GE SLOS & ELAC

Veronica Jaramillo, Amanda Ryan-Romo, Anthony Cadavid
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OUTLINE

- Critically analyze an ELAC AA/AS degree
  - what it means
  - what courses should be included

- General education is a central part of the associate degree.

- All General Education courses should meet the student-learning goals of the GE section they are in.
WHAT IS A COMMUNITY COLLEGE DEGREE?

An Associate Degree represents

- the completion of a general course of study that prepares a person to enter into the job force, equipped with a requisite set of skills needed for a particular vocation

- a stepping stone on the path to further education, a Bachelor’s Degree or post-graduate work.

- the successful completion of a general course of education, to provide the foundation for an educated citizenry capable of active participation in society.
Provide a definition of what constitutes the requirements for the awarding of an Associate Degree

The community college Associate Degree reflects the culmination of stipulated patterns of learning experiences designed to develop in-depth knowledge about some field, plus “the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.”

Title 5, Section 558065 of the California Code of Regulations “Minimum Requirements for the Associate Degree”
Title 5 not only emphasizes the role of the Associate Degree as focused study in a specific field, but it also aims to direct community colleges to prepare citizens with a broad educational foundation, to develop a populace that can participate effectively in all domains of society: civically, economically, and politically.

[General Education]
GENERAL EDUCATION REQUIREMENT

- Central to an Associate Degree
- Designed to introduce students to the variety of means through which people comprehend the modern world
- Reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines
- College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live.
- Should lead to better self-understanding.
- Create coherence and integration among the separate requirements
- Involve students actively in examining values inherent in proposed solutions to major social problems

Board Rule  6201.14
Developing and implementing a more specific philosophy of General Education is a responsibility of each college, since each must be sensitive to the unique educational needs and learning environment of its students.

Each college shall publish such a statement of philosophy.
GE SLOS

- SLO’s are about assessment and improvement of our curriculum and the learning process
- Provide ongoing analysis of:
  - what an East Los Angeles College degree should mean
  - what it should include as far as general knowledge is concerned
- Create a dialogue about:
  - general education requirements
  - degree requirements
  - how we might improve this plan for overall student success
GENERAL EDUCATION AREAS

A. Natural Sciences
B. Social and Behavioral Sciences
C. Humanities
D. Language and Rationality
E. Health and Physical Education
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 should 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 would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physics and other scientific disciplines.
# NATURAL SCIENCES COURSES

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
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<tbody>
<tr>
<td>Natural Sciences (3 semester units)</td>
<td>Natural Sciences (3 semester units)</td>
</tr>
<tr>
<td><strong>Anthropology</strong> 101, 103</td>
<td><strong>Anthropology</strong> 101, 103</td>
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<tr>
<td><strong>Anatomy</strong> 1</td>
<td><strong>Anatomy</strong> 1</td>
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<tr>
<td><strong>Astronomy</strong> 1</td>
<td><strong>Astronomy</strong> 1</td>
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<tr>
<td><strong>Biology</strong> 3, 6, 20, 25, 42, 46</td>
<td><strong>Biology</strong> 3, 6, 20, 25, 42, 46</td>
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<tr>
<td><strong>Chemistry</strong> 51, 56, 65, 101</td>
<td><strong>Chemistry</strong> 51, 56, 65, 101</td>
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<tr>
<td><strong>Earth Science</strong> 1</td>
<td><strong>Earth Science</strong> 1</td>
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<td><strong>Environmental Science</strong> 1</td>
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<tr>
<td><strong>Family and Consumer Studies</strong> 21</td>
<td><strong>Family and Consumer Studies</strong> 21</td>
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<tr>
<td><strong>Geography</strong> 1, 3</td>
<td><strong>Geography</strong> 1, 3</td>
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<tr>
<td><strong>Geology</strong> 1, 4</td>
<td><strong>Geology</strong> 1, 4</td>
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<tr>
<td><strong>Meteorology</strong> 3</td>
<td><strong>Meteorology</strong> 3</td>
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<tr>
<td><strong>Microbiology</strong> 1, 20</td>
<td><strong>Microbiology</strong> 1, 20</td>
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<tr>
<td><strong>Oceanography</strong> 1</td>
<td><strong>Oceanography</strong> 1</td>
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<tr>
<td><strong>Physics</strong> 1, 6, 7, 11, 21, 22</td>
<td><strong>Physics</strong> 1, 6, 7, 11, 21, 22</td>
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<td><strong>Physiology</strong> 1</td>
<td><strong>Physiology</strong> 1</td>
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<tr>
<td><strong>Psychology</strong> 2</td>
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PROPOSED NATURAL SCIENCE SLOS

After completing a GE course in the natural sciences, students will:

- SLO 1. Assess the relationships between science and other human activities through the examination of the physical universe, its life forms, and its natural phenomena.
- SLO 2. Discuss the application of the scientific method as it relates to common issues and problems found in the natural sciences.

Possible Changes/Comments:
- Upon receipt of an associate degree from East Los Angeles College, a student will be able to:
- For SLO 1 change Assess to Describe or Define as classes are introductory
Courses in the social and behavioral sciences are those which focus on people as of society. To satisfy the general education requirement in social and behavioral science, a course should help the student develop an awareness of the method of inquiry used by social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

This category would include introductory or integrative survey courses in anthropology, economics, history, political science, psychology, sociology and related disciplines.
## SOCIAL AND BEHAVIORAL SCIENCES

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
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| **Social and Behavioral Sciences**  
(9 semester units) | **Social and Behavioral Sciences**  
(3 semester units) |
| 1. American Institutions  
(3-6 semester units) | 1. American Institutions  
(3 semester units) |
| African-American Studies 4, 5  
Chicano Studies 7, 8  
History 5, 6, 11, 12, 81, 82  
Political Science 1 | African-American Studies 4, 5  
Chicano Studies 7, 8  
History 5, 6, 11, 12, 81, 82  
Political Science 1 |
| 2. Other Social and Behavioral Science  
(3-6 semester units) | |
| Administration of Justice 1  
Anthropology 102, 132  
Asian American Studies 1, 3, 7  
Chicano Studies 2, 3, 19, 20, 47, 56, 63, 71, 72, 80  
Child Development 1, 42, 45  
Environmental Science 17  
Family and Consumer Studies 31  
Geography 2, 5, 14, 18  
History 1, 2, 86, 87  
Journalism 105  
Political Science 2, 7  
Psychology 1, 11, 13, 14, 41, 52, 77  
Public Relations 1  
Sociology 1, 2, 3, 7, 11, 12, 13, 21, 22 | |
PROPOSED SOCIAL AND BEHAVIORAL SCIENCE SLOS

After taking a GE course in the social and behavioral sciences, students will:

- SLO#1: Apply critical thinking to the ways that individuals or societies behave or have behaved, in a particular situation, event or series of events, within their own or among other societies, and evaluate the methodology employed in analyzing those actions.
- SLO#2: Compare and contrast how individuals, societies and social subgroups operate.

Possible Changes/ Comments:
- Upon receipt of an associate degree from East Los Angeles College, a student will be able to:
  - eliminate the last portion SLO 1 (“and evaluate the methodology employed in analyzing those actions”), or use it as its own SLO.
  - Leave as is - It is only when a student learns to evaluate the analytic approaches that the student will know how to identify the appropriate analytic approach.
HUMANITIES

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course should help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and ability to make value judgments.

Such courses should include introductory or integrative courses in the arts, foreign languages, literature, philosophy and religion.
## PLAN A

### Humanities (3 semester units)

- **American Sign Language**: 1, 2, 3
- **Anthropology**: 104, 121
- **Architecture**: 110, 130, 131
- **Art**: 101, 102, 103, 105, 111, 117, 118, 201, 501, 502, 700, 708
- **Asian-American Studies**: 7, 11
- **Broadcasting**: 1
- **Chicano Studies**: 37, 42, 44, 46, 51, 52, 54, 57, 58, 62
- **Child Development**: 3
- **Chinese**: 1, 2, 3, 21, 22
- **Dance Studies**: 458
- **Dance Techniques**: 419, 431, 460, 472, 481, 482, 483, 484, 485, 486, 487, 488, 490
- **English**: 102, 127, 203, 204, 205, 206, 207, 208, 211, 212, 213, 214, 215, 216, 218, 220, 239, 240, 241, 250, 252
- **French**: 1, 2, 3, 4, 5, 10, 21, 22
- **History**: 7, 86
- **Humanities**: 1, 60, 61
- **Italian**: 1, 2, 10, 21, 22
- **Japanese**: 1, 2, 3, 4, 21, 22
- **Philosophy**: 1, 12, 14, 19, 20, 31, 33
- **Photography**: 10, 121
- **Spanish**: 1, 2, 3, 4, 5, 6, 9, 12, 16, 35
- **Speech**: 135
- **Theater Arts**: 100, 200, 505

## PLAN B

### Humanities (3 semester units)

- **American Sign Language**: 1, 2, 3
- **Anthropology**: 104, 121
- **Architecture**: 110, 130, 131
- **Art**: 101, 102, 103, 105, 111, 117, 118, 201, 501, 502, 700, 708
- **Asian-American Studies**: 7, 11
- **Broadcasting**: 1
- **Chicano Studies**: 37, 42, 44, 46, 51, 52, 54, 57, 58, 62
- **Child Development**: 3
- **Chinese**: 1, 2, 3, 21, 22
- **Dance Studies**: 458
- **Dance Techniques**: 419, 431, 460, 472, 481, 482, 483, 484, 485, 486, 487, 488, 490
- **English**: 102, 127, 203, 204, 205, 206, 207, 208, 211, 212, 213, 214, 215, 216, 218, 220, 239, 240, 241, 250, 252
- **French**: 1, 2, 3, 4, 5, 10, 21, 22
- **History**: 7, 86
- **Humanities**: 1, 60, 61
- **Italian**: 1, 2, 10, 21, 22
- **Japanese**: 1, 2, 3, 4, 21, 22
- **Philosophy**: 1, 12, 14, 19, 20, 31, 33
- **Photography**: 10, 121
- **Spanish**: 1, 2, 3, 4, 5, 6, 9, 12, 16, 35
- **Speech**: 135
- **Theater Arts**: 100, 200, 505
PROPOSED HUMANITIES SLOS

After taking a GE course in the humanities, students will:

- SLO 1. Examine the human response to the world around them through artistic and cultural creation.
- SLO 2. Demonstrate aesthetic understanding and an ability to make value judgments on artistic and cultural creations.

Possible Changes/ Comments:

- Upon receipt of an associate degree from East Los Angeles College, a student will be able to:
- Revise SLO 2 to: Demonstrate an awareness of diverse human responses to the world around them through artistic and cultural creation.
- 2 departments expressed approval as is
Courses in language and rationality are those which develop for the student principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.

(a) **English Composition.** Courses fulfilling the written composition requirement should include both expository and argumentative writing.

(b) **Communication and Analytical Thinking.** Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer language and programming, and related disciplines.
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<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
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<tbody>
<tr>
<td><strong>Language and Rationality (12 Semester units)</strong></td>
<td><strong>Language and Rationality (6 units required)</strong></td>
</tr>
<tr>
<td>1. English composition (3-6 semester units)</td>
<td>1. English composition (3 semester units)</td>
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<tr>
<td>Computer Applications and Office Technologies 32</td>
<td>Computer Applications and Office Technologies 32</td>
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<td>Journalism 101</td>
<td>Journalism 101</td>
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<tr>
<td>2. Communication and Analytical Thinking (6-9 semester units)</td>
<td>2. Communication and Analytical Thinking (3 semester units)</td>
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<tr>
<td>Business 15</td>
<td>Business 15</td>
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<tr>
<td>Computer Applications and Office Technologies 35</td>
<td>Computer Applications and Office Technologies 35</td>
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<tr>
<td>Computer Science 201, 203, 208, 215, 243</td>
<td>Computer Science 201, 203, 208, 215, 243</td>
</tr>
<tr>
<td>Engineering, General 102, 221</td>
<td>Engineering, General 102, 221</td>
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<tr>
<td>English 103</td>
<td>English 103</td>
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<tr>
<td>Geography 31</td>
<td>Geography 31</td>
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<tr>
<td>Geographical Information Systems 31</td>
<td>Geographical Information Systems 31</td>
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<tr>
<td>Health Information 207</td>
<td>Health Information 207</td>
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<tr>
<td>Library Science 101</td>
<td>Library Science 101</td>
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<tr>
<td>Mathematics 120 or higher, except for 185, 192, 285, 385</td>
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<tr>
<td>Philosophy 5, 6, 8</td>
<td>Philosophy 5, 6, 8</td>
</tr>
<tr>
<td>Reading 28, 29, 101</td>
<td>Reading 28, 29, 101</td>
</tr>
<tr>
<td>Speech 101, 102, 104</td>
<td>Speech 101, 102, 104</td>
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Note: Courses that are marked with an * meet the English Competency Requirement for graduation.
PROPOSED LANGUAGE AND RATIONALITY SLOS

After completing a GE course in language and rationality, students will:

- SLO 1. Apply the principles of language toward logical thought.
- SLO 2. Express and evaluate communication in whatever symbol system the student uses.

Possible Changes/Comments:

- Upon receipt of an associate degree from East Los Angeles College, a student will be able to:
  - Revise SLO 1 to: Demonstrate an understanding of the principles of language by using language to clearly and precisely express rational thought.
  - Revise SLO 2 to: Critically evaluate communication in a symbol system appropriate to the academic discipline being studied.
- What are principles of language?
**HEALTH AND PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>Plan A</th>
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<tbody>
<tr>
<td>Health and Physical Education (3 semester units)</td>
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1. **Health Education**  
   (2-3 semester units)  
   **Health** 2, 4, 7, 8, 11

2. **Physical Activity**  
   (1 Semester Unit, unless exempt)  
   Chosen from one of the following Subjects  
   **Physical Education**  
   **Dance Techniques**  
   **Physical Fitness and Body Movement**  
   Note: Health 2 includes the Physical Education activity.

1. **Health Education**  
   (2-3 semester units)  
   **Health** 2, 4, 7, 8, 11

2. **Physical Activity**  
   (1 Semester Unit, unless exempt)  
   Chosen from one of the following Subjects  
   **Physical Education**  
   **Dance Techniques**  
   **Physical Fitness and Body Movement**  
   Note: Health 2 includes the Physical Education activity.
After completing a GE course in health and physical education, students will be able to:

- SLO 1. Practice proper techniques and skills as related to the designated physical activities.
- SLO 2. Demonstrate an awareness of attributes for healthy physical and psychological life styles.

Possible Changes/Comments:

- Upon receipt of an associate degree from East Los Angeles College, a student will be able to:
SLO CYCLE

- Outcomes
- Assessment
- Improvement
- Reexamine

Student Learning
HOW TO CREATE AN ASSESSMENT

• Align the assessment directly with the learning outcome
• Choose an assessment that would best test if students actually “get it”
• Choose the type of tool (direct/indirect) that would generate solid results
• Set standards/criteria that would be considered satisfactory results
TWO TYPES OF ASSESSMENT

- A “direct assessment” provides a concrete tool with which to gather data
- An “indirect assessment” relies on indicators to gather data.
DIRECT ASSESSMENT METHODS

- Portfolios
- Capstones
- Performances
- Common assignments
- Course Management Programs
- Classroom Assessment
- Student Self-Assessment
- Local Tests
INDIRECT ASSESSMENT METHODS

- Surveys
- Interviews
- Focus groups
- Ethnographic research
GE SLO ASSESSMENT

- Faculty driven
- Collaborative effort
- Used for program improvement
<table>
<thead>
<tr>
<th>Levels of Implementation</th>
<th>Characteristics of Institutional Effectiveness in Student Learning Outcomes</th>
</tr>
</thead>
</table>
| **Proficiency**          | • Student learning outcomes and authentic assessment are in place for courses, programs and degrees.  
• Results of assessment are being used for improvement and further alignment of institution-wide practices.  
• There is widespread institutional dialogue about the results.  
• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.  
• Appropriate resources continue to be allocated and fine-tuned.  
• Comprehensive assessment reports exist and are completed on a regular basis.  
• Course student learning outcomes are aligned with degree student learning outcomes.  
• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. |
<table>
<thead>
<tr>
<th>Semester 1 (Spring 2010)</th>
<th>Semester 2 (Fall 2010)</th>
<th>Semester 3 (Spring 2011)</th>
<th>Semester 4 (Fall 2011)</th>
<th>Semester 5 (Spring 2012)</th>
<th>Semester 6 (Fall 2012)</th>
<th>Semester 7 (Spring 2012)</th>
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<tbody>
<tr>
<td>Develop GE SLOs &amp; Develop Assessment Tool for GE SLO #1</td>
<td>Assess GE SLO #1</td>
<td>Analyze Assessment Results &amp; Develop Implementation Plan</td>
<td>Use Implementation Plan</td>
<td>Reassess GE SLO #1</td>
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<tr>
<td></td>
<td>Develop Assess Tool for GE SLO #2</td>
<td>Assess GE SLO #2</td>
<td>Analyze Assessment Results &amp; Develop Implementation Plan</td>
<td>Use Implementation Plan</td>
<td>Reassess GE SLO #2</td>
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<tr>
<td></td>
<td>Develop Assess Tool for GE SLO #3</td>
<td>Assess GE SLO #3</td>
<td>Analyze Assessment Results &amp; Develop Implementation Plan</td>
<td>Use Implementation Plan</td>
<td>Reassess GE SLO #3</td>
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</table>
PLAN FOR PROFICIENCY BY 2012

- **Opening Day**
  - Discuss SLOs and Finalize GE SLOs
  - Send forth for approval to Senate
  - Schedule next meeting to begin discussion of assessment

- **Fall**
  - Plan workable timeline
  - Formulate Assessment Plan