

GEO Workshops Schedule Spring 2009

All Workshops will take place on the Friday of the second week of the semester, 3/06/09.

9 – 11 am: **Humanities, Area C** will meet at Founders Hall.

9 – 11 am: **Sciences, Area B** will meet at 9C – Stage.

11:30 – 1:30: **Arts, Area C** will meet at Founders Hall.

11:30 – 1:30: **Social, Political, and Economic Institutions, Area D** will meet at
9C – Stage.

Multidisciplinary Workgroups with Courses

Sciences, Area B

Physical Sciences: ASTR 5, ASTR5L, ASTR7, ASTR8, CHEM10, CHEM 20, CHEM40, CHEM50/H, CHEM51, GEOG 1/H, GEOG 1L/H, GEOL 1, GEOL 7, GEOL 8/H, GEOL 8L, GEOL 9, GEOL 10, GEOL 13, METO 3, OCEA 10/H, OCEA 10L, PHSC 7, PHSC 7L, PHYS 1, PHYS 2AG, PHYS 2BG, PHYS 4A

Life Sciences: AGOR 1, ANAT 10A, ANAT 10B, ANAT 35, ANAT 36, ANTH 1/H, ANTH 1L, BIOL 1, BIOL 2, BIOL 3, BIOL 4/H, BIOL 6, BIOL 6L, BIOL 17, BIOL 20, BIOL 21, MICR 1, MICR 22, PSYC 1B

Arts, Area C

AHIS 1/H, ARTB 1, AHIS 10, AHIS 2/H, AHIS 3/H, AHIS 4/H, AHIS 5/H, AHIS 6/H, AHIS 9, AHIS 11, AHIS 12/H, ARCH 31, ARCH 32, ARTB 14, ARTD 15A, ARTD 20, ARTD 25A, ARTG 20, ARTS 22, ARTS 30A, ARTS 40A, DN-T 20, ID 180, MUS 7, MUS 11A, MUS 11B, MUS 12, MUS 13/H, MUS 14A, MUS 14B, MUS 15, PHOT 15, SPCH 4, THTR 9, THTR 10, THTR 11

Humanities, Area C

CHIN 1, CHIN 2, CHIN 3, CHIN 4, ENGL 1B/H, FRCH 1, FRCH 2, FRCH 3, FRCH 4, FRCH 5, FRCH 6, FRCH 60, GERM 1, GERM 2, GERM 3, HIST 1, HIST 3/H, HIST 4/H, HIST 7/H, HIST 8/H, HIST 10, HIST 11, HIST 19, HIST 30, HIST 31, HIST 35, HIST 36, HIST 39, HIST 40, HUMA 1, ITAL 1, ITAL 2, ITAL 3, ITAL 4, ITAL 5, ITAL 6, JAPN 1, JAPN 2, JAPN 3, JAPN 4, JAPN 5, LIT 1, LIT 2, LIT 6A, LIT 6B, LIT 11A, LIT 11B, LIT 14, LIT 15, LIT 20, LIT 25, LIT 33, LIT 35, LIT 36, LIT 40, LIT 46, LIT 47, PHIL 5/H, PHIL 12/H, PHIL 15/H, PHIL 20A, PHIL 20B, SIGN 101, SIGN 102, SIGN 103, SIGN 104, SIGN 202, SPAN 1, SPAN 2, SPAN 3, SPAN 4, SPAN 11, SPAN 12, SPAN 25

Social, Political, and Economic Institutions, Area D

AGAG1, AGFR 20, ANTH 3, ANTH 5, ANTH 22, ANTH 30, BUSC 1A/H, BUSC 1B/H, CHLD 1, CHLD 10/H, GEOG 2/H, GEOG 5, GEOG 8, GEOG 30, HIST 3/H, HIST 4/H, HIST 10, HIST 11, HIST 19, HIST 35, HIST 39, JOUR 100, JOUR 107, POLI 2, POLI 5, POLI 9, PSYC 1A/H, PSYC 19, PSYC 25, SOC 1/H, SOC 2/H, SOC 4, SOC 5, SOC 14, SOC 15, SOC 20/H, SPCH 7, SPCH 26/H

Agenda for General Education Outcomes Workshop, March 6, 2009

- (1) Introduction and General Q and A. 15 minutes.
- (2) Activity 1: Consensus on outcome. 20 minutes.
- (3) Activity 2: Agree on what student learning of outcome means. 1 hour 15 minutes.
- (4) Wrap up. 10 minutes.

General Education Outcomes (GEOs) Workshop: Introduction

Workshop goals

- (1) Participants will understand the philosophy of general education for their Area, and why the course(s) they represent are included in that Area.
- (2) Participants will agree on a common GEO for all courses within the designated Area.
- (3) Participants will come to a shared understanding of what student achievement of the stated outcome means.
- (4) Participants will be given the tools and resources to implement assessment of their GEO by June 2009.

The Essentials of Assessment

- 1) Preliminary Discussion. **Workshop Goal #1.**
- 2) Statement of SLO/GEO. **Workshop Goal #2.**
- 3) Develop an Assessment Plan.

Plan Components:

Assessment Activity: An activity that generates student product. Determine what will be done by students that will demonstrate the level of learning they have achieved for the stated outcome. This is the material that will be assessed. Something you are already doing in your course can work.

Method of Assessment: The way student product will be analyzed. Many strategies for course-embedded assessment are listed in the SLOs Handbook under “Assessment Tool Box.” One example is a holistic rubric. A rubric is a scale for scoring student work against a pre-defined set of criteria. It is an external tool that can be used to evaluate course-embedded Assessment Activities separate from the way an instructor usually grades the work. Holistic rubrics measure performance across multiple factors as a complete product. Given the variety of Assessment Activities across different courses and sections that the assessment of a GEO will involve, a holistic rubric will be useful. **Workshop Goal #3.**

Criteria for Success: A benchmark for success agreed upon by the owners of the assessment process. This is usually determined in conjunction with the Method of Assessment, or based on prior results in the event the outcome is being assessed multiple times.

- 4) Data Collection = Assessment! **Workshop Goal #4.**

GENERAL EDUCATION REQUIREMENTS FOR 2008-2009

AREA A:

Communication in the English Language (6 units):

Select two [2] courses from the following:

- ENGL 1A Freshman Composition, *or*
- ENGL 1AH Freshman Composition – Honors *and*
- SPCH 1A Public Speaking, *or*
- SPCH 1AH Public Speaking – Honors

AREA B:

The Physical Universe and Life (3 units):

Select one [1] course from the Physical Sciences or Life Sciences:

PHYSICAL SCIENCES

- ASTR 5 Introduction to Astronomy
- ASTR 5L Astronomical Observing Laboratory
- ASTR 7 Geology of the Solar System
- ASTR 8 Introduction to Stars, Galaxies, and the Universe
- CHEM 10 Chemistry for Allied Health Majors
- CHEM 20 Introductory Organic and Biochemistry
- CHEM 40 Introduction to General Chemistry
- CHEM 50 General Chemistry I
- CHEM 50H General Chemistry I – Honors
- CHEM 51 General Chemistry II
- GEOG 1 Elements of Physical Geography
- GEOG 1L Physical Geography Laboratory
- GEOG 1H Elements of Physical Geography – Honors
- GEOG LH Physical Geography Laboratory – Honors
- GEOL 1 Introduction to Geology
- GEOL 7 Geology of California
- GEOL 8 Earth Science
- GEOL 8H Earth Science – Honors
- GEOL 8L Earth Science Laboratory
- GEOL 9 Environmental Geology
- GEOL 10 Natural Disasters
- GEOL 13 Evolution of the Earth
- METO 3 Weather and the Atmospheric Environment
- METO 3L Weather and the Atmospheric Environment Laboratory
- OCEA 10 Introduction to Oceanography
- OCEA 10H Introduction to Oceanography – Honors
- OCEA 10L Introduction to Oceanography Laboratory
- PHSC 7 Physical Science

- PHSC 7L Physical Science Laboratory
- PHYS 1 Physics
- PHYS 2AG General Physics
- PHYS 2BG General Physics
- PHYS 4A Engineering Physics

LIFE SCIENCES

- AGOR 1 Horticultural Science
- ANAT 10A Introductory Human Anatomy
- ANAT 10B Introductory Human Physiology
- ANAT 35 Human Anatomy
- ANAT 36 Human Physiology
- ANTH 1 Biological Anthropology
- ANTH 1H Biological Anthropology – Honors
- ANTH 1L Biological Anthropology Laboratory
- BIOL 1 General Biology
- BIOL 2 Plant and Animal Biology
- BIOL 3 Ecology and Field Biology
- BIOL 4 Biology for Majors
- BIOL 4H Biology for Majors – Honors
- BIOL 6 Humans and the Environment
- BIOL 6L Humans and the Environment Laboratory
- BIOL 17 Neurobiology and Behavior
- BIOL 20 Marine Biology
- BIOL 21 Marine Biology Laboratory
- MICR 1 Principles of Microbiology
- MICR 22 Microbiology
- PSYC 1B Biological Psychology

AREA C:

Arts and Humanities (6 units):

Select two [2] courses, six [6] units minimum, with at least one [1] course from the Arts and one [1] from Humanities:

ARTS

- AHIS 1 Understanding the Visual Arts, *or*
- ARTB 1 Understanding the Visual Arts
- AHIS 1H Understanding the Visual Arts – Honors
- AHIS 2 Topics in Visual Art and Culture
- AHIS 2H Topics in Visual Art and Culture – Honors
- AHIS 3 History of Women and Gender in Art
- AHIS 3H History of Women and Gender in Art – Honors
- AHIS 4 History of Western Art: Prehistoric Through Gothic
- AHIS 4H History of Western Art: Prehistoric Through Gothic – Honors
- AHIS 5 History of Western Art: Renaissance Through Modern

GENERAL EDUCATION REQUIREMENTS FOR 2008-2009 (continued)

- AHIS 5H History of Western Art: Renaissance Through Modern – Honors
- AHIS 6 History of Modern Art
- AHIS 6H History of Modern Art – Honors
- AHIS 9 History of Asian Art
- AHIS 10 A History of Greek and Roman Art and Architecture
- AHIS 11 History of African, Oceanic, and Native American Art
- AHIS 12 History of Precolumbian Art
- AHIS 12H History of Precolumbian Art – Honors
- ARCH 31 World Architecture I
- ARCH 32 World Architecture II
- ARTB 14 Basic Studio Arts
- ARTD 15A Drawing: Beginning
- ARTD 20 Design: Two-Dimensional
- ARTD 25A Painting: Beginning
- ARTG 20 Art, Artists and Society
- ARTS 22 Design: Three-Dimensional
- ARTS 30A Ceramics: Beginning
- ARTS 40A Sculpture: Beginning
- DN-T 20 History and Appreciation of Dance
- ID 180 History of Interior Architecture and Furnishings I
- MUS 7 Fundamentals of Music
- MUS 11A Music Literature Survey
- MUS 11B Music Literature Survey
- MUS 12 History of Jazz
- MUS 13 Introduction to Music Appreciation
- MUS 13H Introduction to Music Appreciation – Honors
- MUS 14A World Music
- MUS 14B American Folk Music
- MUS 15 Rock Music History and Appreciation
- PHOT 15 History of Photography
- SPCH 4 Oral Interpretation of Literature
- THTR 9 Introduction to Theatre Arts
- THTR 10 History of Theatre Arts
- THTR 11 Principles of Acting I

HUMANITIES

- CHIN 1 Elementary Chinese
- CHIN 2 Continuing Elementary Chinese
- CHIN 3 Intermediate Chinese
- CHIN 4 Continuing Intermediate Chinese
- ENGL 1B English – Introduction to Literary Types
- ENGL 1BH English – Introduction to Literary Types – Honors
- FRCH 1 Elementary French

- FRCH 2 Continuing Elementary French
- FRCH 3 Intermediate French
- FRCH 4 Continuing Intermediate French
- FRCH 5 Advanced French
- FRCH 6 Continuing Advanced French
- FRCH 60 French Culture Through Cinema
- GERM 1 Elementary German
- GERM 2 Continuing Elementary German
- GERM 3 Intermediate German
- *HIST 1 History of the U.S.
- *HIST 3 History of World Civilization
- *HIST 3H History of World Civilization – Honors
- *HIST 4 History of World Civilization
- *HIST 4H History of World Civilization – Honors
- *HIST 7 History of the U.S.
- *HIST 7H History of the U.S. – Honors
- *HIST 8 History of the U.S.
- *HIST 8H History of the U.S. – Honors
- *HIST 10 History of Asia
- *HIST 11 History of Asia
- *HIST 19 History of Mexico
- *HIST 30 History of the African American
- *HIST 31 History of the African American
- *HIST 35 History of Africa
- *HIST 36 Women in American History – Beyond the Stereotypes
- *HIST 39 California History
- *HIST 40 History of the Mexican American
- HUMA 1 The Humanities
- ITAL 1 Elementary Italian
- ITAL 2 Continuing Elementary Italian
- ITAL 3 Intermediate Italian
- ITAL 4 Continuing Intermediate Italian
- ITAL 5 Advanced Italian
- ITAL 6 Continuing Advanced Italian
- ITAL 60 Italian Culture Through Cinema
- JAPN 1 Elementary Japanese
- JAPN 2 Continuing Elementary Japanese
- JAPN 3 Intermediate Japanese
- JAPN 4 Continuing Intermediate Japanese
- JAPN 5 Advanced Japanese
- LATN 1 Elementary Latin
- LATN 2 Continuing Elementary Latin
- LIT 1 Early American Literature
- LIT 2 Modern American Literature
- LIT 6A Survey of English Literature
- LIT 6B Survey of English Literature
- LIT 11A World Literature

*Courses may not be double counted to satisfy more than one area, even if a course is listed in more than one area.

*Courses may not be double counted to satisfy more than one area, even if a course is listed in more than one area.

GENERAL EDUCATION REQUIREMENTS FOR 2008-2009 (continued)

- LIT 11B World Literature
- LIT 14 Introduction to Modern Poetry
- LIT 15 Introduction to Cinema
- LIT 20 African American Literature
- LIT 25 Contemporary Mexican American Literature
- LIT 33 Images of Women in Literature
- LIT 35 Science Fiction and Fantasy Survey
- LIT 36 Introduction to Mythology
- LIT 40 Children's Literature
- LIT 46 The Bible as Literature: Old Testament
- LIT 47 The Bible as Literature: New Testament
- PHIL 5 Introduction to Philosophy
- PHIL 5H Introduction to Philosophy – Honors
- PHIL 12 Ethics
- PHIL 12H Ethics – Honors
- PHIL 15 Major World Religions
- PHIL 15H Major World Religions – Honors
- PHIL 20A History of Western Philosophy
- PHIL 20B History of Western Philosophy
- SIGN 101 American Sign Language 1
- SIGN 102 American Sign Language 2
- SIGN 103 American Sign Language 3
- SIGN 104 American Sign Language 4
- SIGN 202 American Deaf Culture
- SPAN 1 Elementary Spanish
- SPAN 2 Continuing Elementary Spanish
- SPAN 3 Intermediate Spanish
- SPAN 4 Continuing Intermediate Spanish
- SPAN 5 Advanced Spanish
- SPAN 6 Continuing Advanced Spanish
- SPAN 11 Spanish for the Spanish Speaking
- SPAN 12 Continuing Spanish for the Spanish Speaking
- SPAN 25 Spanish Literature

- *HIST 36 Women in American History – Beyond the Stereotypes
- *HIST 40 History of the Mexican American
- POLI 1 Political Science
- POLI 1H Political Science – Honors
- POLI 25 Politics of the Mexican American
- POLI 35 African American Politics

Elective Courses – select at least one [1] course from the following list (3 units):

- AGAG 1 Food Production, Land Use and Politics – A Global Perspective
- AGFR 20 Conservation of Natural Resources
- ANTH 3 Archaeology
- ANTH 5 Principles of Cultural Anthropology
- ANTH 22 General Cultural Anthropology
- ANTH 30 The Native American
- BUSC 1A Principles of Economics – Macroeconomics
- BUSC 1AH Principles of Economics – Macroeconomics – Honors
- BUSC 1B Principles of Economics – Microeconomics
- BUSC 1BH Principles of Economics – Microeconomics – Honors
- CHLD 1 Child, Family, School and Community
- CHLD 10 Child Growth and Development
- CHLD 10H Child Growth and Development – Honors
- GEOG 2 Human Geography
- GEOG 2H Human Geography – Honors
- GEOG 5 World Regional Geography
- GEOG 8 The Urban World
- GEOG 30 Geography of California
- *HIST 3 History of World Civilization
- *HIST 3H History of World Civilization – Honors
- *HIST 4 History of World Civilization
- *HIST 4H History of World Civilization – Honors
- *HIST 10 History of Asia
- *HIST 11 History of Asia
- *HIST 19 History of Mexico
- *HIST 35 History of Africa
- *HIST 39 California History
- *HIST 44 History of Native Americans
- JOUR 100 Mass Media and Society
- JOUR 107 Race, Culture, Sex, and Mass Media Images
- POLI 2 Political Science
- POLI 5 Political Science Theory
- POLI 9 Introduction to International Relations

*Courses may not be double counted to satisfy more than one area, even if a course is listed in more than one area.

GENERAL EDUCATION REQUIREMENTS FOR 2008-2009 (continued)

- PSYC 1A Introduction to Psychology
- PSYC 1AH Introduction to Psychology – Honors
- PSYC 14 Developmental Psychology
- PSYC 19 Abnormal Psychology
- *PSYC 25 The Psychology of Women
- SOC 1 Sociology
- SOC 1H Sociology – Honors
- SOC 2 Sociology
- SOC 2H Sociology – Honors
- SOC 4 Introduction to Gerontology
- SOC 5 Introduction to Criminology
- SOC 14 Marriage and the Family
- SOC 15 Child Development
- SOC 20 Sociology of Ethnic Relations
- SOC 20H Sociology of Ethnic Relations – Honors
- SPCH 7 Intercultural Communication
- SPCH 26 Interpersonal Communication
- SPCH 26H Interpersonal Communication – Honors

- BIOL 5 Contemporary Health Issues
- BIOL 13 Human Reproduction, Development and Aging
- BIOL 15 Human Sexuality
- BIOL 15H Human Sexuality – Honors
- CHLD 10 Child Growth and Development
- *CHLD 10H Child Growth and Development – Honors
- *COUN 5 Career/Life Planning
- FCS 41 Life Management
- LEAD 55 Exploring Leadership
- NF 10 Nutrition for Personal Health and Wellness
- NF 25 Essentials of Nutrition
- NF 25H Essentials of Nutrition – Honors
- NF 28 Cultural and Ethnic Foods
- PE 34 Fitness for Living
- PSYC 14 Developmental Psychology
- *PSYC 25 The Psychology of Women
- PSYC 26 Psychology of Sexuality
- PSYC 33 Psychology for Effective Living

AREA E: Lifelong Understanding and Self-Development (3 units):

- Select one [1] course from the following:
- AD 3 Chemical Dependency: Intervention, Treatment and Recovery

*Courses may not be double counted to satisfy more than one area, even if a course is listed in more than one area.

ALPHABETICAL LISTING — ASSOCIATE IN SCIENCE DEGREE (A.S.)

Mt. San Antonio College offers two year occupational degrees in the following section of this Catalog. To qualify for the degree, students must complete the required courses for the major as shown, plus additional general education courses as listed on pages 66-67. For further information, please consult with Counseling and Advising Services on the upper level of the Student Services Center.

A	Architectural Technology – Technology Concentration .. 72 Accounting 69 Administrative Assistant 69 Advertising Design and Illustration 69 Agri-Technology 69 Air Conditioning and Refrigeration 70 Airframe and Aircraft Powerplant Maintenance Technology – Day 70 Airframe and Aircraft Powerplant Maintenance Technology – Evening 70 Alcohol/Drug Counseling 70 Animation 71 Architectural Technology – Design Concentration ... 71	Aviation Science 72 Business: Management 72 Business: Retail Management 72 Chemical Laboratory Technician 72 Child Development 73 Commercial Flight 73 Computer and Networking Technology 73 Computer Graphics Design/Photography 74 Computer Network Administration and Security Management 74
B-C		

PROGRAMS LEADING TO AN ASSOCIATES DEGREE

Activity One Worksheet

The goal of this activity is to come to agreement on at least one common learning outcome to assess. This choice should be guided by the philosophy of the general education Area participants belong to. Faculty generated outcomes will be provided as examples. Participants can also share their own course level SLOs as a starting point.

Getting Started Suggestion: What do you do in your course that uniquely reflects why the course belongs in the designated Area of the general education pattern? Although this is a particular aspect of your course, try to answer the question in general terms so that it can be applied across all disciplines in your Area. Share and discuss results, striving for group consensus on at least one such outcome.

General Education Outcome Zones

Mt. San Antonio College

These are the General Education Outcome Zones for Mt. San Antonio College. If you want to comment on these Zones, click here to visit the [GEO Discussion Board](#).

Critical Thinking and Reasoning – includes synthesis, evaluation, interpretation of ideas, application of concepts; problem solving and analysis; identification of logical fallacies or sources of error; development of logical arguments based on cogent analysis of supporting evidence.

Effective Communication – includes development of effective skills for both written and oral communication, including presentation skills.

Quantitative Reasoning – includes the ability to interpret and analyze information given graphically or numerically; apply mathematical expressions, equations, and theorems; understand statistical data; use mathematical concepts to construct math models; and to use math models to solve applied problems.

Reading Competence – includes the ability to understand vocabulary, critically analyze content, meaning, and author's purposes, as well as the development of increased proficiency and depth of understanding. Includes analysis of a variety of written materials and styles appropriate to different disciplines.

Information Competence and the Effective Uses of Technology – includes the ability to identify, research, and assess the credibility of a variety of information sources, including those obtained from the internet and other electronic data sources as well as more traditional published sources. Also includes knowledge and proficiency in the use of standard computer technology and software used in academics, a variety of professions, and daily life.

Personal Responsibility – includes the development of skills, attitudes, abilities, and values that facilitate advanced learning, personal growth, and preparation for lifelong learning. These include study skills development, awareness of academic environments and resources, self-awareness of learning styles and habits, persistence, acceptance of personal and professional responsibility, leadership, initiative, proactive action, empathy, interpersonal skills development, and the ability to work independently.

Social Responsibility and Cultural Competence – includes understanding, appreciation, and respect for perspectives, values, and societal contributions of diverse peoples and cultures; awareness, sensitivity to and acceptance of a variety of different viewpoints; and the ability to understand and work with individuals who differ from one's self.

Civic Engagement and Global Citizenship – includes an understanding of current events, of ethics and the implications of personal and societal choices as they affect our interconnected world economy, governments, environment, and social climate; as well as acceptance of responsibility for civic and societal engagement.

Presented as an information item to C & I on March 25, 2008

Presented as an information item to Academic Senate on April 3, 2008

Adopted by the Academic Senate on May 15, 2008

Workgroup Sciences Area B

General Education Requirements (*Mt. SAC 2008-09 Catalog, p. 65*)

Philosophy Statement (*excerpt, p. 65*)

General education courses are not primarily skills-based, nor are they limited to, or more appropriate for, majors in a specialized field of study. Courses that fulfill general education requirements must:

1. Require post-secondary level skills in reading, writing, quantitative reasoning, and critical thinking
2. Improve students' abilities to
 - Communicate oral and written ideas effectively
 - Define problems, design solutions, critically analyze results;
 - Use available media to access and retrieve information for data gathering and research;
 - Work effectively, both cooperatively and independently;
 - Develop and question personal and societal values, make informed choices, and accept responsibility for their decisions;
 - Function as active, responsible, ethical citizens;
 - Acquire the curiosity and skills essential for lifelong learning
3. Impart understanding, knowledge, and appreciation of:
 - Our shared scientific, technological, historical, and artistic heritage, including the contributions of women, ethnic minorities, and non-western cultures
 - The earth's ecosystem, including the processes that formed it and the strategies that are necessary for its maintenance;
 - Human social, political, and economic institutions and behavior, including their interrelationships;
 - The psychological, social, and physiological dimensions of men and women as individuals and as members of society.

AREA B – Science and Mathematics

These courses impart knowledge about living and non-living systems, and mathematical concepts and quantitative reasoning with applications. Courses fulfilling this requirement:

- Promote understanding and appreciation of the methodologies and tools of science
- Emphasize the influence of scientific knowledge on the development of civilization;
- Impart appreciation and understanding of basic concepts, not just skills;
- Offer specific inquiry into mathematical concepts, quantitative reasoning and application (*see Mt. SAC degree competency requirement*).

Workgroup Arts/Humanities Area C

General Education Requirements (*Mt. SAC 2008-09 Catalog, p. 65*)

Philosophy Statement (*excerpt, p. 65*)

General education courses are not primarily skills-based, nor are they limited to, or more appropriate for, majors in a specialized field of study. Courses that fulfill general education requirements must:

1. Require post-secondary level skills in reading, writing, quantitative reasoning, and critical thinking
2. Improve students' abilities to
 - Communicate oral and written ideas effectively
 - Define problems, design solutions, critically analyze results;
 - Use available media to access and retrieve information for data gathering and research;
 - Work effectively, both cooperatively and independently;
 - Develop and question personal and societal values, make informed choices, and accept responsibility for their decisions;
 - Function as active, responsible, ethical citizens;
 - Acquire the curiosity and skills essential for lifelong learning
3. Impart understanding, knowledge, and appreciation of:
 - Our shared scientific, technological, historical, and artistic heritage, including the contributions of women, ethnic minorities, and non-western cultures
 - The earth's ecosystem, including the processes that formed it and the strategies that are necessary for its maintenance;
 - Human social, political, and economic institutions and behavior, including their interrelationships;
 - The psychological, social, and physiological dimensions of men and women as individuals and as members of society.

AREA C – Humanities

These cultivate intellect, imagination, sensibility and sensitivity. They encourage students to respond subjectively as well as objectively and to develop a sense of the integrity of emotional and intellectual responses.. Courses fulfilling this requirement:

- Study great work of the human imagination;
- Increase awareness and appreciation of the traditional humanistic disciplines such as art, dance, drama, literature, and music;
- Impart an understanding of the interrelationship between creative art, the humanities, and the self;
- Provide exposure to both Western and non-Western cultures;
- May include a foreign language course that contains a cultural component as opposed to a course that focuses solely on skills acquisition.

Workgroup Social, Political, and Economic Institutions, Area D

General Education Requirements (*Mt. SAC 2008-09 Catalog, p. 65*)

Philosophy Statement (*excerpt, p. 65*)

General education courses are not primarily skills-based, nor are they limited to, or more appropriate for, majors in a specialized field of study. Courses that fulfill general education requirements must:

1. Require post-secondary level skills in reading, writing, quantitative reasoning, and critical thinking
2. Improve students' abilities to
 - Communicate oral and written ideas effectively
 - Define problems, design solutions, critically analyze results;
 - Use available media to access and retrieve information for data gathering and research;
 - Work effectively, both cooperatively and independently;
 - Develop and question personal and societal values, make informed choices, and accept responsibility for their decisions;
 - Function as active, responsible, ethical citizens;
 - Acquire the curiosity and skills essential for lifelong learning
3. Impart understanding, knowledge, and appreciation of:
 - Our shared scientific, technological, historical, and artistic heritage, including the contributions of women, ethnic minorities, and non-western cultures
 - The earth's ecosystem, including the processes that formed it and the strategies that are necessary for its maintenance;
 - Human social, political, and economic institutions and behavior, including their interrelationships;
 - The psychological, social, and physiological dimensions of men and women as individuals and as members of society.

AREA D – Social Sciences

These courses explore, at the micro and macro-level, the social, political, and economic institutions that underpin society. Courses fulfilling this requirement:

- Promote an understanding and appreciation of social, political, and economic institutions;
- Probe the relationship between these institutions and human behavior;
- Examine these institutions in both their historical and contemporary context;
- Include the role of, and impact on, non-white ethnic minorities and women;
- Include both Western and non-Western settings.

Activity Two Worksheet: Part 1

At this point, you have hopefully agreed on at least one common learning outcome to assess. The goal of this activity is to come to a shared understanding of what student learning of this outcome means. A method of reaching this goal is to have you all agree, in principle, on the basic descriptors that characterize a level of achievement. This information could then be incorporated in to the Assessment Instrument you will be using for assessment at the course level, such as a scoring rubric. A sample of this is given as a handout.

Getting Started Suggestion: Think of a major assignment that you typically give in your course(s) that could be used as an activity to assess the stated learning outcome. Imagine that you are reviewing this assignment with an idea of letting students know what you are generally expecting in each of the four categories of achievement, 0 – 3. See if you can come up with at least two or three descriptors for each level.

(3 points) Exceeding Expectations:

(2 points) Meeting Expectations:

(1 point) Approaching Expectations:

(0 points) Not Meeting Expectation:

Activity Two Worksheet: Part 2

Share and discuss the work you did in Part 1 with your colleagues. Try to reach consensus on at least three descriptors for each level of achievement.

(3 points) Exceeding Expectations:

(2 points) Meeting Expectations:

(1 point) Approaching Expectations:

(0 points) Not Meeting Expectation:

**Sample * Sample* Sample * Sample * Sample * Sample * Sample * Sample **

Learning Outcome: Students will identify, analyze, and evaluate arguments as they occur in their own and others' work.

(4 points) Exceeding Expectation: The student's work

1. Identifies the target argument(s) and clearly distinguishes it from any extraneous elements such as expressions of opinion and descriptions of events.
2. Carefully articulates the argument's conclusion, clearly distinguishes it from its premises and identifies most relevant definitions and/or hidden assumptions.
3. Clearly and correctly assesses whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true.
4. Clearly and correctly assesses the reasonableness of the premises, including the credibility of their sources (e.g., observation, testimony, measurement, experiment, etc.), independently of whether the premises support the conclusion.

(3 points) Meeting Expectation: The student's work

1. Identifies the target argument(s).
2. Distinguishes the argument's conclusions from its premises and some effort is made to identify relevant definitions and/or hidden assumptions.
3. Correctly assesses whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true.
4. Correctly assesses the reasonableness of the premises, including the credibility of their sources, independently of whether they support the conclusion.

(2 points) Approaching Expectation: The student's work

1. Identifies the target argument(s) but includes extraneous elements such as expressions of opinion and descriptions of events.
2. Distinguishes the argument's conclusions from its premises, but little effort is made to identify relevant definitions and/or hidden assumptions.
3. Attempts to assess whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true.
4. Attempts to assess the reasonableness of the argument's premises, but little effort is made to consider the credibility of the premises' sources.

(1 point) Not Meeting Expectation: The student's work

1. Does not isolate the argument(s) from extraneous elements in the text.
2. Does not identify the argument's conclusion or distinguish it sufficiently from the premises and little or no effort is made to identify relevant definitions or hidden assumptions.
3. Does not address whether the argument's premises are reasonable to believe, independently of whether they support the conclusion or else no effort is made to evaluate the credibility of the premises' sources.

AREA E: DATA COLLECTION FORM FOR GEO

AREA E: LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT

Courses: (16 UNIQUE COURSES, 19 INCLUDING HONORS)

AD 3 (Chemical Dependency: Intervention, Treatment and Recovery)

BIOL 5 (Contemporary Health Issues)

BIOL 13 (Human Reproduction, Development and Aging)

BIOL 15 (Human Sexuality)

BIOL 15H (Human Sexuality - Honors)

CHLD 10 (Child Growth and Development)

*CHLD 10H (Child Growth and Development - Honors)

*COUN 5 (Career/Life Planning)

FCS 41 (Life Management)

LEAD 55 (Exploring Leadership)

NF 10 (Nutrition for Personal Health and Wellness)

NF 25 (Essentials of Nutrition)

NF 25H (Essentials of Nutrition - Honors)

NF 28 (Cultural and Ethnic Foods)

PE 34 (Fitness for Living)

PSYC 14 (Developmental Psychology)

*PSYC 25 (The Psychology of Women)

PSYC 26 (Psychology of Sexuality)

PSYC 33 (Psychology for Effective Living)

** indicates a course which satisfies more than one GE area*

GENERAL EDUCATION OUTCOME: Students completing an assignment in Area E courses will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.

Criteria: Students will meet expectations by scoring a "1" or more in at least two categories.

Rubric:

		Performance level		
		0 - Below Expectations	1 - Meets Expectations	2 - Exceeds Expectations
Criterion	COLLECTION: Quality of information collection	No collection	Somewhat detailed and complete	Detailed and complete
	ANALYSIS: Analysis of information	No analysis	Summary of information with some analysis	In-depth/thorough analysis
	APPLICATION: Application of concepts to enhance lifelong well-being	No application	Somewhat thoughtful and somewhat specific information	Thoughtful and specific application

STUDENT	COLLECTION (0, 1, 2)	ANALYSIS (0, 1, 2)	APPLICATION (0, 1, 2)	MEETS CRITERIA	DOES NOT MEET CRITERIA	DID NOT COMPLETE
1	2	1	1	✓		
TOTAL						

The Next Steps

1. **Bring the results from this Workshop back to your department for approval.** The goal is that the GEO will be an approved course level SLO for the particular course(s) involved. Determine who will be the “owners” of the assessment process for the course(s). These will be the parties responsible for implementing the Assessment Plan, which includes making proposals to their departments about elements of assessment not generated in the Workshop and submitting the Reporting Form (see back of this sheet). Also, determine whether it will be submitted by section or as a course.
2. **A GEOs committee member will be periodically checking in with you to see how things are going and to offer any assistance you may need to assess the GEO.** This includes making presentations at department meetings, practical advice on overcoming obstacles, and how to document the process in ePIE. Additional help is available from Joan Sholars, the SLOs Coordinator (jsholars@mtsac.edu), and through the Research and Institutional Effectiveness Office (research@mtsac.edu).
3. **A key first step is determining the Assessment Activity.** The SLOs Guidebook has many suggestions. One example is the use of a course-embedded activity. It is not necessary that this activity be the same across the disciplines. It need not be the same even for different sections of the same course. What is important is that the activity will demonstrate the level of learning a student has for the stated outcome and that the activity is amenable to analysis using the rubric constructed at the Workshop.
4. **Though the method of assessment for each course can vary, it is essential to use the same elements of the rubric that were agreed upon in the Workshop to determine if students have met expectations for documentation on the GEOs Recording Form.**
5. **The main achievements resulting from the GEOs Initiative will be made transparent to the campus community by being published on the GEOs website.** This will include the GEOs determined by the various Workgroups, the status of assessing these GEOs for courses within the Workgroups, and a Summary of Data that will be updated as new information comes in.
6. **SLOs/AUOs WILL NOT BE USED FOR INDIVIDUAL FACULTY EVALUATIONS.**
7. **SUBMIT YOUR FINAL REPORTING FORM(S) BY JUNE 30, 2009 to the Research and Institutional Effectiveness Office (Building 4, Room 217 or research@mtsac.edu).**

General Education Outcome (GEO) Reporting Form

AREA E: LIFELONG LEARNING AND SELF-DEVELOPMENT

GEO: Students completing an assignment in Area E courses will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.

Criteria: Students will meet expectations by scoring a "1" or more in at least two of the three categories (Collection, Analysis, and Application).

Reporting Date: _____

Course Title: _____

Reference Number: _____

Term of Assessment: _____

**Number of students who
completed the assignment:** _____

**Of those completing the assignment,
number of students who met expectations:** _____

Key Findings/Highlights:

How will the results be used?

Please return completed forms to the Research and Institutional Effectiveness Office (Building 4, Room 217 or research@mtsac.edu) by **JUNE 30, 2009**.