



# Bevill State Community College

*SACS Reaffirmation of Accreditation Compliance Certification*

## *Undergraduate Programs*

### *Comprehensive Standard 3.5.1*

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (**College-level competencies**)

### *Judgment of Compliance:*

**Compliance**       **Partial Compliance**       **Non-Compliance**

### *Rationale for Judgment of Compliance:*

Bevill State Community College recognizes the importance of general education and is committed to providing students the general education skills needed to be successful in the world of work and advanced courses of study. As detailed in Core Requirement [2.7.3](#), BSCC's general education courses provide a common core for the associate degree programs. The [Associate in Arts](#) and [Associate in Science](#) degrees provide a foundation to transfer into a baccalaureate degree at a senior-level institution. These general education course requirements are based on statewide general education curriculum requirements of the Alabama General Studies Committee (AGSC) established by the 1994 Alabama Legislature. The committee was charged with developing and implementing a statewide general studies curriculum as well as a system of articulation to ensure transfer of credit among and between state two-year and four-year colleges and universities. BSCC provides a general education program that is drawn from courses approved by the AGSC and its governing board.

BSCC continues this commitment to general education skills in the terminal [Associate in Applied Science](#) (A.A.S.) degree and in many of its [long-term certificate](#) programs of study. The A.A.S. degrees require a minimum of 21 hours of general studies courses while all Career Technical long-term certificates also require a minimum of 12 semester hours in general education courses. The [general education competencies](#) that are integral components of BSCC programs of study include:

1. Oral Communication
2. Written Communication
3. Critical Thinking
4. Computer Literacy
5. Mathematic Principles and/or Scientific Reasoning

BSCC utilizes a series of assessment approaches to demonstrate student achievement of general education competencies.

## **Placement Testing and Developmental Studies**

Assessment of students' general education competencies begins with the enrollment process. All students enrolling in degree-level programs must take the appropriate placement tests in English, reading, and mathematics. Beville State utilizes the COMPASS and/or ACT placement tests, developed by American College Testing (ACT), as the official placement tests for its degree programs. [Scores](#) from these placement tests determine whether or not a student is sufficiently prepared for college-level general education coursework.

Students whose placement scores indicate they are not sufficiently prepared for college-level general education coursework are required to complete developmental courses before proceeding into the prescribed course sequences leading to higher level academics. Diagnostic testing and individualized programs of study allow students to progress at rates appropriate for their individual circumstances. The learning environment allows for variety and flexibility in the presentation of course content and offers a gradual transition to the more traditional lecture-style classes.

BSCC advises that students who place in one or more developmental courses take that course (or courses) in their first term of enrollment at the College. Students must meet with a developmental studies advisor before registering for classes for any term in which a developmental class is required. Student and graduate responses to placement testing and required developmental studies has been positive. According to the 2008 [Evaluation of Library and Support Services](#) survey, over 98% of students responding were satisfied with their course placement based on placement testing results.

## **General Education Assessment Procedures**

BSCC's faculty-based curriculum committees identified five general education competencies expected of all of the College's degree graduates in 1992. These competencies have been reviewed annually as part of the Institutional Effectiveness/SMACK process (described in [2.5](#)) since that time. Although the general education competencies have remained constant since the beginning, the assessment procedures were augmented to ensure consistency in assessment methods to enable compilation of results for use in continuous improvement.

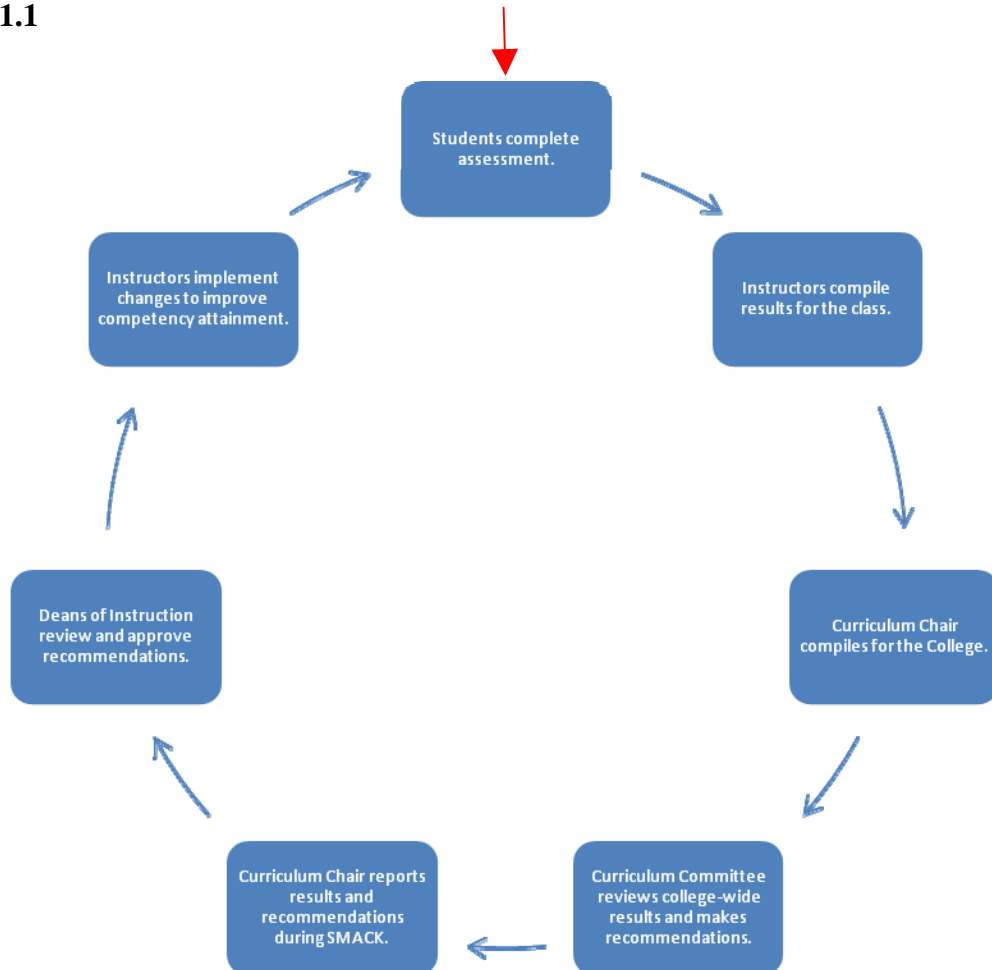
In the summer of 2007 the curriculum committees worked with an educational consultant to review and improve upon the assessment measures used to analyze the general education competencies. Through these initial meetings with the consultant and additional faculty meetings, the curriculum committees developed new assessment measures that include a variety of skills demonstrations including rubrics, skills check sheets, application questions, and oral presentations. Each BSCC degree recipient is expected to demonstrate full mastery of these competencies prior to graduation. Table 1.1 illustrates the general education competencies and culminating measures used to assess them.

**Table 1.1**

Competency	Assessment Measure/ Device
<b>Oral Communication</b>	Scoring Rubric for Oral Communication
<b>Written Communication</b>	Scoring Rubric for Written Communication
<b>Critical Thinking</b>	Scoring Rubric for Critical Thinking
<b>Computer Literacy</b>	Skills Assessment for Computer Literacy
<b>Mathematical Principles</b> and/or <b>Scientific Reasoning</b>	Application Questions for Mathematical Principles Scoring Rubric for Scientific Reasoning

General education instructors and curriculum committees continuously monitor the extent to which students have attained the competencies throughout the year. Diagram 1.1 depicts the annual review process.

**Diagram 1.1**



This process begins when the students complete the assessment instrument. In the fall and spring semesters, the instructor compiles his/her students' overall attainment results for the course and forwards the results to the Curriculum Committee Chair (CCC). The CCC compiles the results for all of the classes and aggregates by individual campus and the institution as a whole. Annually the Curriculum Committees review the results for the academic year and determine if change in the assessment/methodology/pedagogy is necessary. The committees report these results and recommendations (when applicable) during the SMACK/Institutional Effectiveness process (described in 2.5). The reported results are then reviewed and approved by members of the senior administration including the Associate Dean of Academic Transfer, Dean of Instruction and the President. The results below represent the extent to which graduates have achieved the general education competencies since 2005.

- [2007-2008 Report](#) on General Education Assessment
- [2006-2007 Report](#) on General Education Assessment
- [2005-2006 Report](#) on General Education Assessment

***References and Supporting Documentation:***

<b>Keyword(s)</b>	<b>Reference</b>
2.7.3	<a href="#">Core Requirement 2.7.3 Narrative</a>
Associate in Arts	<a href="#">Bevill State Community College 2008-2009 Catalog, Associate in Arts, page 33</a>
Associate in Science	<a href="#">Bevill State Community College 2008-2009 Catalog, Associate in Science, page 33</a>
Associate in Applied Science	<a href="#">Bevill State Community College 2008-2009 Catalog, Associate in Applied Science, pages 40-63</a>
Long-term certificate	<a href="#">Bevill State Community College 2008-2009 Catalog, Associate in Arts, pages 49-63</a>
General education competencies	<a href="#">2007-2008 Report on General Education Assessment</a>
Scores	<a href="#">COMPASS Testing Course Placement/Cut Scores</a>
Evaluation of Library and Support Services	<a href="#">Library and Support Services Evaluation Results 2008 (Students), page 21</a>
2.5	<a href="#">Core Requirement 2.5 Narrative</a>
Oral Communication	<a href="#">Scoring Rubric for Oral Communication</a>
Written Communication	<a href="#">Scoring Rubric for Written Communication</a>
Critical Thinking	<a href="#">Scoring Rubric for Critical Thinking</a>
Computer Literacy	<a href="#">Skills Assessment for Computer Literacy</a>
Mathematical Principles	<a href="#">Application Questions for Mathematical Principles</a>
Scientific Reasoning	<a href="#">Scoring Rubric for Scientific Reasoning</a>

2007-2008 Report	<a href="#">2007-2008 Report on General Education Assessment</a>
2006-2007 Report	<a href="#">2006-2007 Report on General Education Assessment</a>
2005-2006 Report	<a href="#">2005-2006 Report on General Education Assessment</a>