

General Education/
College-Wide Outcomes for
Laney College

April 26, 2007

1:00 – 4:00 PM

Laney Forum

General Education/College-Wide Outcomes for Laney College Handout Packet

Table of Contents

| Item | Page number |
|---|-------------|
| Workshop Goals _____ | 1 |
| Today's Activities _____ | 2 |
| Background Information _____ | 3 |
| How to Write SLOs _____ | 5 |
| Domains for SLOs _____ | 6 |
| Results of Survey _____ | 9 |
| List of Possible Outcomes _____ | 11 |
| SCANS Competencies _____ | 13 |
| Examples of institution-wide outcomes from other schools | |
| Berkeley City College _____ | 15 |
| Bakersfield College _____ | 16 |
| Mesa Community College _____ | 17 |
| Cabrillo College _____ | 19 |
| General Education Requirements for the AA/AS Degree (from the Laney College Catalog) _____ | 22 |
| Laney College Mission, Vision, and Values (from the Laney College Catalog) _____ | 24 |

**Workshop: General Education/College-wide Outcomes
for Laney College
April 26, 2007, 1-4 pm in the Forum**

The goals of this workshop are:

- To engage the campus community in a discussion about what Laney's outcomes should be.
- To develop a working draft of general education outcomes for AA/AS degree programs and for vocational certificates and degrees.
- To discuss possible college-wide outcomes
- To have participants suggest more accurate or more effective wording for the outcomes we decide on
- To start the process of checking for alignment of course SLOs and the GE program SLOs (we will collect some initial data with the understanding that this process will definitely take more time)

After the workshop, there will be more time and additional opportunities to comment on the outcomes developed via e-mail.

Today's Activities:

1. Welcome, Introduction, and Background
2. Split into smaller working groups and go to nearby classrooms. Each group will discuss either
 - a. general education outcomes for the AA/AS degree or
 - b. general education outcomes for vocational certificates and degrees
3. Within each group, discuss possible GE outcomes. Each group will come up with recommendations as to which outcomes to include.
4. At any time, participants are encouraged to suggest different wording for any of the outcome statements.
5. At any time, complete the alignment survey.
6. Reconvene in the Forum. Each group will present their recommendations. Synthesize outcomes from each into a master list.
7. Look for overlap between the two lists. What could end up as College-wide outcomes?
8. Summary and Workshop Evaluations

Background Information

One of the requirements for accreditation is that each college develop student learning outcomes (SLOs) for each course, each degree or certificate program, and the general education program as a whole.

- Course-level SLOs describe what the student will be able to do by the end of the course.
- Program-level SLOs describe what the student will be able to do by the end of the program.
- General Education outcomes describe what a student will be able to do by the end of the general education program.

The SLOs at the different levels could overlap, and some of them might end up being the same or very similar to each other. Keep in mind that all outcomes we develop must be assessable.

In addition to developing SLOs for classes and programs, each unit is required to develop outcomes and assess those outcomes. This includes instructional support areas (such as the library and tutorial services) and student services, and any other non-instructional areas.

Steps in the Assessment Cycle

For each area, we are required to:

1. Define our expected student learning outcomes (what we would like students to learn from the course/program/etc.).
2. Give students opportunities to learn.
3. Assess whether or not that learning has occurred.
4. Analyze and reflect on the information.
5. Plan and implement changes as a result of what we learned from the assessment. (This is often called “closing the loop”.)
6. Repeat. (This must be an ongoing process throughout the years - not only when we’re preparing for accreditation!)

The idea is to base our decisions and improvements on evidence (rather than just vague impressions or anecdotes).

Departments can develop SLOs for their classes and their programs individually. However, in order to develop outcomes for the general education program or the college as a whole, it requires collaboration and discussion across all areas of the campus.

Keep in mind – if we choose something for an outcome, we need to cover it in our classes and assess it. This isn't just a wish list. This represents a commitment on our part. For the outcomes we choose, we will commit to covering them in our classes and giving students constructive feedback on whether or not they have achieved the outcome(s). It becomes a conscious priority of our institution.

After the GE outcomes are developed, we will need to make a plan for how they will be assessed. How do we know if students that complete a program at Laney are actually able to do the things we think they should be able to do? There are many possible ways of assessing our students. We plan to focus on simple, useful assessment methods.

Information quoted from the ACCJC Accreditation Standards

Standard II: Student Learning Programs and Services

A. Instructional Programs

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

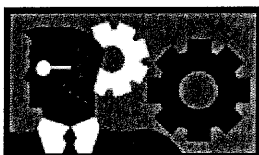
Writing Student Learning Outcomes

Student Learning Outcomes (SLOs) describe what a student should be able to DO at the end of a course or program.

- SLOs use action verbs from Bloom's Taxonomy with an emphasis on higher-order thinking skills.
- There should be 3-8 SLOs for each class or program. When in doubt, fewer is better.
- **Course SLOs should be included in course syllabi.** Program SLOs should be published on the department's website.
- SLOs should be the same for all sections of a course. However, each instructor may include on their course syllabi additional outcomes and/or course expectations.
- SLOs should be written in language that students (and those outside the field) are able to understand.
- SLOs are typically not content-specific.
- SLOs should focus on big-picture, overarching concepts, skills, or attitudes.
- SLOs ask students to apply what they have learned.
- SLOs must be assessable and should suggest or imply an assessment. If they do include the method of assessment, it should not be too specific - a given SLO for a course should be appropriate for anyone teaching the course.
- Avoid starting SLOs with the words such as "understand", "learn", "know", etc. since these indicate internal mental processes for the students. (It might be possible to use words like this if the assessment method is indicated in the SLO.) Focus instead on what students will be able to do, produce, or demonstrate.
- Ideally, each course or program should include SLOs from more than one domain (cognitive, psychomotor, and affective).
- When writing SLOs, think about how you will assess each one.

Please see the "How to Write SLOs" website for lots of examples:
<http://www.laney.peralta.edu/SLOs>

For assistance in writing SLOs, contact mfossum@peralta.edu.



Cognitive Domain

Learning Outcomes Related To Knowledge

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|--|---|---|---|---|--|
| Student remembers or recognizes information or specifics as communicated with little personal assimilation. | Student grasps the meaning behind the information and interprets, translates, or comprehends the information. | Student uses information to relate and apply it to a new situation with minimal instructor input. | Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion. | Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory. | Student judges or evaluates information based upon standards and criteria, values and opinions. |
| Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write | Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize | Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use | Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate | Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize | Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support |

Basic
Knowledge
Level

More Sophisticated
Higher Level Thinking
Critical Thinking



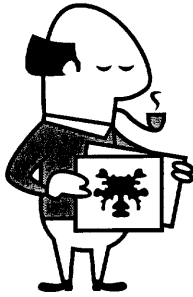
Psychomotor Domain

Learning Outcomes Related To Skills

| Observe | Model | Recognize Standards | Correct | Apply | Coach |
|---|---|--|--|---|--|
| Students translate sensory input into physical tasks or activities. | Students are able to replicate a fundamental skill or task. | Students recognize standards or criteria important to perform a skill or task correctly. | Students use standards to evaluate their own performances and make corrections. | Students apply this skill to real life situations. | Students are able to instruct or train others to perform this skill in other situations. |
| Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives written at this level. | Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try | Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select | Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise | Build Compose Construct Create Design Originate Produce | Demonstrate Exhibit Illustrate Instruct Teach Train |

Basic Knowledge
 Basic Skills
 Level

More Sophisticated Skills
 Higher Level Abilities
 Critical Understanding of Performance



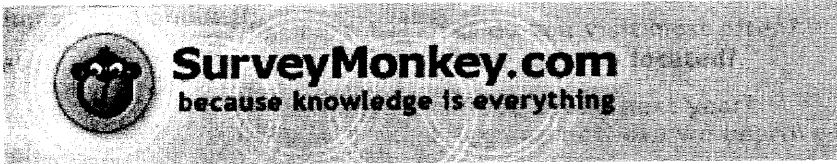
Affective Domain

Learning Outcomes Related To Attitudes, Behaviors, and Values

| Receiving | Responding | Valuing | Organizing | Characterizing |
|---|---|--|---|--|
| Students become aware of an attitude, behavior, or value. | Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value. | Students recognize value and display this through involvement or commitment. | Students determine a new value or behavior as important or a priority. | Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character. |
| Accept Attend Describe Explain Locate Observe Realize Receive Recognize | Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies | Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value | Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise | Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify |

Elementary Values and Behaviors
Inherited Value System
Egocentric View

More Highly Developed Attitudes
Well Thought-out Value System
Higher Level Abilities to Identify and
Articulate Others' Values



Wednesday, April 18, 2007

Results Summary

[Show All Pages and Questions](#)

[Export...](#) [View Detail >>](#)

Filter Results

To analyze a subset of your data, you can create one or more filters.

[Add Filter...](#) **Total:** 59
Visible: 59

Share Results

Your results can be shared with others, without giving access to your account.

[Configure...](#) **Status:** Enabled
Reports: Summary and Detail










2. Rationale and Directions

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

| | Response Percent | Response Total |
|--|------------------|----------------|
| <input type="checkbox"/> Written communication: Write a clear, well-organized, well documented paper | 91.5% | 54 |
| <input type="checkbox"/> Oral communication: Construct and deliver a clear, well-organized verbal presentation | 84.7% | 50 |
| <input type="checkbox"/> Math/Numeracy: Use numerical concepts; Solve quantitative problems | 64.4% | 38 |
| <input type="checkbox"/> 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. | 98.3% | 58 |
| <input type="checkbox"/> Arts and Humanities: Demonstrate knowledge of and an ability to evaluate human creations | 35.6% | 21 |
| <input type="checkbox"/> Social Sciences: Gain insight into individual behavior. Analyze interrelationships between individual and social forces. Analyze social, political, historical, and economic institutions | 52.5% | 31 |
| <input type="checkbox"/> Scientific Inquiry: Hypothesize. Make predictions. Recognize justifiable assumptions. Interpret evidence | 47.5% | 28 |
| <input type="checkbox"/> Cultural Diversity: Identify biases, assumptions, and prejudices in multicultural interactions. Identify | 69.5% | 41 |

9

and explain diverse cultural customs and traditions.






| | | | |
|---|---|-------|----|
| <input type="checkbox"/> Information competency: Locate appropriate and relevant information to match informational needs. Evaluate information for currency, relevancy, and reliability |  | 69.5% | 41 |
| <input type="checkbox"/> Technology competency: Use technology effectively. Understand the value and purpose of technology. |  | 62.7% | 37 |
| <input type="checkbox"/> Interpersonal Skills: The ability to effectively interact with others. |  | 64.4% | 38 |
| <input type="checkbox"/> Ethics: The ability to commit to standards of personal and professional integrity, honesty, and fairness. |  | 64.4% | 38 |
| <input type="checkbox"/> Organization: The ability to prioritize, meet deadlines, identify realistic goals, adapt to a changing environment. |  | 62.7% | 37 |
| <input type="checkbox"/> Personal and Professional Responsibility: Assess the range of one's abilities. Accept responsibility. Implement a plan for personal and professional well-being. |  | 59.3% | 35 |
| <input type="checkbox"/> Health/Wellness: Manage personal health and well-being |  | 37.3% | 22 |
| <input type="checkbox"/> Sustainability/Ecological Awareness: Awareness of ecological issues, conservation, and "green" values. |  | 37.3% | 22 |
| <input type="button" value="View"/> Other (please specify) |  | 15.3% | 9 |

Total Respondents 59
 (skipped this question) 0

2. Please indicate what department, division or unit you are in:

Total Respondents 58
 (skipped this question) 1

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

| | | Response Percent | Response Total |
|--------------------------|---|------------------|----------------|
| Full time |  | 50.8% | 30 |
| Part time |  | 44.1% | 26 |
| Faculty |  | 59.3% | 35 |
| Administrator |  | 3.4% | 2 |
| Staff |  | 3.4% | 2 |
| Total Respondents | | | 59 |

Potential General Education/Institutional Outcomes for Laney College

Please feel free to suggest more effective wording for any of these possible outcomes.

- 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
- Arts and Humanities
 - Demonstrate knowledge of and an ability to evaluate human creations
- 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
- 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 suggested categories:

- Personal Enrichment/Lifelong Learning
- Student success skills
 - Meet deadlines and complete tasks appropriately
- Teamwork
 - Work effectively with others
 - Contribute to a group effort
- SCANS competencies (see next page)
- Community building
- Volunteerism
- Shared Governance Skills
- Other (please describe)

SCANS Competencies

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

- A. *Time* — Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money* — Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities* — Acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources* — Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- A. *Participates as a Member of a Team* — contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers* — works to satisfy customers' expectations
- D. *Exercises Leadership* — communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates* — works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity* — works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

- A. *Understands Systems* — knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and Corrects Performance* — distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems* — suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- A. *Selects Technology* — chooses procedures, tools or equipment including computers and related technologies
- B. *Applies Technology to Task* — Understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment* — Prevents, identifies, or solves problems with equipment, including computers and other technologies.

