GE PLAN A: Area Definitions, SLOS, and Course Assessment, 2011-12

Area I Natural Sciences

**Definition**
Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

**Student Learning Outcome**
Analyze and apply concepts of biological and/or physical science obtained through the scientific method.

**Target Courses for Assessment – Based On Student Enrollment Activity**
BIOL 130 Introduction to Biology
CHEM 109 Biochemistry for Health Science and Biotechnology

**Course Assessment Projects as of March 2012**
CHEM 102 Preparation for General Chemistry (Niccolls)
CHEM 109 Biochemistry for Health Science and Biotechnology (Niccolls)
ENVS 108 Human Ecology (Watanabe)
BIOT 105 Introduction to Cell and Molecular Biology (Issel-Tarver)

Area II Social and Behavioral Sciences

**Definition**
Social and behavioral science courses increase the understanding of individual and group-influenced behavior in a variety of contexts: geographic location, economic structures, historical background, political institutions, social groups, societies, and the individual person.

Courses will challenge students to think critically about these contexts and should promote appreciation of how societies and social subgroups operate within them. Courses will also develop students’ abilities to recognize and apply appropriate methods of inquiry to the particular social science areas that they are studying.

**Student Learning Outcomes**
Identify and apply the major theories and methods of inquiry of the relevant social or behavioral science to a variety of contexts in order to investigate, analyze, or predict individual or group behavior.
Describe how individuals and/or groups are influenced by their social, cultural, and/or historical contexts.
Apply disciplinary knowledge from the social or behavioral sciences to contemporary ethical or social dilemmas.

**Target Course for Assessment – Based On Student Enrollment Activity**
PSY 101 General Psychology

**Course Assessment Projects as of March 2012**
HIST 105 History of California (Bardell, McCarty)
HIST 117A History of the U.S. California (Bardell, McCarty)
HIST 117B History of the U.S. 1945- California (Bardell, McCarty)
BA 102A Principles of Economics-Macroeconomics (Mosleh)
BA 102B Principles of Economics-Microeconomics (Mosleh)
Area III Fine Arts/Humanities

Definition
Courses in the fine arts and humanities area cultivate intellect, imagination, sensibility, and sensitivity. Courses fulfilling this requirement study great works of the human imagination; increase awareness and appreciation of the traditional humanistic disciplines such as fine and performing arts, literature, music, philosophy, history, and communications; 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.

A. Fine Arts.

Student Learning Outcomes
Analyze and value modes of artistic expression.

Target Courses for Assessment – Based On Student Enrollment Activity
ART 101 Art: An Introduction
MUS 101 Introduction to World Music
MUS 104 Music of World Cultures

Course Assessment Projects as of March 2012
None

B. Humanities.

Student Learning Outcomes
Identify the influence of cultural, artistic, social, economic, or political forces on human experience, thought, or expression.

Target Courses for Assessment – Based On Student Enrollment Activity
ENGL 101B

Course Assessment Projects as of March 2012
ART 139A Beginning Digital Photography (Mueller)
TD 114 Acting for the Camera (Blank, Tomblin)
MUS 110A Music Theory and Harmony (Roberts, McManus)
MUS 111A Musicianship (Roberts, McManus)
SPAN 101A Elementary Spanish (Lemon)
ART 106A Descriptive Drawing (Mencher)
ART 104A 2D Design (Frank)
ART 121A Introductory Ceramics I (Frank)

Area IV Language and Rationality

Definition
Courses in Language and Rationality provide students with the opportunity to develop their critical thinking and communication skills, as well as their computational skills. Courses in these areas focus on writing, argument, analysis, problem solving, and verbal communication.
A. English Composition

Student Learning Outcomes
Write a well-organized paper in Standard English which presents a main idea supported by effective documentation and details.
Demonstrate the ability to write effectively for a variety of purposes, using correct grammar and appropriate style.

Target Courses for Assessment – Based On Student Enrollment Activity
ENGL101A Reading and Written Composition

Course Assessment Projects as of March 2012
ENGL101A Reading and Written Composition (Sherman, contact person)

B. Analytical Thinking and Oral Communication

Student Learning Outcomes
Think logically and critically to solve problems, draw conclusions, and evaluate evidence.
Communicate an idea clearly, either verbally or in written form.

Target Courses for Assessment – Based On Student Enrollment Activity
ENGL 101C Critical Thinking and Composition

Course Assessment Projects as of March 2012
ENGL 101C Critical Thinking and Composition (Brosamer, Gallagher, Hurley, Madden, Sherman, Tull)

C. Math Proficiency

Student Learning Outcomes
Demonstrate the ability to think analytically by applying the concepts and techniques of algebra to the solution of real world math applications.

Target Courses for Assessment – Based On Student Enrollment Activity
MATH 152 Algebra II

Course Assessment Projects as of March 2012
(Bradshaw, Hirsch, Honma, Katz, Munding, Nguyen, O’Connell, Pelimiano, Smedfjeld)
MATH 152 Algebra II
MATH 159 Introduction to Statistics
MATH 153 Intermediate Algebra
Area V Physical Education/Wellness

Definition
Physical Education courses are activity based. Wellness courses are not necessarily activity based and have a focus on such topics as nutrition, stress management, weight management, fitness, and personal wellness.

A. Physical Education

Student Learning Outcomes
Value the importance of and develop a regular regimen of physical activity and/or exercise. Demonstrate fundamental skills incorporating the techniques, rules, and strategies of the activity.

Target Courses for Assessment – Based On Student Enrollment Activity
PE Activity Courses

Course Assessment Projects as of March 2012
None

B. Wellness

Student Learning Outcomes
Formulate a personal wellness plan incorporating the basic principles of a healthful lifestyle.

Target Courses for Assessment – Based On Student Enrollment Activity
HLTH 101 Contemporary Health Issues
HLTH 150 Women’s Health Issues

Course Assessment Projects as of March 2012
*Note: GE SLOs are assessed as part of program and course review.
HLTH 101 Contemporary Health Issues (Kurotori)
HLTH 150 Women’s Health Issues (Kurotori)

Area VI Intercultural/International Studies

Definition
The Intercultural/International Studies requirement is intended to instill in students an appreciation of peoples and cultures other than their own. Students who fulfill this requirement should be able to empathize with and respect those from different cultural backgrounds, and realize the interconnectedness of all peoples. The requirement is meant to help ensure that Ohlone College graduates acquire the perspective necessary for an enlightened, diverse global citizenry. Students taking a course in these areas will be able to recognize and negotiate the complex ethics and politics of construing meaning and building social relationships across differences; e.g.: ethnocentrism, nationalism, cultural imperialism, cultural appropriation, and homogenization of nations and cultures.

Courses which satisfy the Ohlone College Intercultural/International Studies requirement shall be courses wholly focused on the following topics: culture, race, ethnicity, gender, religion, age, sexual orientation, disability, socioeconomic background, and/or language. Courses that satisfy the Intercultural/International Studies requirement may focus on any of the aforementioned topics within a U.S. context, or within an international or global context such as technology, economic development, cross national communication, cultural relations, and world art and literature.
Student Learning Outcomes
Analyze the ways historical, cultural, and/or social conditions impact a particular intercultural/international group or culture.
Develop sensitivity and skills for living and working in a culturally diverse world.

Target Courses for Assessment – Based On Student Enrollment Activity
SOC 101 Introduction to Sociology
ANTH 102 Cultural Anthropology
MUS 104 Music of World Cultures

Course Assessment Projects as of March 2012
HLTH 150 Women’s Health Issues (Kurotori)

Area VII Information Competency

Definition
Information Competency is the ability to identify an information need, to find the needed information efficiently, and to use information effectively and ethically. Information Competency combines aspects of library literacy, research methods, critical thinking, and technological literacy.

Student Learning Outcomes
Develop effective research strategies.
Locate, retrieve, evaluate, and use information ethically and legally.

Target Courses for Assessment – Based On Student Enrollment Activity
COMM100 Introduction to Communication Theory
LS 101 Steps to Successful Research

Course Assessment Projects as of March 2012
COMM100 Introduction to Communication Theory (Ahntholz, Duggal, Greenstein, Massimo, Sparling)
LS 101 Steps to Successful Research (Ahntholz, Duggal, Greenstein, Massimo, Sparling)
SPCH101 Introduction to Public Speaking (Ahntholz, Duggal, Greenstein, Massimo, Sparling)