HCTC ASSOCIATE IN SCIENCE 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*):
   - Quantitative Reasoning (QR)
   - Natural Sciences (NS)
   - Social and Behavioral Sciences (SB)
6. Review the student learning outcomes below that are associated with the identified category to which the general education class belongs:

Quantitative Reasoning (QR)

- Interpret information presented in mathematical and/or statistical forms. (Maps to Competency B)*
- Illustrate and communicate mathematical and/or statistical information symbolically, visually, and/or numerically. (Maps to Competency A, B, and C)*
- Determine when computations are needed and to execute the appropriate computations. (Maps to Competency B)*
- Apply an appropriate model to the problem to be solved (Maps to Competencies A, C and D)*
- Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis. (Maps to Competencies B, C and D)*

QR courses should meet all five SLOs. Guidelines for Implementation of the General Education Transfer Policy Page 12

Natural Sciences (NS)

Conduct a hands-on project using scientific principles (category experience).

- Demonstrate an understanding of the methods of science inquiry. (Maps to Competencies A and B)*
- Explain basic concepts and principles in one or more of the sciences. (Maps to Competencies A and B)*
- Apply scientific principles to interpret and make predictions in one or more of the sciences. (Maps to Competencies A, B, and D)*
- Explain how scientific principles relate to issues of personal and/or public importance. (Maps to Competencies A, B, C, and D)*

NS courses should meet the four SLOs. Each institution's general education natural science block must meet the category experience.

Social and Behavioral Sciences (SB)

- Demonstrate knowledge of at least one area of the social and behavioral sciences. (Maps to Competencies A and D)*
- Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences. (Maps to Competencies A, B, C, and D)*
- Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience. (Maps to Competencies A, B, C, and D)*
- Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance. (Maps to Competencies A, B, C, and D)*
- Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences. (Maps to Competencies A and D)*

Any combination of 2 courses in ***SB*** 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. Ensure the Assignment/Assessment Criteria are **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-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 SCIENCE GENERAL EDUCATION COURSE ASSESSMENT FORM

1. FACULTY NAME: **2. DATE & TERM:** **3. DIVISION:**

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

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: