

# Proposed Model For General Education

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The purpose of changing our approach to General Education is to ensure that

- students have an opportunity to experience instruction directed towards PCC’s Core Student Learning Outcomes.
- students have an opportunity to demonstrate achievement of the Core Student Learning Outcomes, and
- we have a mechanism to “document, through an effective, regular and comprehensive system of assessment of student achievement, that students who complete [our] education courses programs and degrees achieve identified course program and degree learning outcomes” (NWCCU Standard 4.A.3.) Since the Core outcomes are the outcomes of our AGS, AS AAOT and AS degrees, this is an important accreditation expectation

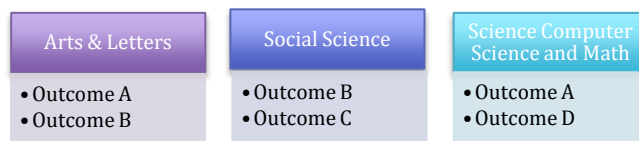
Our current system does not ensure any of these things. Interestingly, General Education is widely assumed to be way students “get” the Core Outcomes. Our Gen Ed courses (as all of our courses) are mapped to the Core Outcomes, but even casual inspection shows that students may very well “miss” one or more of the Core Outcomes when selecting courses from the Gen Ed List. **Explicitly aligning Gen Ed and the Core Outcomes**, which is at the heart of this plan, will ensure that students will experience instruction in and an opportunity to demonstrate mastery of PCCs Core Student Learning Outcomes, and that we can systematically document student attainment of those outcomes.

## The Two Key Elements:

- Aligning Gen Ed and Core Outcomes
- Linking to assessment with an assignment

## Description of Model

The overall framework of Gen Ed for students will not change, in that degree requirements for students remain exactly the same. What would change is the explicit alignment of the Core Outcomes to specific Discipline Studies areas, and the requirements for courses to be on the Gen Ed list. It might look something like this:



Each Discipline studies area would take responsibility for one or two Core Outcomes.

“Responsibility” means that every Gen Ed Course in the discipline will

- address the identified Core Outcome(s) directly in instruction and
- include a required assignment that will elicit student work that can be meaningfully assessed against the common rubric adopted by the Discipline Area for the identified Core Outcomes.

The CCOG will contain identified outcomes and content aligned with the outcome, and some description of the assignment (or assignment parameters, template or other guidance) enough detail to provide guidance faculty newly assigned to the course.

Once the courses and directions to faculty have been established, the SAC would be free to focus annual assessment efforts on whichever outcomes (course level, discipline specific, sequence-related, etc.) are most impactful and meaningful within the discipline.

## Comparison between Current and Proposed Model

Current Model	Proposed ( <i>Change</i> )
<b>Requirements for Degrees:</b>	
<ul style="list-style-type: none"> <li>Students are required to take some number of courses from each of the three Discipline Studies areas: Arts and Letter; Social Science; Science Math and Computer Science.               <ul style="list-style-type: none"> <li>AAS and AGS: 16 credits,</li> <li>AS: 21 credits,</li> <li>AAOT or ASOT: 11 courses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No Change. (Distribution model is required for AAOT and would be problematic to change for the other degrees.)</li> </ul>
<b>Alignment of Gen Ed with PCC Core (Institutional) Student Learning Outcomes</b>	
Course-by course basis (see mapping matrix).	<i>The Discipline Studies Areas are aligned with Core Outcomes such that every course in the area will address the identified Core Outcomes</i>
<b>Approval for Courses for inclusion on the General Education List requires:</b>	
<ul style="list-style-type: none"> <li>Transferable as Lower Division Collegiate coursework</li> <li>Identified alignment with the statewide outcomes and criteria for the AAOT Discipline Studies Areas.</li> <li>Identified alignment with 4 out of the 7 elements of PCCs General Education Philosophy statement.</li> </ul>	<ul style="list-style-type: none"> <li>Transferable as Lower Division Collegiate coursework</li> <li>Identified alignment with the statewide outcomes and criteria for the AAOT Discipline Studies Areas.</li> <li><i>Identified alignment with the PCC Core Outcome(s) associated with the Discipline Studies Area</i></li> <li><i>Description of an assignment designed to allow students to demonstrate their level of attainment of the Core Outcome(s) in terms of the Discipline Area rubrics.</i></li> </ul>
<b>Assessment of Gen Ed/Core Outcomes</b>	
Core Outcomes are assessed at the SAC level using different methods, standards, rubrics, and definitions of the Core Outcome. Gen Ed outcomes (AAOT statewide outcomes) are not directly assessed.	<i>College-wide assessment of student work taken from Gen Ed courses will focus on Core Outcomes. Core Outcomes are to be aligned with AAOT statewide outcomes for the Discipline Studies Areas</i>
<b>SAC Responsibilities once ne program is in place:</b>	
Annual assessment of Core Outcomes on a rotating basis, usually for subsets of courses	<i>Annual assessment of course or program level outcomes chosen by the SAC based on interest and scope for improvement of teaching and learning.</i>
<b>Accreditation Reporting of Core Outcome Assessment</b>	
Individual Annual Assessment reports.	College wide assessment of student work completed in Gen Ed courses