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

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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 <u>evidence</u> (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.
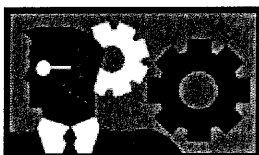
Cognitive Domain

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
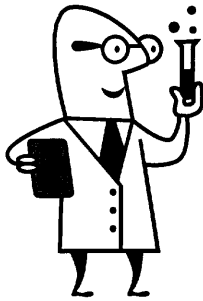
Psychomotor Domain

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
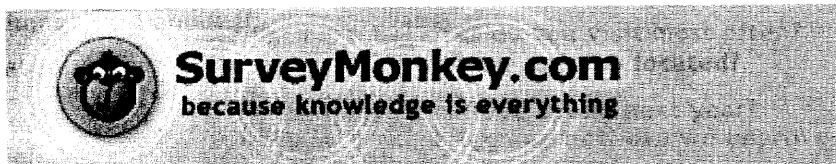Critical Understanding of Performance
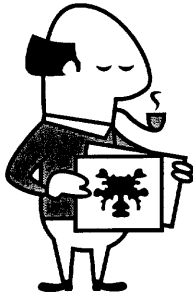
Affective Domain

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

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

⑨

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   69.5%   41

☐ Technology competency: Use
technology effectively. Understand
the value and purpose of technology.   62.7%   37

☐ Interpersonal Skills: The ability to
effectively interact with others.   64.4%   38

☐ Ethics: The ability to commit to
standards of personal and
professional integrity, honesty, and
fairness.   64.4%   38

☐ Organization: The ability to
prioritize, meet deadlines, identify
realistic goals, adapt to a changing
environment.   62.7%   37

☐ 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

☐ Health/Wellness: Manage personal
health and well-being   37.3%   22

☐ Sustainability/Ecological
Awareness: Awareness of ecological
issues, conservation, and "green"
values.   37.3%   22

[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:

                              [View] **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)

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.

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SCANS Competencies

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading* — locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. *Writing* — communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics* — performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. *Listening* — receives, attends to, interprets, and responds to verbal messages and other cues
E. *Speaking* — organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking* — generates new ideas
B. *Decision Making* — specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving* — recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye* — organizes, and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How to Learn* — uses efficient learning techniques to acquire and apply new knowledge and skills
F. *Reasoning* — discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility* — exerts a high level of effort and perseveres towards goal attainment
B. *Self-Esteem* — believes in own self-worth and maintains a positive view of self
C. *Sociability* — demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
D. *Self-Management* — assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
E. *Integrity/Honesty* — chooses ethical courses of action

On the job, these skills may translate readily into:

- training new workers or explaining new schedules to a work team;
- describing plans to supervisors or clients;
- questioning customers to diagnose malfunctions; and
- answering questions from customers about post-sales service.

SCANS estimates that less than half of all young adults have achieved these reading and writing minimums; even fewer can handle the mathematics; and, schools today only indirectly address listening and speaking skills.

Vista Community College Student Learning Outcomes

Instruction	Student Services
Ethics and Personal Responsibility Students will be able to analyze a situation, understand the consequences of actions taken and their impact on society and self. Students will demonstrate collaborative involvement in community interests.	**Ethics and Personal Responsibility** Students will be able to understand consequences of their actions and then act with that knowledge collaboratively in the college community.
Information Competency Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.	**Information Competency** Students will demonstrate the ability to find relevant college information, resources, and services necessary for student success.
Communication The student should be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students should be able to analyze communications for meaning, purpose, effectiveness, and logic.	**Communication** Students will be able to engage in effective communication with college personnel and peers.
Critical Thinking The student should be able to identify a problem/argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well-informed position.	**Critical Thinking** Students will be able to understand concepts, isolate facts, generate pros and cons, and draw conclusions to identify and achieve their educational goals.
Computational Skills The student should master basic concepts, understand their meaning and apply them to simple concrete problems at each level of development and abstraction. The student should demonstrate algorithmic competence appropriate to each level.	**Computational Skills** Students will be able to use quantitative reasoning to understand and assess the costs and benefits of their actions and decisions during their college experience.
Global Awareness and Valuing Diversity Identify and explain diverse customs, beliefs, and lifestyles and cultural, historical, and geographical issues that shape our perceptions.	**Global Awareness and Valuing Diversity** Students will be able to acknowledge and act with sensitivity toward the diverse (customs, beliefs, and lifestyles that exist within the) college community.
Self-awareness and Interpersonal Skills Self-awareness and interpersonal skills are reflected in the ability to analyze one's own actions, see the perspective of other persons, and work effectively with others in groups.	**Self-awareness and Interpersonal Skills** Self-awareness and interpersonal skills are reflected in the ability to analyze one's own actions, see the perspective of other persons, and work effectively with others in groups.

Student Learning Outcome = What you expect students to learn in a course, program, or during their time at Berkeley City College.

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Institutional Level Learning Outcomes

Proposal

The students will be able to:

I. Pursue knowledge and evaluate its consequences
- A. Think critically, abstractly, logically, and algorithmically to evaluate and solve problems
- B. Integrate new information to formulate principles and theories and display openness to different opinions
- C. Share the desire for intellectual creativity and acquisition of knowledge

II. Communicate clearly and effectively in both written and oral forms

III. Demonstrate knowledge and abilities in a chosen area of study
- A. Demonstrate an understanding of resources and procedures of a field and the ability to use them
- B. Demonstrate ability to use current technology to acquire, organize, and analyze information appropriately
- C. Possess a core of knowledge and skills in a chosen field

IV. Appreciate their civic responsibilities
- A. Reflect upon the cultural and ethical dimensions of life
- B. Contribute to society as an actively engaged citizen

(16)

STUDENT LEARNING OUTCOMES FOR GENERAL EDUCATION

Communication
1. Write a clear, well-organized paper using documentation and quantitative tools when appropriate.
2. Construct and deliver a clear, well-organized, verbal presentation.
3. Interact in a collaborative, synergistic manner within a small group problem solving meeting.
4. Maintain an interpersonally effective climate within a one to one dyadic interchange.

Numeracy
1. Identify and extract relevant data from given mathematical situations.
2. Select known models or develop appropriate models that organize the data into tables or spreadsheets, graphical representations, symbolic/ equation format.
3. Obtain correct mathematical results and state those results with the qualifiers.
4. Use the results.

Problem Solving/Critical Thinking
1. Identify a problem or argument.
2. Isolate facts related to the problem.
3. Differentiate facts from opinions or emotional responses.
4. Ascertain the author's conclusion.
5. Generate multiple solutions to the problem.
6. Predict consequences.
7. Use evidence or sound reasoning to justify a position.

Scientific Inquiry
Demonstrate scientific inquiry skills related to:
1. Hypothesis: Distinguish between possible and improbable or impossible reasons for a problem.
2. Prediction: Distinguish between predictions that are logical or not logical based upon a problem presented.
3. Assumption: Recognize justifiable and necessary assumptions based on information presented.
4. Interpretation: Weigh evidence and decide if generalizations or conclusions based upon given data are warranted.
5. Evaluation: Distinguish between probable and improbable causes, possible and impossible reasons, and effective and ineffective action based on information presented.

Arts and Humanities
1. Demonstrate knowledge of human creations.
2. Demonstrate an awareness that different contexts and/or world views produce different human creations.
3. Demonstrate an understanding and awareness of the impact that a piece (artifact) has on the relationship and perspective of the audience.
4. Demonstrate an ability to evaluate human creations.

Information Literacy
1. Given a problem, define specific information needed to solve the problem or answer the question.
2. Locate appropriate and relevant information to match informational needs.
3. Identify and use appropriate print and/or electronic information sources.
4. Evaluate information for currency, relevancy, and reliability.
5. Use information effectively.

Cultural Diversity
1. Identify and explain diverse cultural customs, beliefs, traditions, and lifestyles.
2. Identify and explain major cultural, historical and geographical issues that shape our perceptions.
3. Identify and explain social forces that can effect cultural change.
4. Identify biases, assumptions, and prejudices in multicultural interactions.
5. Identify ideologies, practices, and contributions that persons of diverse backgrounds bring to our multicultural world.

STUDENT LEARNING OUTCOMES FOR THE WORKPLACE

1. **Ethics:** The ability to commit to standards of personal and professional integrity, honesty and fairness.

2. **Interpersonal Skills:** The ability to utilize oral, written and listening skills to effectively interact with others.

3. **Critical Thinking:** The ability to analyze and evaluate information and utilize a variety of resources in making decisions or solving problems.

4. **Organization:** The ability to prioritize, meet deadlines and complete assignments in a timely manner; adapt to a constantly changing workload and environment; and identify realistic goals and inventions for short and long term planning.

5. **Team Work:** The ability to collaborate with others toward the accomplishment of common goals.

6. **Technology Literacy:** The ability to use technology and understand its value and purpose in the workplace.

7. **Personal and Professional Responsibilities:** The ability to assess the range of one's abilities, accept responsibility for setting realistic goals, and implement a plan for personal and professional well-being.

STUDENT LEARNING OUTCOMES FOR DEVELOPMENTAL EDUCATION

Reading
Read written and graphically-presented information and draw correct and/or reasonable inferences and conclusions from the information.

Recognize how basic principles from one discipline generalize to other disciplines.

English
Given written and graphically-presented information, create a thesis and support it with evidence from the information.

Mathematics
Given a mathematical problem, demonstrate critical thinking skills by:
- a. interpreting the problem
- b. determining the correct mathematical operations for the problem
- c. using estimation in reaching a solution
- d. solving the problem
- e. determining the reasonability of a solution

Cabrillo College
Core Competencies

1. Communication
    A. Reading
    B. Writing
    C. Listening
    D. Speaking and/or Conversing

2. Critical Thinking and Information Literacy
    A. Analysis
    B. Computation
    C. Research
    D. Problem Solving

3. Global Awareness
    A. Scientific Complexities
    B. Social Diversity and Civics
    C. Artistic Variety

4. Personal and Professional
    A. Self-Management and Self-Awareness
    B. Social and Physical Wellness
    C. Workplace Skills

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Core Competency Descriptions

Upon completion of Cabrillo College's General Education program, a student will demonstrate competency in the following areas:

I. Communication
Students will communicate effectively, which means the ability to:

A. Read – Students will be able to comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals and graphs

B. Write – Students demonstrate the ability to:
- Communicate thoughts, ideas, information, and messages in writing
- Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct grammar, spelling, punctuation, and appropriate language, style, and format
- Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar

C. Listen—Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages

D. Speak and/or Converse – Students have the ability to:
- Organize ideas and communicate verbal, or non-verbal messages appropriate to the audience and the situation
- Participate in conversations, discussions, and group activities
- Speak clearly and ask questions

II. Critical Thinking and Information Competency
Thinking critically is characterized by the ability to perform:

A. Analyze – including:
- Applying rules and principles to new situations
- Discovering rules and applying them in the problem solving process
- Using logic to draw conclusions from information given
- Differentiating between facts, influences, assumptions, and conclusions

B. Compute – demonstrated by an ability to:
- Use basic numerical concepts, such as: whole numbers, percentages, estimates of math without a calculator
- Use tables, graphs, charts, and diagrams to explain concepts or ideas
- Use basic geometrical shapes, such as: lines, angles, shapes, and space

C. Research – demonstrate abilities to:
- Collect Information
- Identify the need for data
- Obtain data from various sources
- Organize, process, and maintain records of the information collected
- Analyze the information for relevance and accuracy
- Synthesize, evaluate and communicate the results
- Determine which technology resources will produce the desired results

- Use current technology to acquire, organize, analyze, and communicate information

D. Solve Problems – Students demonstrate the ability to:
- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to resolve the issue
- Monitor, evaluate, and revise when necessary

III. Global Awareness

Students will demonstrate a measurable understanding and appreciation of the world including its:

A. Scientific complexities – Students demonstrate an understanding of:
- The scientific method
- How experiments work
- The major differences between social, natural and physical sciences

B. Social diversity and civics – Students demonstrate an ability to:
- Interface with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

C. Artistic variety – Students have been exposed to:
- The visual arts, including: drawing, painting, sculpture, photography and digital media, and/or music of one or many cultures.
- Analytical techniques for understanding the meaning in art, or they have
- Hands-on experience with creative endeavors

IV. Personal Responsibility and Professional Development

A. Understands and Manages Self – The student is able to:
- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and sets realistic goals
- Accept that taking feedback well is important to success
- Respond appropriately to challenging situations

B. Social and Physical Wellness – Students make an appropriate effort to:
- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

C. Workplace Skills – Students understand the importance of:
- Being dependable, reliable, and accountable
- Meeting deadlines and completing tasks
- Maintaining a professional attitude

Associate Degree Program
General Education

General Education Requirements for the Associate in Arts and Associates in Science degrees are listed below.

■   Students must complete a minimum of 19 units distributed among **Areas**

    1, 2, 3, 4a, 4b, 4c, 4d and 5.

■   Minimum grade point average of 2.0("C") must be achieved.

The following list of courses will be revised each semester as courses are added from the curriculum.

AREA 1 – NATURAL SCIENCE

One course with a minimum value of 3 semester units from the following:

Anthropology: 1

Astronomy: 1,10

Biology: 1A, 1B, 2, 3, 4,10, 11,12A, 12C, 20A, 20B, 24, 27*, 28

Chemistry: 1A, 1B, 12A, 12B, 30A, 30B, 50

Geography: 1, 9

Geology: 10

Physical Science: 10, 20

Physics: 2A, 2B, 3A, 3B, 4A, 4B, 4C, 10

Psychology: 12*

* Students receive credit for one course only.

AREA 2 – SOCIAL AND BEHAVIORAL SCIENCES

One course with a minimum value of 3 semester units.

African-American Studies: 1, 2, 5, 8, 9, 11, 12, 14A, 14B, 15, 16, 17*, 23, 30, 31, 32, 35***, 45

Anthropology: 2, 3, 5, 7, 14, 16

Asian/Asian-American Studies: 17*, 21, 26, 29, 30, 32, 35***, 45A, 45B

Biology: 27**

Business: 5, 10

Economics: 1, 2

Education: 1

Geography: 2, 3, 8

Health Education: 1

History: 2A, 2B, 3, 5, 7A, 7B, 17, 19, 32

Journalism: 62

Labor Studies: 10, 13, 20, 21, 22

Mexican and Latin-American Studies: 12, 17*, 23, 30A, 30B, 31, 35***

Native American Studies: 1, 17*, 35***

Political Science: 1, 2, 3, 4, 16, 18

Psychology: 1A, 1B, 6, 7A, 7B, 7L, 8, 12**, 24, 30, 33

Sociology: 1, 2, 5, 13, 30, 45

* Students receive credit for one course only.

** Students receive credit for one course only.

*** Students receive credit for one course only.

AREA 3 - HUMANITIES

One course with a minimum value of 3 semester units.

African-American Studies: 6A, 29, 45*

Anthropology: 7

Art: 1, 2, 3, 4, 5, 6, 7, 40

Asian/Asian-American Studies: 30

Chinese: 1, 2, 3, 4

Communication (formerly Speech): 2A, 2B, 19

Dance: 1

English: 1B, 2, 10A, 10B, 12, 17A, 17B, 20, 26, 30A, 30B, 31, 32A, 32B, 33A, 33B, 39, 43, 44A, 44B, 210A, 210B, 217A, 217B, 220, 226, 230A, 230B, 231, 232A, 232B, 233A, 233B, 239, 243, 244A, 244B

French: 1A, 1B, 2A, 2B, 30A, 30B

Humanities: 30A, 30B, 31A, 31B, 40, 45*

Japanese: 1A, 50A, 50B

Mexican and Latin-American Studies: 30A, 30B

Music: 1A, 1B, 2A, 2B, 9, 10, 12A, 12B, 15A, 15B

Philosophy: 1, 2, 10, 20A, 20B, 30

Sociology: 30

Spanish: 1A, 1B, 2A, 2B, 30A, 30B, 40, 60A, 60B

Theatre Arts: 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 30A, 30B, 30C, 30D, 40A, 40B, 40C, 40D

* Students will receive credit for one course only.

AREA 4 – LANGUAGE AND RATIONALITY

One course from each sub-area must be completed.

4a. English Composition: One course with a minimum value of 3 semester units.

English: 1A, 1B, 2, 5, 201A, 201B, 211

English as a Second Language: 21A, 21B

4b. Mathematics: May be met by one of the two plans listed below:

Plan I: Completion of one course, 3 semester units minimum:

Mathematics: 2, 3A, 3B, 3C, 3E, 3F, 11, 13, 15, 50, 52ABC**, 201, 202, 203, 210ABCD*, 211ABCD*, 220ABCDEFG*

Plan II: Credit by Examination of Mathematics 201 or 210ABCD:

1. Examination will be offered twice each semester – dates to be announced by Mathematics Department.
2. Examination may be repeated one time only when grade is less than "C".

* four units required

** three units required

4c. Computer Literacy: One course with minimum value of 1 semester unit.

Architectural/Engineering Technology: 104A, 104B, 204

Business: 24, 38, 40, 43A, 43B, 219, 237, 245B, 245E

Computer Information System: All courses numbered 1 – 248, except CIS 211.

Construction Management: 31A, 31B

Graphic Arts: 14A, 14B, 14C, 30, 210A, 210B, 211A, 211B, 230

Learning Resources: 211AB

Machine Technology: 30, 31

4d. Oral or Written Communication, or Literature:

One course with minimum value of 3 semester units.

Business: 201

Communication (formerly Speech): 1A, 1B, 2A, 2B, 15B, 19, 44, 45

English: All courses numbered 1 through 247, except 48, 49, 205, 206AB, 209

English as a Second Language: 21A, 21B

Journalism: 21

Media Communications: 100A, 100B, 100C, 100D

AREA 5 – ETHNIC STUDIES

One course with a minimum value 3 semester units.

African-American Studies: 1, 2, 5, 6A, 8, 9, 11, 12, 14A, 14B, 15, 16, 17*, 23, 29, 30, 31, 32, 35+, 45**

Anthropology: 5, 14

Art: 7

Asian/Asian-American Studies: 17*, 21, 30, 32, 35+, 45A, 45B

English: 31, 231

History: 17, 19

Humanities: 45**

Mexican/Latin-American Studies: 12, 17*, 23, 30A, 31, 35+

Music: 15A, 15B

Native American Studies: 1, 17*, 35+

Sociology: 5

* Students receive credit for one course only.

** Students receive credit for one course only.

+ Students will receive credit for one course only.

If any Ethnic Studies course listed in Area 5 also fulfills the Humanities, Language and Rationality, or Social Behavioral Sciences requirement, it should be noted that the units for the course are calculated once only.

Associate Degree and Certificates

Following is a list of areas of study described in this catalog for which Certificates of Achievement (CA), Certificates of Completion (CC) and Associate Degrees (AA/AS), are awarded:

African-American Studies	AA
Architectural and Engineering Technology	CC, AS
Art:	
Ceramics	AA
Communication Graphics (Advertising Design)	AA
Fine Arts	AA
Arts and Humanities	AA
Asian / Asian-American Studies	AA
Biological Sciences:	
Bioscience with emphasis in Biotechnology	CA
Business:	
Accounting	CC, AA
Banking and Finance	CC, AA
Business Administration	CC, AA
Business Information Systems	CC, AA
Management and Supervision	CC, AA
Marketing and Sales	CC, AA
Retail Management	CC

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General Information

Mission

Laney College is an institution in Oakland, California, providing lifelong learning opportunities in academic and career programs to diverse cultural and social-economic communities. The College fulfills this mission by offering optimal student support services and working with other organizations to address the local and global educational needs of our community to maximize access and student learning outcomes.

Vision

Laney College is a vibrant campus where all who seek knowledge are challenged and inspired to actualize their potential to become productive community members and world citizens.

Values

- **Students First** – The college exists to meet the educational needs of our students. Management, faculty, staff and other students are here to foster success. Everything we do contributes to and promotes the quality of equal access, and dynamic learning.
- **Respect** – We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We recognize the worth of each individual and his or her ideas, and treat each other and those we serve fairly, with compassion, and with esteem.
- **Integrity** – We are committed to nurturing campus trust by holding ourselves accountable to the highest standards of professionalism and ethics.
- **Innovation** – We encourage and support creativity, collaboration, and risk-taking. We foster and promote innovation in the design, development, support, delivery, and management of all programs and services.
- **Diversity** – We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering and embracing the diversity of our staff, faculty, and student body.
- **Competence** – We share a commitment to performing our work assignments with excellence and continuous improvement. We emphasize doing our best in teaching and learning, student achievement, administrative practices, and the delivery of support services.
- **Collaboration** – We work cooperatively in a shared governance environment and value individual ability and diversity in thinking, as essential to promote open communication, active participation, exchange of ideas, and collaborative decision-making.
- **Appreciation** – We demonstrate recognition in the value of the work efforts put forth by all of our faculty, staff, administrators, and students. We will foster employee growth and performance levels through professional and personal development opportunities.
- **Accountability** – We are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.

Accreditation

Laney College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 3402 Mendocino Avenue, Santa Rosa, CA 95403, (707)569-9177, an institution accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Instructional Program

The Laney College instructional program is designed to provide:

1. **General Education** courses which provide the students with knowledge, skills, appreciations, attitudes and values which each individual needs for an effective and well-balanced life in a democratic society;

2. **Occupational Education** courses which lead directly to employment or upgrading after intensive training in theory and practical application in trade, technical, business and service occupations;

3. **Transfer Education** courses paralleling freshman and sophomore years at four-year institutions. Also included are courses which enable students to make up scholastic deficiencies while preparing for transfer to four-year colleges or universities;

4. **English Curriculum for non-citizen and citizen students with English as a Second Language emphasis.** This special program of courses in English is offered at Laney College for immigrants and resident citizens for whom English is not a native language. The courses are aimed at assisting the student in developing the following language skills in English: listening, speaking, reading, and writing. Descriptions of the special courses are given in the COURSE ANNOUNCEMENTS, listed as English as a Second Language;

5. **Cooperative Work Experience Education** which is a joint effort of the College and the community to provide the student with opportunities to relate his/her college education to a "real" employment situation. In this program the student receives income, experience, and college credits. The business community becomes the classroom. Through the combined program of employment and classroom study, a student learns the relationship between theory and practical application.

Any student may enroll in a Cooperative Work Experience Education plan. It constitutes a regular and essential element in the educational process. The Cooperative Work Experience Education Office is in the Administration Building, 6th Floor, Rm. 613.

Student Services Programs

Student Services provides (1) enrollment services; e.g., admission, registration, assessment, orientation, counseling and financial services; and (2) programs to help students achieve their educational objectives; e.g., tutoring, career planning, health services, counseling, transfer information/guidance, veterans services, reentry, EOPS, scholarships, food services, and bookstore. Support services also are provided for those who have physical, economic, educational, and psychological disabilities.

Art Gallery

The June Steingart Gallery at Laney College provides an accessible and professionally managed art gallery, reflecting the rich cultural diversity that exists on the Laney campus and the surrounding Bay Area community. Changing, contemporary art exhibitions in various media are shown.

A Gallery Internship is offered wherein interns learn the basics of managing a professional art gallery, including curatorial, and marketing and funding skills needed for a successful art exhibition program. The gallery is free and open to the public. Hours of operation are subject to change, consult the Gallery Website.

Organization of Classes

The College offers instruction in the Fall and Spring semesters as well as a Summer session and a Weekend College. In addition to classes during the day, the College provides late afternoon, evening, and Saturday classes which permit working members of the community to earn an Associate Degree, to upgrade themselves in their fields, or to learn new skills for personal advancement or satisfaction. All classes start at the time designated in the schedule. A class hour is 50 minutes long.

Library

The Library/Listening-Viewing Center is located in the "L" Building. The Center provides research, independent study and self-enrichment materials for students, faculty and staff. The Library collection includes books, magazines and journals, newspapers, microfilm, a variety of electronic databases, and access to the World Wide Web. Search the collection by using PEARL, the Peralta Libraries online catalog. ADA compliant workstations are available.

Librarians provide individual assistance, orientations and credit courses for students who need help using the print collection, databases and the World Wide Web. Other materials and services include: the textbook collection, English as a Second Language (ESL) collection, and copying machines. Handouts are available on a variety of topics, including: writing essays, research papers, and book reports; online search tips; literary criticism; college scholarships, etc.

Listening-Viewing Center

The Listening-Viewing Center is located in the library and houses a variety of multimedia sources including: audio and videotapes, compact discs, and software. Computers are available for word processing and for completing class assignments. The Center provides assistance in using the computers.

The Library/Listening-Viewing Center is committed to providing quality services and maintaining an environment conducive to study and research. Failure to comply with the **Library Rules and Standards** of Behavior may lead to suspension of Library privileges

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