

## **HCTC ASSOCIATE IN ARTS GENERAL EDUCATION COURSE ASSESSMENT INSTRUCTIONS**

The course assessment is a tool used to identify educational outcomes and gather, analyze, and utilize information about student learning outcomes (SLOs) to continuously enhance the quality of learning and the service delivery of teaching. Course assessments are a critical component to monitor, assess, and improve quality service delivery to the students, an objective way to measure students' performance related to SLOs, a mechanism for educational improvement based on results, utilized by Division Chairs in Program Reviews, and evidence for the SACSCOC accreditation process.

### **BEGINNING OF SEMESTER:**

1. Enter your name for "Faculty Name."
2. Enter the date and term.
3. Enter the division name.
4. Enter the course number and name in the "Course Assessed" column (ex: ENG 101 Writing I).
5. Determine which category the general education class being assessed belongs (*See Appendix A: Approved General Education Classes and Categories below for a full list of approved general education categories and classes*):
  - Communication [Written (WC) or Oral (OC)]
  - Arts and Humanities (AH)
6. Review the student learning outcomes below that are associated with the identified category to which the general education class belongs:

#### **Written (WC) and Oral (OC) Communication**

- Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre. (Maps to Competencies A, B, C, and D)\*
- Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings. (Maps to Competencies B, C, and D)\*
- Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts. (Maps to Competencies B and D)\*

- Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response. (Maps to Competencies B, C, and D)\*
- Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. (Maps to Competencies B and D)\*

*WC* courses must meet the first SLO and *OC* courses must meet the second SLO, with both types of courses meeting at least two of the remaining three SLOs.

### **Arts and Humanities (AH)**

- Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. (Maps to Competencies A and B)\*
- Distinguish between various kinds of evidence by identifying reliable sources and valid arguments. (Maps to Competency B)\*
- Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. (Maps to Competencies A and B)\*
- Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. (Maps to Competencies A, B, and C)\*
- Evaluate enduring and contemporary issues of human experience. (Maps to Competencies A and D)\*

Foreign Language: Demonstrate competency in a foreign language. Foreign language study develops essential skills and cultural awareness critical for success in a multilingual world.

Any combination of 2 courses in *AH* will be considered sufficient to meet the student-learning outcomes in this category.\*

\* Kentucky's Statewide General Education Student Learning Outcomes are mapped to the American Association of Colleges and Universities' (AAC&U) Liberal Education for America's Promise (LEAP) Essential Learning Outcomes—as a guiding vision and national benchmarks for college learning and liberal education in the 21st century.

#### 7. General Education Competencies:

- A. **Knowledge of human cultures and the physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.**

**B. Intellectual and practical skills, including:**

- inquiry and analysis
- critical and creative thinking
- written and oral communication
- quantitative literacy
- information literacy
- teamwork and problem solving

**C. Personal and social responsibility, including:**

- civic knowledge and engagement (local and global)
- intercultural knowledge and competence
- ethical reasoning and action
- foundations and skills for lifelong learning

**D. Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills.**

8. Determine which general education student learning outcome (SLO) will be assessed in the course assessment.
9. Copy and paste the selected SLO from above in the “Student Learning Outcome” column.
10. Copy and paste the associated competency(ies) the SLO maps to from above in the “General Education or Course Specific Competencies Column” (ex: Maps to Competencies A, B, and D).
11. Enter the Assignment/Assessment Criteria in the “Assignment/Assessment Criteria” column. Ensure the Assignment/Assessment Criteria are **Specific, Measurable, Attainable, Relevant, and Time-Bound (SMART).**
12. Identify 2 course specific competencies to assess.
13. Enter the appropriate information for the 2 course specific competencies in the table below. Ensure the Assignment/Assessment Criteria are SMART.
14. Submit the initial course assessment to the Assessment and Continuous Enhancement (ACE) Coordinator and the Division Chair by the deadline date.

**END OF SEMESTER:**

15. Fill out the “Assessments Results” column with the results achieved.
16. Fill out the “Report of Assessment Findings for Intended Outcome” section of the form to include Problems Encountered (if standards were not met), Actions Taken to address issues or problems, and Recommendations Or Further Actions To Improve Student Learning.
17. Submit completed course assessment form to the ACE Coordinator and the Division Chair by the deadline date.

**HCTC ASSOCIATE IN ARTS GENERAL EDUCATION COURSE ASSESSMENT FORM**

**1. FACULTY NAME:**

**2. DATE & TERM:**

**3. DIVISION:**

<b>4. COURSE ASSESSED</b>	<b>5. GENERAL EDUCATION OR COURSE SPECIFIC COMPETENCIES (must have <u>at least</u> 1 general education competency and 2 course specific competencies)</b>	<b>6. STUDENT LEARNING OUTCOME (SLO)</b>	<b>7. ASSIGNMENT/ ASSESSMENT CRITERIA</b>	<b>8. ASSESSMENT RESULTS</b>
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

**Distance Learning course? Yes\_\_No\_\_**

**REPORT OF ASSESSMENT FINDINGS FOR INTENDED OUTCOMES**

**9. Problems Encountered (if minimum standard were not met):**

**10. Actions Taken (such as a change to curriculum, faculty or other improvement):**

**11. Recommendations Or Further Actions To Improve Student Learning:**