

COLLEGE ASSESSMENT PHILOSOPHY

Southern Arkansas University Tech has developed a program to assess the learning outcomes of its students to assure that the College is achieving its mission. The Assessment Program is designed to measure the level of skills and competencies gained by students at the program level and within the General Education curriculum for all Associate Degree students. Assessment activities are performed in a number of ways including placement exams prior to enrollment, program level goals and objectives, and classroom assessment techniques. Faculty identify desired student learning outcomes at the program and classroom level and then assesses through various methodologies how well these outcomes have been achieved. The College uses the data obtained from assessment measures to student academic achievement and the instructional methodologies delivered by the institution.

General Education Mission Statement and Competencies

Southern Arkansas University Tech recognizes its role in preparing its associate degree graduates to function as competent and skilled workers to achieve any continuing academic goals and to live as life-long learners and thinkers. Consequently, general education at SAU Tech is designed to assist students in understanding the connection between their course work, their social and vocational responsibilities, and their rewards as citizens of a free nation.

SAU Tech General Education Competencies (GECs)

The general education core curriculum requirements are consistent with SAU Tech's mission. Each associate degree requires completion of a minimum number of credit hours of general education courses. Activities within these courses and some program-specific courses are identified that are used to assess the College's GECs. For the purposes of assessment, the general education component at SAU Tech focuses on measurable student learning outcomes.

In order to support its general education mission, SAU Tech has adopted the following competencies expected of all its associate degree graduates.

- GEC 1. Applied Ethics - The applied ethics competency involves two major components: (1) understanding principles of normative and non-normative ethical theories and (2) applying these principles in decision-making activities including case studies and contemporary social issues. Moral character is explored in all its dimensions: virtues and vices, commitments and attitudes, personal relationships, and community involvement, in addition to right and wrong conduct.
- GEC 2. Communication (oral and written) - The communication competency will enhance students' written and oral communication skills. Students will examine and show competency through the use of different types of communication appropriate in professional and academic settings. Students will assess what communication is appropriate for certain audiences and ethical issues that arise from communicating with others. Students will be able to effectively communicate through oral and written communication methods.
- GEC 3. Technological Literacy - The ability to identify the need for the use of specific technological tools, to be able to identify, locate, evaluate, and effectively and responsibly use the appropriate technology for the problem of situation at hand.
- GEC 4. Critical Thinking - Critical thinking competency is defined as a set of skills and strategies for making reasonable decisions about what we do and believe. These skills and strategies include understanding the use of thought and language, recognizing the most common logical fallacies, and using the essential skills of deductive and inductive argument analysis and evaluation. Students must demonstrate practical applications of critical thinking in academic disciplines.
- GEC 5. Mathematical Reasoning – Mathematical competency enables students to efficiently process data and to learn new material in fields inside and outside of mathematics. Students will develop a knowledge base that allows logical reasoning and valid problem-solving techniques that can be applied in the student's personal and professional careers.
- GEC 6. A Historical, Cultural, Social, and Global Perspective
 - Understand the complexities of the human experience in reference to sociological, cultural, Historical, geographical, psychological, political, and/or economic events issues, and points of view.
 - Demonstrate a familiarity with the body of knowledge in the social science fields.
 - Acquire an appreciation for the art, history, politics, and philosophies of their own and other cultures.
 - Acquire the basic abilities within the social sciences to identify multiple perspectives, assess problems and advance solutions, and pursue inquiry and report results and/or opinions.

SAU TECH GENERAL EDUCATION ASSESSMENT

Assessment Cycle/Process

The graphic below shows where general education assessment fits in the broader scope of our college system.

