FORM 1: Presentation Checklist

General Education Outcome Revision

Proposal Name: General Education Outcome Revision

Nature of Proposal (information / policy / procedure / feedback): Transfer outcomes approval

Presenting Individual/Body: Vickery Viles, Stephanie André, Tim Peterson

Responsible Body (Office / Committee / Individual) for review and update: Recommended by writing and health faculty following 2017 Assessment Day

Date(s) of review and actions by Responsible Body: September 20, 2017

Effective Date: 2017-18

Prior Version:

OVERVIEW OF PROGRAM OR POLICY

☐ **Give rational for new program or changes in current program or policy, including data to support rationale (attach any necessary documents).**

COCC has used the state's general education outcomes to represent our transfer degree outcomes for two years, and before that to represent core theme assessment. These outcomes were created in 2009 by representative faculty from community colleges and universities across the state, but have not been updated.

The health requirement was the only outcome not fully defined in 2009, but instead was referred to individual community colleges for definition. COCC adopted the previous outcome at that time to use for course approval and some assessment activity. During the 2017 Assessment Day, the Health and Human Performance department worked together to improve the outcome to reflect the broad realm of health across various curriculum. As well, this new outcome was developed in conjunction with a plan to assess it across the curriculum. Their work is represented in this proposal.

Similarly, the writing and information literacy faculty came together on Assessment Day to discuss assessment strategy. The state requires that writing courses meet both writing and information literacy outcomes; there were eight outcomes that in some cases were compound statements. The faculty group reviewed the outcomes and found one of the three writing outcomes was overlapping with the information literacy outcomes. They reworded the writing outcome to better represent information literacy. This proposal revises the eight outcomes down to three (two existing writing outcomes and one revised) without significantly changing the content of the outcome, but providing a better context for useful learning outcome assessment. Note, state procedures will continue to require courses added to the writing/information literacy category address all eight outcomes but COCC rarely adds or removes courses to this category.

BUDGET

☐ **Review key budget items.**

There is no budget impact related to this decision.

INSTRUCTIONAL REQUIREMENTS

☐ **Review requirements.**

Not relevant.

- **Current availability of faculty, administration and/or staff.**

- **Minimum qualifications for faculty, administration and/or staff.**

- **Potential impacts to all affected academic and other departments.**

OPERATIONAL NEEDS, CURRENT AND FUTURE

☐ **Review possible operational needs.**

Not relevant

- **Existing resources including faculty, administration, staff, equipment.**

- **Involvement of department with oversight of program or process**

- **Required administrative support.**

- **Facility needs, including location, amount of space, construction or remodeling requirements.**

- **Potential impacts to administrative and student support departments including Enrollment services, Financial Aid, CAP Center, Library, Tutoring and Testing, Information Technology Services and others.**

STUDENT IMPACT

☐ **Identify student impact**

- **Identify and quantify potential student impact.**

There is not direct student impact; indirectly, this change will likely result in more useful assessment results and improvements to student learning

- **Minimize negative student impact through teach-outs, grandfather clauses, substitutions or other options.**

Not relevant.

- **Communication planning.**

Not relevant.

IMPLEMENTATION

☐ **Anticipated Timeline**

- **Designate affected department(s) and include names and positions of faculty, administration and staff involved in implementation.**

Once approved, the Curriculum department (Vickery Viles and Erika Carman) will update web sites that refer to this information (currently the instructional assessment and curriculum pages). Stephane André will work with Humanities department chair Annemarie Hamlin to notify all writing faculty, and HHP department chair Tim Peterson will notify all health faculty, who teach impacted courses in order for them to update their syllabi beginning winter 2018 term.

Courseleaf and the catalog will be amended by the Curriculum staff.

- **Identify current process adjustments.**

- **Change General Procedures Manual as needed.**

- **Communication planning**

COCC General Education Outcomes
October, 2017

Arts & Letters
Outcomes: As a result of taking General Education Arts & Letters* courses, a student should be able to:
1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

"Arts & Letters" refers to works of art, whether written, crafted, designed, or performed, and documents of historical or cultural significance.

Cultural Literacy (*Cultural Literacy outcomes will be included in courses that meet the outcomes and criteria of a Discipline Studies requirement.***)**
Outcomes: As a result of taking a designated Cultural Literacy course, learners would be able to:
1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Health
Outcomes: As a result of taking General Education Health courses, a student should be able to:
1. ~~Understand chronic health risks and how to implement holistic, lifestyle behavior changes to enhance personal and community-wide safety, health and fitness.~~ Explain the relationship between human behavior and health.

Mathematics
Outcomes: As a result of taking General Education Mathematics courses, a student should be able to:
1. Use appropriate mathematics to solve problems; and
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Science or Computer Science
Outcomes: As a result of taking General Education Science or Computer Science courses, a student should be able to:
1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions;
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment**.**

Social Science
Outcomes: As a result of taking General Education Social Science courses, a student should be able to:
1. Apply analytical skills to social phenomena in order to understand human behavior; and
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

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Speech/Oral Communication
Outcomes: As a result of taking General Education Speech/Oral Communication courses, a student should be able to:

1. Engage in ethical communication processes that accomplish goals;
2. Respond to the needs of diverse audiences and contexts; and
3. Build and manage relationships.

Writing and **Information Literacy**
Outcomes: As a result of completing the General Education Writing sequence, a student should be able to:

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
2. Recognize and articulate the need for information, and then locate, evaluate, and ethically utilize that information to communicate effectively~~Locate, evaluate, and ethically utilize information to communicate effectively~~; and
3. Demonstrate appropriate reasoning in response to complex issues.

Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses.

~~**Outcomes**: As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:~~

- ~~Formulate a problem statement;~~
- ~~Determine the nature and extent of the information needed to address the problem;~~
- ~~Access relevant information effectively and efficiently;~~
- ~~Evaluate information and its source critically; and~~
- ~~Understand many of the economic, legal and social issues surrounding the use of information.~~