

General Education Ad Hoc Final Senate Report

2011-2012

2006-2007

The GE Ad Hoc Committee commenced on October 26, 2006 with a charge to:

- Develop a general education philosophy from the Mission & Purposes (2-3 options) and the outcomes will flow from these documents.
- Review the attributes that are basic to the learning process and build on those attributes (benchmarking).
- Maintain the general education attributes that are already in place and continue to do assessment.

The committee reviewed and recommended the following changes:

- Review and revise as needed the General Education Philosophy
- Review and revise the General Education Attributes to Outcomes
- Review the General Education Distribution List as it relates to the General Education Outcomes

In May of 2007 the Senate approved the following GE Philosophy and passed a motion to:

- Substitute “outcomes” for “attributes” in all college discussions and publications.

General Education will enable students to acquire and apply a broad foundation of knowledge and skills needed to be productive and responsible in a changing world.

The Oakland Community College General Education distribution courses and other campus experiences lead to the development of the following:

List of Outcomes

Other Oakland Community College courses reinforce and model this philosophy.

2007-2008

The GE Ad Hoc Committee developed the following 9 General Education outcomes including definitions.

Outcomes

The Oakland Community College General Education distribution courses and other campus experiences lead to the development of the following:

- **Critical thinking:** Graduates can demonstrate and apply the skills to conceptualize, think creatively and innovatively, analyze, synthesize, and apply information.
- **Effective Communication:** Graduates can demonstrate and apply skills for effective written and oral (including non-verbal) communication.
- **Global Understanding and Responsibility:** Graduates understand global issues and the potential impact of their decisions on other individuals, groups and the environment. Graduates can identify opportunities and articulate personal intentions to improve global conditions.
- **Information literacy:** Graduates will be able to use information ethically and legally, and identify, explore, analyze and apply appropriate information resources to a specific task.
- **Personal Development:** Graduates understand personal development as a life-long process. Graduates can demonstrate strategies for physical and psychosocial well-being, as well as personal responsibility for decisions and behaviors.
- **Social Responsibility:** Graduates understand the rights, responsibilities, and privileges necessary to become informed participating community members.
- **Quantitative literacy:** Graduates can perform mathematical computations, identify and draw inferences from relevant information, and represent mathematical information graphically, symbolically, numerically, and verbally. □□□□
- **Scientific literacy:** Graduates can apply fundamental scientific principles and methods of inquiry to understand the impacts of scientific research and technology.
- **Aesthetic Awareness:** Graduates will have an appreciation of the role of aesthetic expression in daily life

May 2008 the Senate accepted the GE Outcomes

2009-2012

The GE Ad Hoc Committee developed a 3 year process to complete the fast-track transition from attributes to outcomes, developed forms for CIC to use for addition of Outcomes to courses, developed criteria to be on the GE Distribution List and merged GE Outcomes into the GE Distribution List

Phase One: Moved Attributes to GE Outcomes and Fast Tracked courses with one designated GE outcome to the GE Distribution List. (2008-2009)

Phase Two: Senate approved the application process for new/revised courses to be included on the GE Distribution List and a piloting of the application process for fall 2010 using the draft criteria. (2009-2010)

Phase Three: The draft of the GE Distribution List criteria along with the Senate approved application process for inclusion on the GE Distribution List was piloted in fall with results/recommendations brought to Senate in winter 2011.

(2010-2011)

Phase Four: The GE Ad Hoc Committee worked diligently to prepare for the integration of the General Education Distribution List and the General Education Outcomes. The Senate passed on February 23, 2012 the final document. The Vice Chancellor will work with the Registrar and Graphics to insure all courses on the list are accurate and courses without GE Outcomes will be removed for the 2012-2013 catalogue.

The GE Ad Hoc Committee had requested Standing Committee status but was denied.

Attached are the duties of GE Ad Hoc Committee that will be assigned to Standing Committees.

Consideration:

Ad Hoc General Education as a Standing Committee of the College Academic Senate:

The ad hoc General Education committee requests Senate Standing Committee Status. The major work of such a committee is reflected below numerically. If the Ad Hoc GE committee is not supported as a standing committee then the bullets following reflect the ad hoc committee's recommendations for which committee might do the necessary work.

Mission: The General Education Standing Committee's mission is to promote general education as an important element of a college education, and to assist faculty and students in making general education a meaningful experience. **Assessment of the GE outcomes is the work of SOAC/CRC.**

1.) Establish a format, populate the G.E. distribution list and continually review and maintain G.E. distribution list.

- Move to CIC. Recommend a common calendar.

2.) Continually review the college's GE philosophy... assessing its effectiveness and currency.

- Recommend CAS create an Ad Hoc every 5 years to review for effectiveness and currency.
- 3.) Continually review how well entire list of outcomes meets community needs, including transferability to top feeder institutions and employment marketability.**
- Recommend that SOAC continually review if GE outcomes are current and how they fit with outcomes of transfer institutions.
- 4.) Continually review the extent to which individual outcomes are adequately represented by existing coursework, including ease of meeting graduation requirements.**
- Recommend that SOAC archive reports from disciplines, maintain schedule for reports to be completed and review annually the GE Distribution list with CIC for removal from the list if assessment not completed.
- 5.) Assist faculty in creating and embedding outcomes focused work into courses and other non-classroom experiences.**
- Recommend SOAC facilitators work with faculty to encourage embedding outcomes into curriculum.
- 6.) Work with CIC, CRC, and SOAC to review course eligibility for the GE Distribution list.**
- Recommend CIC with Standing Committees review annually.
- 7.) Establish way(s) for students to demonstrate completion of course work or equivalent experiences for each outcome; e.g., explore the use of GE electronic portfolio.**
- Recommend SOAC develop electronic portfolios for student use of outcomes upon graduation.

Changes made 2/16/12, edited 2/23/12

Respectfully Submitted,

Gail A. Mays

Chair GE Ad Hoc Committee