



Competency Assessment Form

Please complete this form for **EVERY** general education competency taught in the course, using a separate form for each one.

Department:	Click here to enter text.
Course Number/Rubric:	Click here to enter text.
Course Name:	Click here to enter text.

General Education Competency Assessment Plan

Which general education competency does the following assessment measure?¹

- Written Communication
- Oral Communication
- Visual Communication
- Critical Thinking Skills
- Empirical & Quantitative Skills
- Personal Responsibility/
Ethical Reasoning
- Social Responsibility/
Civic & Cultural Awareness
- Teamwork

How is this competency embedded in the curriculum? Please be specific.²

Click here to enter text.

To what PSLOs, if any, is this general education competency tied?³

Click here to enter text.

What is the assessment plan? Please describe the direct assessment method and be sure to INCLUDE A COPY OF THE ASSESSMENT.⁴

Click here to enter text.

What is the target level of achievement?⁵

Click here to enter text.

In what formats is this course taught?

- Face-to-face (traditional classroom or hybrid classes with 51% or more classroom time)
- Distance learning (online, instructional TV, print-based classes, directed classes, or hybrid classes with 49% or less classroom time)
- Both face-to-face and distance-learning formats

How will faculty be involved in the analysis of the results?⁵

Click here to enter text.

- 1 All Core Curriculum courses must address Written, Oral, and Visual Communication and Critical Thinking Skills. Which other competencies must be addressed depends on the Component Area to which the course is being proposed. A chart showing this is found on the Academic Outcomes Assessment [website](#).
- 2 Please explain what course outcomes and activities support and address this general education competency. Be as specific as possible. For example, “The laboratory exercise on spectroscopy directly supports the development of empirical and quantitative reasoning skills.” It is possible for some curricular activities to support more than one competency.
- 3 General education competencies do not have to be tied to any program-level student learning outcomes (PSLOs). Doing so, however, usually makes their assessment easier because one assessment method can gather data relevant to both. If the course is not in the degree plan for the discipline, just state this fact.
- 4 Please be specific regarding the method of assessment. For example, “Students will write an essay explaining the balance between the legislative, judicial, and executive branches of the United States government.” BE SURE TO INCLUDE AN EXAMPLE OF THE ASSESSMENT AS PART OF THE APPLICATION (e.g., the assignment, test, and any rubrics used).
- 5 Please identify the desired program level of achievement and, where appropriate, the desired student level of achievement. The program level of achievement is the percentage of students taking the assessment that should successfully achieve the outcome (e.g., 80% of the students will be able to solve a differential equation). The individual level of achievement is the score needed on the assessment instrument in order for a student to be deemed successful (e.g., a student must be able to correctly identify 70% of the rock samples). Many assessments may not have a targeted student level of achievement; either the student achieves the outcome or he or she does not (e.g., the student can safely operate a table saw).
- 5 Please explain how the results will be discussed and analyzed by the departmental faculty, e.g., at a departmental meeting at the end of the semester.