

# Learning Assessment Committee Survey

## Potential General Education/Institutional Outcomes for Laney College

Laney College faculty, administrators, and staff:

One of the requirements for accreditation is that we decide on student learning outcomes for the general education program (we can think of this as the outcomes across the entire college). On the afternoon of April 26 (the next professional development day), the Learning Assessment Committee will conduct a workshop where attendees will discuss and make some decisions about our institution-level outcomes. This upcoming workshop is to encourage and support feedback from everyone, and we hope most of us will be able to attend and participate in the discussion, or at least send a departmental representative.

We would like to collect some of your feedback as part of a preliminary survey, by getting your answers to one question that has more than one possible answer. The results of this survey will help inform our discussion on April 26. Please submit the survey only once. It will be easier to analyze the survey results if you submit your responses online, however, you can turn in this paper copy to Cheli Fossum's mailbox in the Tower by Friday, April 13, 2007, if you are unable to access the Internet between now and April 13. Complete the survey online by accessing <http://www.surveymonkey.com/s.asp?u=265113565888>.

(Please note: it is possible that the wording used to describe each theme, as well as the themes themselves, will be modified and revised during and based on our discussions April 26.)

**Which of the following possible general education outcomes do you think are the most important? Check all that apply.**

- Written communication
  - Write a clear, well-organized, well documented paper
- Oral communication
  - Construct and deliver a clear, well-organized verbal presentation
- Math/Numeracy
  - Use numerical concepts
  - Solve quantitative problems
- Critical thinking/Problem solving
  - Identify a problem or argument
  - Isolate facts related to the problem
  - Differentiate facts from opinions
  - Use evidence or sound reasoning to justify a position
- Social Sciences
  - Gain insight into individual behavior
  - Analyze interrelationships between individual and social forces
  - Analyze social, political, historical, and economic institutions
- Scientific Inquiry
  - Hypothesize
  - Make predictions
  - Recognize justifiable assumptions
  - Interpret evidence

**(Continued on reverse)**

*Document prepared by Cheli Fossum and Karolyn van Putten. Online version prepared by Karolyn van Putten.*

3/26/07

- Arts and Humanities
  - Demonstrate knowledge of and an ability to evaluate human creations
- Cultural Diversity
  - Identify biases, assumptions, and prejudices in multicultural interactions
  - Identify and explain diverse cultural customs and traditions
- Information competency
  - Locate appropriate and relevant information to match informational needs
  - Evaluate information for currency, relevancy, and reliability
- Technology competency
  - Use technology effectively
  - Understand the value and purpose of technology
- Interpersonal Skills
  - The ability to effectively interact with others
- Ethics
  - The ability to commit to standards of personal and professional integrity, honesty, and fairness
- Organization
  - The ability to prioritize, meet deadlines, identify realistic goals, adapt to a changing environment
- Personal and Professional Responsibility
  - Assess the range of one's abilities
  - Accept responsibility
  - Implement a plan for personal and professional well-being
- Health/Wellness
  - Manage personal health and well-being
- Sustainability/Ecological Awareness
  - Awareness of ecological issues, conservation, and "green" values
- Other (please describe)

Please indicate what department, division or unit you are in: \_\_\_\_\_

Please indicate whether you are full time or part-time, faculty, administrator, or staff:

\_\_\_\_\_

**Thank you for your feedback! Return the paper version of your survey responses to Cheli Fossom's mailbox in the Tower by April 13, 2007.**

The LAC members are: Tracy Camp (MATH), Vina Cera (MEDIA), Peter Crabtree (Dean of Vocational Instruction), Cheli Fossom (CHEM, Faculty Co-Chair), Jackie Graves (ENGL), Matthew Kritscher (Dean of Student Support Services/Matriculation), Evelyn Lord (LIBR), Ann McMurdo (COUNS), David Mitchell (ESL), Mae Frances Moore (LIBR), Louis Quindlen (MACHINE TECH), Karolyn van Putten (PSYCH), Elnora Webb (Vice President of Instruction, Administrative Co-Chair), and Edward Wright (Dean of Student Support Services/EOPS).