

### ***Standard II.A.3***

*The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

*a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

### **Descriptive Summary:**

The General Education Plan A has seven major areas which include: Natural Science, Social Science, Fine Arts /Humanities, Analytical Thinking and Oral Communication, Physical Education /Wellness, Cultural Diversity, and Information Competency.

Natural Science is Area I, Social Sciences is Area II and Fine Arts/Humanities is Area III and follow all of the policies and procedures described below.

The College supported the rebirth of the GE committee in 2003, supported faculty to attend workshops on SLOs and assessment and encouraged faculty and managers to facilitate workshops on campus. The GE committee was initially co-chaired by a faculty member and the VP Instruction. (Institutional Commitment) Voting members are faculty only. The initial goals of this committee were to assess the current status of GE at the college and dialog what does “finish” look like when a student completes the GE program at Ohlone College (see GE Story). Continued reflection and action took place through out each year. (See GE goals and accomplishments) (Evaluation. Planning and Improvement) Significant dialog took place at the committee level and campus wide. All were invited to attend a GE forum to discuss the issues. Major changes in GE plan were voted in by a total faculty vote. (dialog)

In 2004-05, the philosophy of general education was revised by the General Education Committee with the question in mind “What does a degree from Ohlone College mean?” Next student learning outcomes (SLOs) were developed for each of the seven areas. Faculty teaching courses that are included on the GE plan were invited to be a part of the discussion when the SLOs were created. . The revised philosophy, SLOs and definitions were included in the 2005-06 college catalog. Definitions of each area are based upon Title 5 requirements and individualized to fit with Ohlone culture. The GE Committee continues to evaluate the meaning of “General Education”.

The request to add a course to the GE Plan A, is submitted through CurricUNET. The course is reviewed by the instructor and Dean for relevance to GE Plan A. The course

must reflect the GE philosophy, area definition and address all SLOs of that area. An in-depth review of the request occurs at the GE Committee. The GE Committee sends their recommendation to the Curriculum Committee for final approval.

Course deletion from the GE plan is also reviewed at the GE and Curriculum committee. Ability of students to meet graduation requirements are considered when processing the course deletion request.

A GE assessment rubric was developed in Spring 2006, piloted in fall 2006 and used spring 2007 to assess GE SLO outcomes in all courses approved on Ohlone's GE Plan A. The intent of this rubric is to provide a consistent process for assuring each GE course meets all the SLOs in the general GE area. Official Course Outlines were reviewed by instructors when completing the rubric.

Additionally, during the Instructional Program review process individual departments review and assess the GE component of the degree. Assessment is used and continues to be developed to demonstrate application of knowledge across disciplines. Course and program review indicate student's ability to use this knowledge in a variety of arenas above and beyond their initial course.

The college values expressed include promotion of student success, promotion of high standards in our constant pursuit of excellence, team work and open communication. Development of clear GE standards promotes the Learning College model for students and faculty. (College Goals 2 & 4) Accreditation themes addressed include evaluation, planning and improvement, dialog and student learning outcomes.

GE information is communicated to students via the college catalog, class schedule, counselors and faculty. Faculty conduct GE related dialogs in General Education and Curriculum Committee meetings, Faculty Senate, division meetings, and through electronic sources, such as CurricUNET and email.

### **Self Evaluation:**

Accomplishments include revision of GE philosophy and development of area SLOs. Assessment is in the initial stages. The GE Committee developed a rubric to assess the relationship of course SLOs, as identified on the Official Course Outline, to the newly developed GE SLOs. This rubric was sent to all faculty teaching a GE course via an online survey. Using the rubric, GE faculty identified how their course SLOs address each GE SLO and at what Blooms taxonomy level. (Introduced, Applied, Thinking Critically). Faculty were also asked to indicate if a GE SLO is not addressed to help position the course more appropriately in the area. Comments were encouraged to support their assessment and indicate the appropriateness of the SLO and its wording. The results of the SLO matrix rubrics are found here.

[FineArts](#)  
[Humanities](#)  
[Natural Science](#)  
[Social Science](#)  
[Language/Rationality A](#)  
[Language/Rationality B](#)  
[Language/Rationality C](#)  
[Physical Ed](#)  
[Wellness](#)  
[Cultural Diversity](#)  
[Information Competency](#)

### **Planning Agenda:**

The college is in full compliance with this standard. However, the following planning agenda is intended to improve beyond compliance.

The GE Committee takes the “big picture” approach and plans to develop a structured process that can be individualized by each GE area. Faculty are encouraged to complete their own assessment plan through course and/or program review.

In Fall 2007, the GE Committee will review the rubric survey results. This review will include assessment of overlaps, gaps, and the collection of faculty comments regarding appropriateness of GE SLOs, course placement and leveling. These findings will be sent to area faculty with directions to clarify, complete their own assessment and make and implement improvement plans with the goal of more clearly identifying how students meet the GE SLOs in each of their courses.

GE Assessment will be formally included in the Course and Program Review Process.

Currently students demonstrate ability to meet GE outcomes through successful course and program completion. Use of new assessment tools will assist faculty to better evaluate student success. Use of both quantitative and qualitative methods will be explored.

### ***Standard 11.A.3***

*b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking and the ability to acquire knowledge through a variety of means.*

### **Descriptive Summary:**

Oral and Written Communication is Area IV A & B (Fine Arts and Humanities), Information Competency is Area VII, scientific and quantitative reasoning is Area I (Natural Science), and Critical Analysis/Logical Thinking is Area IV B (Analytical Thinking and Oral Communication).

Computer literacy has been integrated in many of the courses throughout the curriculum. In most courses, students are required to use a word processor for submitting papers. Many courses require specific software applications to enhance or complement class materials. This is also integrated into our Information Competency Area.

Critical thinking is integrated in all college level courses. The Curriculum Committee reviews course SLOs to assess inclusion of outcomes at the analysis, evaluation and synthesis levels.

Ability to acquire knowledge through a variety of means and assess the relevancy of the knowledge is incorporated in the Information Competency Area and integrated in many courses throughout the curriculum including learning communities and cohorts.

See Standard 11.A.3.a for a description on the SLOs and assessment process.

Students achieve GE outcomes by satisfactorily passing the course and subsequent courses. Additionally more attention is being focused on a qualitative review of student work across disciplines.

### **Self Evaluation:**

The faculty have worked cooperatively to develop the GE philosophy, definitions and SLOs. Now faculty have begun assessment by using a rubric to map GE SLOs to the Official Course Outline.

### **Planning Agenda:**

The college is in full compliance with this standard. However, the following planning agenda is intended to improve beyond compliance.

Review assignments and assessment/evaluations that correlate with course SLOs. (on Official Course Outlines) Encourage faculty to create assignments that promote active, collaborative learning and use of technology.

Review assessment tools used by faculty, encourage dialog among faculty to raise consciousness about both qualitative and quantitative assessment, provide staff development based on identified faculty needs, and assess need for a consistent approach to GE SLO evaluation across the many courses within one GE area.  
GE Assessment will be formally included in the Course and Program Review Process.

Currently students demonstrate ability to meet GE outcomes through successful course and program completion. Encouraging students to be engaged in their learning process through assignments will promote student learning and therefore increased institutional effectiveness. Use of new assessment tools will assist faculty to better evaluate student success. Use of both quantitative and qualitative methods will be explored.

### ***Standard II.A.3***

*c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills, respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

#### **Descriptive Summary:**

The Ohlone GE philosophy clearly recognizes what it means to be an ethical human being and effective citizen in a multicultural world. Cultural Diversity is specifically addressed in Area VI (Cultural Diversity). Area II – Social Sciences and Area III Fine Arts and Humanities also contain SLOs related to cultural issues. There are no specific SLOs related to ethics.

Ohlone College's motto is a "A World of Cultures United in Learning" (College Value - Diversity and inclusiveness; College Goal # 2 – Learning College Model and # 4 Continuous learning for all) Staff Development has one focus area called "Multicultural Education". College wide events included World Forums, Unity Week, Raza Day, and many other. (see Professional Development accomplishments 2006-07. Thus ethical and cultural awareness is integrated into the heart of college operations.

#### **Self Evaluation:**

The GE philosophy clearly addresses this standard. GE Area VI specifically addresses cultural diversity and cultural diversity is interwoven into many other areas, courses and activities. Ethical and civil perspectives need to be more clearly delineated.

#### **Planning Agenda:**

The college is in full compliance with this standard. However, the following planning agenda is intended to improve beyond compliance.

Assess and further delineate SLOs and courses that specifically address ethical and civic issues. Consider including SLOs related to ethical issues with the Social Science, Humanities, and/or Cultural Diversity areas.

GE Committee will assess and make recommendations for improvement. This will likely be the addition of at least one GE SLO on ethical and civic perspectives.

The inclusion of an additional SLO addressing ethics and civility will help broaden students' perspectives, by specifically focusing on these issues.