

# General Education Outcomes Proposal

## Purpose

To make general education assessment more meaningful for faculty and students, thereby enabling the College to improve student learning.

## Background

The statements below were created in the mid-2000s by the Joint Boards' Articulation Committee. The statements were written to capture student growth and life-long learning, which makes them goals rather than descriptive statements of observable student behavior. An NWCCU evaluation team to Chemeketa noted that these statements are more like goals than student learning outcomes and questioned their measurability. A review of COCC assessment reports show faculty find the state general education statements difficult to measure and often had to go to great lengths to interpret them before planning assessment. Faculty have also communicated this difficulty directly to the director of assessment.

Five Oregon community colleges assess something other than these statements in their general education courses. An email conversation with HECC revealed that there is no mandate at the state level to use these outcomes and that the state did not conduct an official vote to approve these statements.

The director of assessment asked the VPI in October 2021 if it would be possible for COCC to revise these statements to be more measurable. Due to a variety of factors, including reopening the college after 17 months of remote work, this project was delayed until January 2022. The director of assessment, VPI, and LOA chair met in January to strategize an approach and timeline. LOA members met with faculty and chairs January through May 2022 to revise the general education statements.

## Current General Education Statements

### Arts & Letters

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.

### Cultural Literacy

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

### Mathematics

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

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

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.

#### Speech/Oral Communication

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

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; and
3. Demonstrate appropriate reasoning in response to complex issues.

### Proposed Revisions

#### Arts & Letters

Create or evaluate works of human expression using discipline-appropriate methods.

#### Computer Science

Create algorithms and computer programs that solve problems.

#### Cultural Literacy

Analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

## Health

Explain the relationship between human behavior and health. (Note: "Health" is not a statewide general education area outcome. This was added at COCC.)

## Information Literacy

Evaluate information resources in response to an information need.

## Mathematics

Apply appropriate mathematics to solve problems and interpret results. (Computation core competency)

## Science

Evaluate a hypothesis using qualitative or quantitative data.

## Social Science

Apply analytical skills to social phenomena in order to understand human behavior.

## Speech/Oral Communication

Communicate effectively and ethically for a variety of audiences. (Communication core competency)

## Writing

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences; and
2. Demonstrate appropriate reasoning in response to complex issues.