

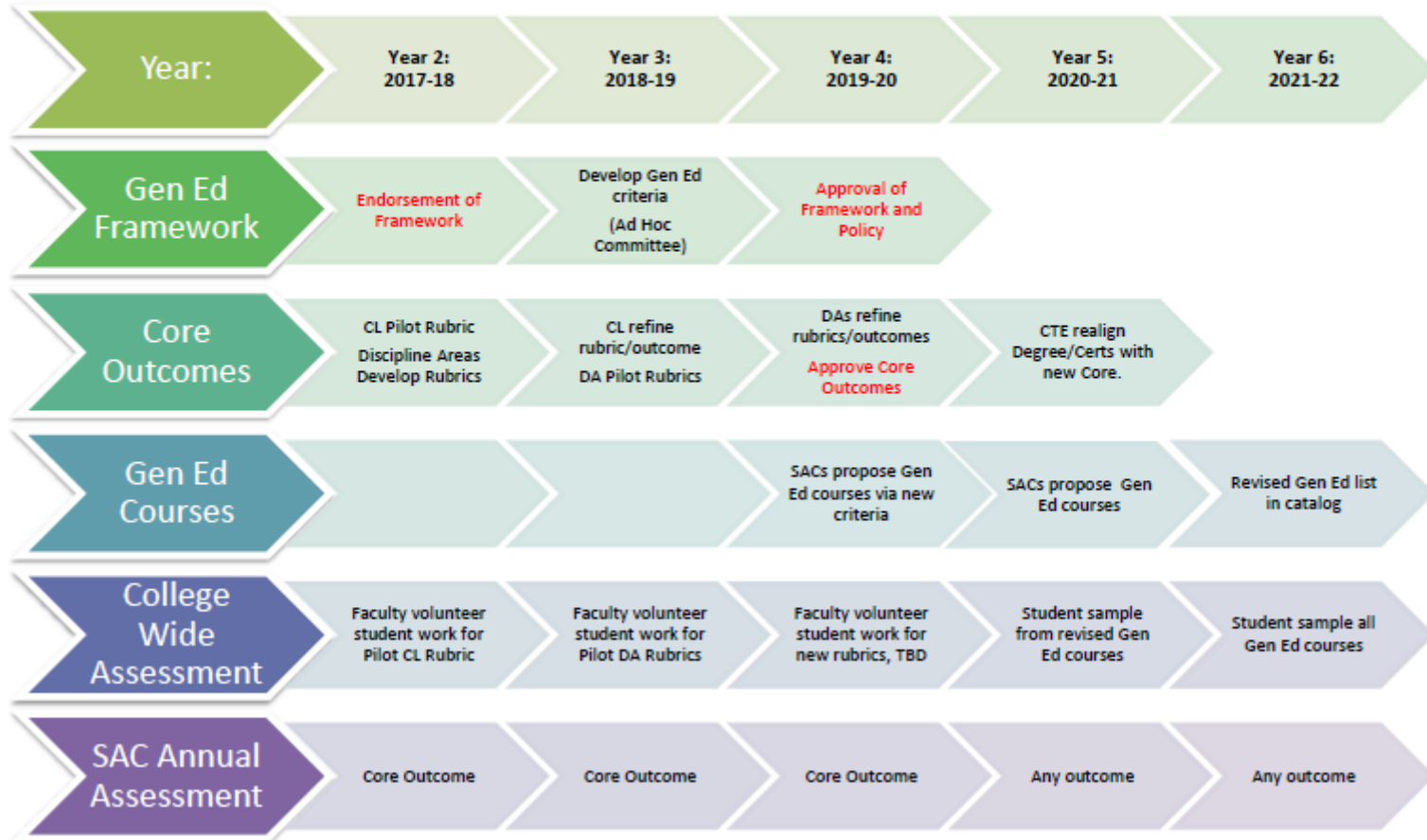
# Degrees and Certificates Committee Meeting

November 14 2018

SY CC 233B



# Revision of Gen Ed/Core Outcomes



**GENERAL EDUCATION/CORE OUTCOMES SYSTEM AND ASSESSMENT – Working Plan 4.0 – 4/6/2018**

- Assumes we have a good enough idea about the rubrics and outcomes by fall 2019 (following the 2018-19 pilot of the Gen Ed rubrics) that we can move forward
- Does allow us to be using the new model entirely by the Year 7 accreditation visit

Year	Activities Summary
<b>Year 1</b>	<p>Summer 2017</p> <ul style="list-style-type: none"> <li>✓ Faculty in CL Disciplines to work on Cultural Literacy outcome and rubric</li> </ul>
<b>Year 2</b>	<p>2017-18: (Accreditation year 3 – Mid-cycle visit year)</p> <ul style="list-style-type: none"> <li>✓ <b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>o College-wide: continues MSC model with faculty opting in                             <ul style="list-style-type: none"> <li>▪ Cultural Literacy (Pilot of new PCC CL Draft Rubric)</li> <li>▪ Quantitative Literacy (based on # of SACs “all-in”)</li> </ul> </li> <li>o SACs – participate “all in” or on a SAC-selected Core Outcome</li> </ul> </li> <li>✓ <b>OUTCOMES:</b> Discipline Studies Area Committees (DSACs) to develop rubrics</li> <li>• <b>GEN ED FRAMEWORK</b> (Core Outcomes alignment and required assignment):                             <ul style="list-style-type: none"> <li>o Propose and get feedback from LAC and EAC (&amp; committees)</li> <li>o Obtain endorsement of framework</li> </ul> </li> <li>• <b>COMMUNICATION:</b> <ul style="list-style-type: none"> <li>o Develop strategies: Spaces page with quarterly updates; video. Webinars?</li> <li>o EAC, DSACs to engage their SACs on Spring SAC Day; engage Div Deans</li> <li>o CTE Group to identify issues, options, etc.</li> </ul> </li> </ul>
<b>Year 3</b>	<p>2018-19 (Accreditation year 4)</p> <ul style="list-style-type: none"> <li>• <b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>o College-wide: faculty opting in to Pilot new DSAC rubrics (developing assignment, making student work available)                             <ul style="list-style-type: none"> <li>▪ Faculty from Discipline Studies Area Committees expected to participate</li> </ul> </li> <li>o SACs: participate “all in” on new rubric or on a SAC-selected Core Outcome</li> </ul> </li> <li>• <b>OUTCOMES:</b> <ul style="list-style-type: none"> <li>o Reconvene CL Rubric Committee to review data, feedback from SACs that were “all in” for CL and from CL Scorers. Adjust rubric and write outcome description.</li> </ul> </li> <li>• <b>GEN ED FRAMEWORK</b> <ul style="list-style-type: none"> <li>o Ad-Hoc Curriculum/DAC or Gen Ed Task Force to develop criteria for Gen Ed, with broad faculty input</li> </ul> </li> <li>• <b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>o Broad communication/vetting proposed revised College Core Outcomes</li> </ul> </li> </ul>

<b>Year 4</b>	<p>2019-20 (Accreditation year 5)</p> <ul style="list-style-type: none"> <li>• <b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>o College-wide: faculty opting in, new Gen Ed approved courses encouraged                             <ul style="list-style-type: none"> <li>▪ Focus on 2 outcomes TBD</li> </ul> </li> <li>o SACs – participate “all in” on new rubric or on a SAC-selected Core Outcome</li> </ul> </li> <li>• <b>OUTCOMES:</b> <ul style="list-style-type: none"> <li>o Fall 2019 - Reconvene DSACs to review feedback from pilot assessment; adjust rubric and write outcome description</li> <li>o Winter 2020 – Approval of Revised set of Core Outcomes</li> </ul> </li> <li>• <b>GEN ED FRAMEWORK and LIST</b> <ul style="list-style-type: none"> <li>o Winter 2020 – Approval of Framework and revised Gen Ed Policy</li> <li>o 1<sup>st</sup> year for SACs to submit requests for new Gen Ed                             <ul style="list-style-type: none"> <li>▪ If done by a dedicated committee or task force, 2 years should work</li> </ul> </li> <li>o New courses included, but <u>no courses would be retired from list at this time</u></li> </ul> </li> <li>• <b>IMPLEMENTATION/ISSUES</b> <ul style="list-style-type: none"> <li>o Discuss, with broad faculty input, how to keep up with new accountability in the model in an ongoing manner</li> </ul> </li> </ul>
<b>Year 5</b>	<p>2020-21 (Accreditation year 6)</p> <ul style="list-style-type: none"> <li>• <b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>o College-wide: change focus to <u>start with students</u> <ul style="list-style-type: none"> <li>▪ Identify newly-revised Gen Ed courses taken by selected students Winter term, and obtain artifacts from those courses</li> <li>▪ Focus on 2 outcomes that were approved in 2018-19</li> </ul> </li> <li>o SACs – focus on any outcome</li> </ul> </li> <li>• <b>OUTCOMES</b> <ul style="list-style-type: none"> <li>o Workshops, support for CTE programs to re-align new Core Outcomes to the program Degree and Certificate Outcomes</li> </ul> </li> <li>• <b>GEN ED FRAMEWORK</b> <ul style="list-style-type: none"> <li>o 2<sup>nd</sup> year for SACs to submit requests for new Gen Ed by April for 2021-22 Catalog</li> <li>o Courses not approved via new catalog by January 2021 will not be on the Gen Ed list for 2021-22</li> </ul> </li> <li>• <b>IMPLEMENTATION/ISSUES</b> <ul style="list-style-type: none"> <li>o How to keep up with new accountability in the model in an ongoing manner?</li> </ul> </li> </ul>

# Timeline

- 10/25/18 last ELIWIG meeting
- 11/29/18 next ELIWIG meeting
- 12/12/18 ELIWIG presents at EAC
- 4/30/19 SAC Inservice
- 10/30/19 SAC Inservice
- Winter 2020 Approval of Core Outcomes

# Results of DAC Google poll to endorse Gen Ed Framework 6/18

- Voting Members
  - 5 for
  - 1 against
  - 7 didn't vote
- Non Voting Members
  - 3 for
  - 0 against
  - 6 didn't vote

**Cultural Literacy**

*PCC graduates should be able to...*

1. **define the concept of culture** within the context of the discipline and assignment
2. **apply at least one aspect related to the concept of culture** in a meaningful way through textual analysis, contemporary or historical in-depth case studies, or comparative or relational cross-cultural analyses
3. analyze how culture and social institutions perpetuate **systems of power** like colonialism, globalization, racism, patriarchy or imperialism
4. **evaluate their own assumptions, judgments and/or biases** about their own culture(s) and the cultures of others

**Integrative Learning (Arts and Letters)**

*PCC graduates should be able to...*

1. understand the **practices and standards** associated with a particular course, discipline or field
2. reflectively **self-assess** in comparison to course, discipline or field standards
3. reflectively **connect experiences** in the academic world with their personal lives
4. reflectively show **contextual awareness** by situating their work with respect to multiple contexts, such as audience, medium, communities, history, or culture

**Critical Thinking (Social Sciences)**

*PCC graduates should be able to...*

1. consider the larger **social context** as relevant to the topic at hand
2. use discipline-specific **methods of inquiry** to apply knowledge and skills to examine issues/real-world problems or to write a thesis
3. demonstrate **information literacy** skills as appropriate for a particular assignment
4. consider the **diversity** of human experience and thought

**Quantitative Reasoning (Science/Computer Science/Math)**

*PCC graduates should be able to...*

1. **state the problem or question** with clarity and context
2. **determine the information needed** to solve a problem or answer a research question
3. use **representation** to convert data or other information into mathematical form
4. use **interpretation** to convert information presented in mathematical form into words
5. **draw conclusions** that consider all relevant data or other information, while also acknowledging the limitations of that data or other information
6. consider **community and environmental implications** - how problems or questions in these disciplines affect the wider community and/or the environment



<https://www.youtube.com/watch?v=JwjAAGGi-90>

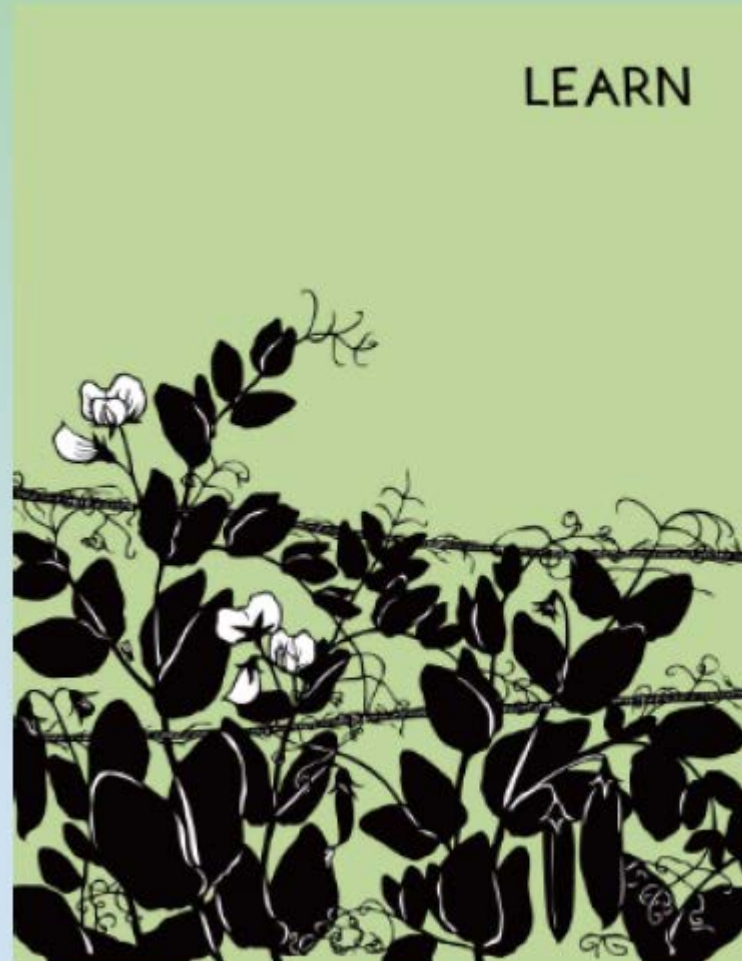


# *Letter to ELIWIG....*

- Process Needs
- Initial Concerns

# Core Outcomes

- Value
- Investigate
- Communicate
- Collaborate
- Create
- Contribute
- Complete
- Reflect
- Sustain
- Justice



EMP 2018