Bipartite Committee on Graduation Requirements

October 17, 2012
3-5PM, A218

Agenda Items

1. Review of General Education Outcomes
2. Review of mapping data requested
3. Review of statistics from mapping data
4. Review and approval of draft plans for:
    a. Revision of some General Education Outcomes
    b. Courses for which mapping data has not yet been submitted
    c. Courses identified as "not aligned" with at least one General Education Outcome
    d. Future mapping of courses to General Education Outcomes
5. Review and approval of draft assessment plan for 2013
6. Mapping of GEOs to draft ILOs

General Education Outcomes

The Bipartite Committee approved the following learning outcomes in 2008.

Area A - Communication and Analytical Thinking
Upon completion of this coursework, a student will be able to:

1. use the principles and application of language toward logical thought.
2. demonstrate clear and precise expression.
3. critically evaluate communications in whatever symbol system the student uses

Area B - Written Composition
Upon completion of this coursework, a student will be able to:

1. develop a topic using non-narrative writing techniques, using abundant detail and examples, including comparison, summary, argument, analysis and definition.
2. show control of all major conventions of standard English grammar usage and punctuation.
3. obtain appropriate information, evaluate the credibility and accuracy of information, and document external sources using a standardized citation format.

Area C - Natural Sciences
Upon completion of this coursework, a student will be able to:

1. communicate scientific ideas and theories effectively.
2. demonstrate an understanding of the scientific method.
3. apply models to explain the behavior of commonly occurring phenomena.
4. evaluate how measurement errors impact the application of scientific models.

Area D - Social and Behavioral Sciences
Upon completion of this coursework, a student will be able to:

1. exhibit an understanding of the method of inquiry used by the social and behavioral sciences.

2. critically evaluate the ways people act and have acted in response to their societies.
3. demonstrate an understanding that actions, thinking, and feeling are culturally conditioned.
4. compare how societies and social subgroups operate.

Area E - Humanities
Upon completion of this coursework, a student will be able to:
1. exhibit an understanding of the ways in which people through the ages in various cultures have created art.
2. demonstrate an aesthetic understanding.
3. make informed value judgments.
4. create an example of linguistic expression or philosophical reasoning.
5. contribute to the disciplines of fine and performing arts and analytical or creative writing.

Area F - US History and Government
Upon completion of this coursework, a student will be able to:
1. examine, summarize, and evaluate American history.
2. examine, summarize, and evaluate American government.
3. examine and understand the importance of participating in civic duties and responsibilities based on historical and political precedent.

Area G1 - Health Knowledge
Upon completion of this coursework, a student will be able to:
- examine, summarize, and value health information essential for mental and physical well being.

Area G2 - Physical Skills
Upon completion of this coursework, a student will be able to:
- examine, summarize, and value the physical skills essential for mental and physical well being.

Area H - Ethnic, Women's, and LGBT Studies
Upon completion of this coursework, a student will be able to:
1. identify and compare the historical and cultural/aesthetic experiences of women, different ethnic/racial minority groups, lesbians, gays, bisexual, and transgendered persons.
2. identify and compare personal value systems and/or styles of creative expression to those of other ethnic/racial groups, women, lesbians, gays, bisexual, and transgendered persons.
3. recognize the diversity of attitudes and values which are projected in verbal and nonverbal behavior, and the dynamics of interpersonal interactions from others' perspectives.
4. identify ethnic/racial, gender, and lesbian, gay, bisexual, and transgender stereotypes.

5. demonstrate socio-cultural participation skills, decision-making abilities, and political awareness in order to be effective citizens in a diverse world.

Mapping Data Requested

This semester, we asked departments to submit information about how the learning outcomes from their course outlines mapped to the General Education learning outcomes. For each General Education learning outcome, departments submitted:

- the learning outcomes from the course outline that were aligned
- an assessment of how well those learning outcomes fit ("perfectly aligned" – "mostly aligned" – "somewhat aligned" – "not aligned")

Statistics from Mapping Data

These statistics are based on mapping data submitted as of 6PM Wednesday October 10, 2012.

Submission Rates

The following table summarizes the submission rates of mapping data for courses

General Education Area	Number of Courses with Mapping Data Submitted	Total Number of Courses in Area	Percentage Complete
A	204	217	94.0%
B	1	1	100.0%
C	56	62	90.3%
D	141	183	77.0%
E	282	321	87.9%
F	16	21	76.2%
G1	14	16	87.5%
G2	158	202	78.2%
H	120	131	91.6%

Course to General Education Outcome Alignment Statistics

For each General Education Area and Outcome, this table lists the number of courses that are identified at the different levels of alignment. The average is a weighted average calculated in a manner similar to GPA: Perfectly aligned = 4, Mostly aligned = 3, Somewhat aligned = 2, Not aligned = 1. Darkened horizontal lines show some natural breakpoints in the distribution of these weighted averages.

		Number of Courses				
Area	Outcome	Perfectly aligned	Mostly aligned	Somewhat aligned	Not aligned	Weighted Average
B	1	1	0	0	0	4.00
B	3	1	0	0	0	4.00

		Number of Courses				
Area	Outcome	Perfectly aligned	Mostly aligned	Somewhat aligned	Not aligned	Weighted Average
F	1	16	0	0	0	4.00
F	3	16	0	0	0	4.00
G2	1	157	0	0	1	3.98
E	3	254	18	7	0	3.89
E	5	245	27	5	2	3.85
E	1	244	29	1	5	3.84
E	2	245	27	3	4	3.84
D	2	119	18	0	2	3.83
E	4	240	30	8	1	3.82
D	3	117	19	1	2	3.81
F	2	13	3	0	0	3.81
D	4	119	14	4	2	3.80
G1	1	12	1	1	0	3.79
H	1	96	19	3	0	3.79
H	3	90	25	3	0	3.74
H	5	91	23	4	0	3.74
H	2	91	21	6	0	3.72
C	1	44	7	5	0	3.70
H	4	88	25	4	1	3.69
D	1	106	22	8	3	3.66
A	2	54	147	1	1	3.25
A	1	46	154	3	0	3.21
A	3	48	150	5	0	3.21
C	3	29	13	11	3	3.21
C	2	19	23	11	3	3.04
B	2	0	1	0	0	3.00
C	4	5	10	35	6	2.25

Courses Identified as "Not Aligned" with General Education Outcomes

Departments have reported the following courses as "not aligned" with at least one of the outcomes for the General Education area(s) to which the course applies.

Course	Area(s) and Outcome(s) Identified as "Not Aligned"
AFAM 50	Area D Outcome 1
	Area D Outcome 2
	Area D Outcome 3
	Area D Outcome 4

Course	Area(s) and Outcome(s) Identified as "Not Aligned"
ANAT 25	Area C Outcome 2
	Area C Outcome 4
ARCH 32	Area E Outcome 4
BIO 32	Area C Outcome 4
BSMA 66	Area A Outcome 2
CHEM 32	Area C Outcome 2
GEOG 49	Area C Outcome 3
	Area C Outcome 4
IDST 14	Area D Outcome 1
	Area D Outcome 2
	Area D Outcome 3
	Area D Outcome 4
IDST 17	Area G2 Outcome 1
IDST 27A	Area E Outcome 5
IDST 42	Area H Outcome 4
INTD 138	Area E Outcome 5
MB 51	Area C Outcome 2
	Area C Outcome 3
	Area C Outcome 4
NUTR 51	Area C Outcome 4
NUTR 52	Area C Outcome 3
	Area C Outcome 4
PHIL 2	Area E Outcome 1
	Area E Outcome 2
PHIL 4	Area E Outcome 1
	Area E Outcome 2
PHIL 25A	Area E Outcome 1
	Area E Outcome 2
PHIL 25C	Area E Outcome 1
	Area E Outcome 2
PSYC 15	Area D Outcome 1
SPCH 38	Area E Outcome 1

Draft Plans

Possible Revision of some General Education Outcomes

Based on the statistics on course alignment, some of the General Education Outcomes developed in 2008 are not well aligned with the courses in that area. The Bipartite Committee needs to determine which of these outcomes (if any) should be revised, or whether the alignment of courses to these outcomes will naturally improve through the course revision process.

For the outcomes that are identified to be revised, faculty teaching courses in that area shall develop updated General Education Outcomes for review and approval at the February 2013 Bipartite Committee meeting. Updated outcomes will be published in the 2013/14 College Catalog. Updated alignment information will need to be submitted for courses in that area once the revised outcomes are approved.

Courses for which mapping data has not yet been submitted

Not all courses applicable to General Education have mapping data submitted. Department chairs have been notified of missing courses. Any courses that do not have mapping data identified by January 24, 2013 will be slated for removal from the relevant General Education area. Removal will be approved at the February 2013 Bipartite Committee, and will be effective with the 2013/14 College Catalog.

Courses identified as "not aligned" with at least one General Education Outcome

In some cases, these courses may be "not aligned" with outcomes that need revision. No action is necessary at this time.

In other cases, courses are "not aligned" with outcomes that the majority of other courses are aligned with. Those courses should be either revised so that they are aligned with the General Education Outcomes or withdrawn from the General Education area:

- Departments have until the February 2013 Bipartite Committee meeting to determine whether they will withdraw or revise the course. If no action is indicated, the course will be withdrawn
- Departments that opt to revise the course must complete the revision and submit updated alignment information by the October 2013 Bipartite Committee meeting

Future mapping of courses to General Education Outcomes

Courses are routinely revised and updated. As courses applicable to General Education are revised and the Curriculum Committee approves the revisions, mapping data on alignment to the General Education Outcomes will need to be resubmitted if the revision includes an update of the course learning outcomes.

Updated Processes for Submission of Courses to the Bipartite Committee

Departments submitting courses for approval by the Bipartite Committee will need to complete mapping information as well as the existing Bipartite Committee forms.

Assessment of General Education Outcomes

The process that we have gone through this semester is a good assessment of the fit of the learning outcomes that were identified in 2008. The College needs to develop a process by which the actual achievement of these learning outcomes can be determined.

One possible method would be this:

Departments already have plans to routinely assess the learning outcomes that have been identified as applicable to the various General Education Outcomes. Given the widely varying nature of assessment methods being used, it is implausible to directly compare

the assessments taking place across disciplines. An alternative way to compare results would be to develop a rubric for each of the General Education Outcomes that can be applied to any assessment method.

For example, a rubric for critical thinking might look like this:

In this assessment, students have:			
• explained intent, strategy and motivation. • used clear and concise language. • cited research where relevant, and articulates and responds to differing points of view.	• mostly articulated his or her intentions, strategies and motivations. • most of the vocabulary needed to make his or her intentions clear. • largely synthesized research where appropriate, though perhaps not fully accounting for contrasting points of view.	• some ability to articulate his or her intentions, strategies and motivations. • gotten across his or her meaning even if language choices are not ideal. • attempted to synthesize research where appropriate and could develop his or her understanding more thoroughly.	• not articulated his or her intentions or strategies. • used unclear language or seemed not to know what terms mean. • not done research where appropriate.
Advanced	Proficient	Satisfactory/Basic	Unsatisfactory/Below Basic

As faculty conduct their planned assessments, they would use this rubric to determine how many of their students fall into the different areas of this rubric. This data would be centrally reported and widely distributed. Periodically, faculty groups would review the assessment data submitted and make recommendations about areas in which discipline faculty should focus their curricular efforts.

Draft ILOs

The following four Institutional Learning Outcomes were recommended as a DRAFT by the Academic Senate on October 3rd

Communicating clearly, thoughtfully, and logically,

Students will effectively use written, verbal, nonverbal, and artistic means for multiple purposes.

Demonstrating critical thinking and judgment,

Students will research, analyze, compute, read critically, problem-solve, and show creativity and aesthetic and scientific awareness.

Participating effectively in local, national and global contexts,

Students will demonstrate civic engagement, an understanding of global, linguistic, scientific, and environmental systems, and an appreciation of human diversity.

Pursuing life goals and setting a positive example,

Students will engage in self-reflection and ethical decision-making, will value their social, physical, and mental well-being, develop effective work habits, and establish a sound basis for continued learning.