.