Create a campus culture where SLOs are understood and valued and where assessment functions as a resource leading to improved instruction, curricula, programs, and/or services. (2011)

6-144 • 2:30-4:00pm

Outcomes Committee

GEOs Re-Imagined Report

January 2014

On Friday, October 18, from 9am-12pm in Founder's Hall, the Outcomes Committee (OC) and the Vice-President of Instruction, Irene Malmgren, led a meeting for the following reasons:

- Assess our current general education process (GEOs)
- Review the quality of the work collected thus far
- Make recommendations for improving and/or streamlining the process

There were nearly 50 participants who participated in the interactive and collegial meeting. Participants were first given a brief history of the documents that established our current process, including the following documents:

- "General Education Outcomes Plans" (2009-12 & 2006-09): http://www.mtsac.edu/instruction/outcomes/slo/docs/geo_history_2009-12_2006-09.pdf

Following, participants were asked to create a logic model or mind map of the present process and to share their visual presentations. Some sample models are included in the appendix. After reviewing the process, participants were asked to review the quality of the work collected over the last four years. Each table was given information and "use of results" information obtained from the area conversations, with each table focusing on a different area:

- Area A - http://www.mtsac.edu/instruction/outcomes/slo/docs/GEO-A-2013.pdf
- Area B - http://www.mtsac.edu/instruction/outcomes/slo/docs/GEO-B-2013.pdf
- Area C - http://www.mtsac.edu/instruction/outcomes/slo/docs/GEO-C-2013.pdf
- Area D - http://www.mtsac.edu/instruction/outcomes/slo/docs/GEO-D-2013.pdf
- Area E - http://www.mtsac.edu/instruction/outcomes/slo/docs/GEO-E-2013.pdf

In comments shared at the meeting, it was clear that Area E had robust conversations and that they wished to meet sooner than the planned 4-year reconnection. It seemed that having multiple disciplines represented at the Area E conversations helped lead to the meaningful conversation. In general, Areas A-D had difficulty gaining meaningful data from the current process, perhaps because the outcomes were too general. The "use of results" information reviewed from these areas was not as substantial as some may have hoped.

Participants next reviewed the College's original General Education Zones, which were the initial institutional outcomes established by the GEO Committee, as well as competency models from Valencia College (Florida) and the Association of American Colleges and Universities (AACU) Value Rubrics. After much reflection and discussion with meeting participants, as well as subsequent conversations in the Outcomes Committee, the following recommendations are proposed:

- The College should return to the initial zones that were created, including clarifying some of the initial language.
- The OC should create a visual representation or map, similar to the model reviewed from Valencia College.
- Disciplines assess outcomes within their traditional purview, but faculty should also have the freedom to select a different outcome to assess (i.e. A science course with a research paper could select the "Written Communication" competency for an assessment.)
- The competency areas should reconvene for discussions every 1-2 years.
- The OC should create a repository of rubrics and resources that would support the assessment of the institutional competencies.

GEO Zones (Original)	Institutional Competencies (Recommended)
Effective Communication	**Communication Skills (Oral and Written)**
Critical Thinking and Reasoning	**Critical Thinking**
Social Responsibility and Cultural Competence + Civic Engagement and Global Citizenship	**Social Literacy (Cultural, Artistic, Historical, & Civic and Global Understanding)**
Personal Responsibility	**Personal Responsibility**
Quantitative Reasoning	**Quantitative and Scientific Reasoning**
Information Competence and the Effective Uses of Technology	**Information Literacy**
Reading Competence	**Reading Competency**

Initial Zones
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

Critical Thinking and Reasoning – can include 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 – can include development of effective skills for both written and oral communication, including presentation skills.

Quantitative Reasoning – can include 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 – can include 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 – can include 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 – can include 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 – can include 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 – can include 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.