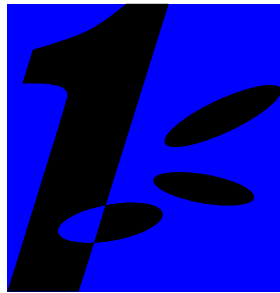


Implementing Global Learning Outcomes in General Education Courses:

The Power of One



SACS-COC Annual Meeting
Monday, December 11, 2006

2:15-3:15 p.m.

Location: Miami, Convention Center, Ballroom Level

Presenters:

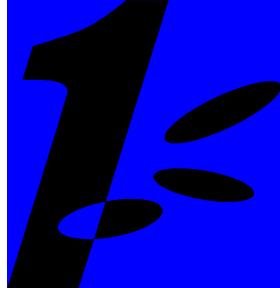
Elaine Kilgore Elledge (EElledge@pjc.edu)

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Pensacola Junior College

The Power of One



One Outcome: The PJC Global Learning Outcomes Committee will assess only **one** outcome per semester.

One Objective: Faculty will choose **one** related objective to assess.

One Course: Faculty will choose **one** class section to assess.

One Assessment Tool: Faculty will choose **one** representative assignment to assess, using a simple assessment rubric.

One Assessment Report: Faculty will submit **one** report to the department head summarizing student learning for the featured outcome, successful classroom activities, and challenges to be addressed.

PJC General Education Philosophy Statement

General education at PJC reflects the institution's deep conviction that successful, satisfying lives require a wide range of skills and knowledge. PJC is dedicated to providing educational opportunities that develop the academic, career, personal, and aesthetic capabilities of individuals so they may achieve self-fulfillment and participate fully and positively in a democratic society. General education, in essence, augments and rounds out the specialized training students receive in their majors and cultivates a knowledgeable, informed, literate human being.

Global Learning Outcomes

- I. CRITICAL THINKING:** Students will evaluate the validity of their own and others' ideas through questioning, analyzing, and synthesizing results into the creative process.

- II. COMMUNICATION:** Students will develop effective reading, writing, speaking and listening skills to communicate verbally and nonverbally on literal and figurative levels.

- III. SCIENTIFIC AND MATHEMATICAL LITERACY:** Students will apply an understanding of mathematical, natural, and behavioral scientific principles and methods to solve abstract and practical problems.

- IV. INFORMATION MANAGEMENT:** Students will use effective strategies to collect, verify, document, and manage information from a variety of sources.

- V. CULTURAL LITERACY:** Students will develop an appreciation of human culture and its diversity and the role of the creative arts in society.

- VI. SOCIAL SKILLS:** Students will develop and use skills and attitudes that integrate individuals into society.

- VII. PERSONAL MANAGEMENT:** Students will develop habits of conduct that result in fulfilling personal and occupational accomplishments.

**Global Learning Outcomes Committee
Research and Preparation
Questions Posed to Internal and External Audiences**

- What general knowledge and skills would enhance student success?
- What subject-specific knowledge and skills would enhance their success?
- What general attitudes and experiences would enhance their success?
- What subject-specific attitudes and experiences would enhance their success?

Responses were solicited from a number of audiences:

- A dinner meeting with community leaders and prime employers
- Meetings with advisory committees and the public
- Questionnaires sent to faculty and administration at University of West Florida
- Internal questioning via the campus e-mail system

Once the committee chose and developed the outcomes, follow-up letters were sent to the business leaders, advisory committees, and others who had participated in the information-gathering process. All constituents were invited to attend and participate in the entire GLO process.

I. CRITICAL THINKING:

Students will evaluate the validity of their own and others' ideas through questioning, analyzing, and synthesizing results into the creative process.

Performance	Mastery	Competent	Developing	Beginning
The student questions and evaluates information (data, ideas, or concepts) for accuracy, objectivity, and quality.	The student's questions and evaluations are consistently accurate, reasonable, relevant, and of high quality.	The student's questions and evaluations are usually accurate, reasonable, and relevant.	The student's questions and evaluations are generally accurate but not always reasonable or relevant.	The student's questions and evaluations are insufficient or nonexistent.
The student analyzes information (data, ideas, or concepts) in context to draw appropriate and well-supported conclusions.	The student's conclusions are well-supported, logically consistent, and complete, using information that is accurate, high-quality, and relevant to the task.	The student's conclusions are complete and consistent, using information appropriately with few exceptions.	The student's conclusions are simplistic but consistent; analysis does not reflect quality research.	The student's conclusions are inconsistent, incorporating inaccurate or inappropriate information.
The student synthesizes ideas from a variety of sources to produce a creative product.	The student's ideas are integrated into products that are exceptionally clear, coherent, and cohesive.	The student's ideas and solutions are presented in a clear and coherent manner.	The student's ideas are arranged in a clear but simplistic pattern.	The student's ideas are presented in a fragmentary manner, without a clear sense of organization.

II. COMMUNICATION:

Students will develop effective reading, writing, speaking, and listening skills to communicate verbally and nonverbally on literal and figurative levels.

Performance	Mastery	Competent	Developing	Beginning
The student's verbal and nonverbal delivery will support the intended message.	The student's delivery clearly enhances the message.	The student's delivery supports the message.	The student's delivery is generally effective, but lacks consistency with the message.	The student's delivery detracts from the message.
The student listens carefully with the goal of being able to provide written, vocal, and/or nonverbal responses that are accurate and insightful.	The student actively listens, absorbing information correctly and providing relevant and insightful responses.	The student absorbs content well enough to follow directions, summarize the speaker's content, and/or accurately respond.	The student absorbs some information accurately but ignores other details completely, and responses reflect missing details.	The student may pretend to listen carefully but is disengaged from the speaker, and responses are inaccurate or nonexistent.
The student effectively extracts both literal and figurative meaning from written works and applies the information appropriately as assigned.	The student always accurately interprets readings, draws logical conclusions, and synthesizes information.	The student consistently extracts correct answers to factual and inferential questions from readings.	The student usually extracts correct answers to factual questions and sometimes makes correct inferences.	The student sometimes reads for fact-based information, but rarely makes correct inferences.
The student determines the appropriate writing style and product for a given situation and uses clear, effective prose to complete that product.	The student's writing is polished and professional.	The student's writing is clear and well-developed, and contains rare grammatical errors.	The student's writing is clear but poorly developed and contains some grammatical errors.	The student's writing is unclear, poorly organized, and contains frequent grammatical errors.

III. SCIENTIFIC AND MATHEMATICAL LITERACY:

Students will apply an understanding of mathematical, natural, and behavioral scientific principles and methods to solve abstract and practical problems.

Performance	Mastery	Competent	Developing	Beginning
The student demonstrates problem solving techniques, draws conclusions, and verifies and interprets results.	The student uses relevant techniques, reaches sound conclusions, and performs accurate computations.	The student uses some relevant techniques and reaches acceptable conclusions with accurate computations, with a few exceptions.	The student uses questionable techniques and reaches marginal conclusions with some inaccurate computations.	The student uses faulty techniques and reaches inappropriate conclusions with improper computations.
The student understands the nature of the scientific method and how to apply it.	The student exhibits excellent observation skills for trends and patterns, collects reliable data and draws valid inferences from it, and uses results to predict outcomes of similar phenomena.	The student exhibits good observation skills, collects an appropriate volume of data, but experiences difficulty in drawing all possible inferences from data.	The student exhibits improved observation skills and collects some data, though insufficient to draw valid inferences.	The student exhibits poor observation skills and unreliable data collection, and is unable to draw inferences from data.
The student uses the language of mathematics and the sciences.	The student communicates in a highly effective manner while using exemplary language.	The student communicates in an accurate, appropriate manner with few language flaws.	The student communicates in a somewhat appropriate but simplistic manner with language flaws.	The student communicates in a very simplistic manner with many language flaws
The student employs appropriate technology (software, hardware, technical instruments) to better understand scientific and mathematical principles.	The student demonstrates appropriate, precise and highly effective use of technology.	The student demonstrates appropriate, accurate and somewhat effective use of technology	The student demonstrates incorporation of basic technology.	The student demonstrates inappropriate use of technology or no incorporation of technology.
The student understands the complexity of environmental issues and the global impact humans exert on the natural world.	The student demonstrates comprehensive understanding of environmental issues or concerns.	The student demonstrates awareness of environmental issues but limited in comprehension.	The student demonstrates basic understanding of environmental concerns.	The student demonstrates little to no understanding of environmental issues.

IV. INFORMATION MANAGEMENT:

Students will use effective strategies to Collect, Verify, Document, and Manage information from a variety of sources

Performance	Mastery	Competent	Developing	Beginning
The student uses information-seeking strategies necessary to access and collect information from a variety of sources.	The student uses advanced research strategies to access and collect a variety of information sources.	The student uses effective research strategies to access and collect a variety of information sources.	The student relies on one research strategy to find a limited number of information sources.	The student cannot create a functional research strategy. Uses only one information source.
The student verifies information and sources for integrity and validity.	The student meticulously evaluates and verifies information and sources. Sources are valid and authoritative.	The student accurately evaluates and verifies information and sources. Sources are credible and adequate.	The student recognizes the importance of validity of information and sources. Most sources used are appropriate but basic.	The student accepts information and sources without evaluating and analyzing them. Sources are limited and inappropriate.
The student demonstrates proper social and ethical behaviors by documenting all sources.	The student consistently documents all sources accurately using an appropriate citation format throughout.	The student documents all sources using a correct citation format. Does not plagiarize.	The student documents sources inconsistently, is not familiar with proper format style, and does not have a proper understanding of plagiarism.	The student does not document sources, and plagiarizes information.
The student identifies and appropriately uses technology to manage information.	The student can choose and apply appropriate technology consistently and correctly to manage information.	The student can identify and sometimes use appropriate technology to manage information.	The student can identify but not adequately use appropriate technology to manage information.	The student cannot identify or use appropriate technology to manage information.

V. CULTURAL LITERACY:

Students will develop an appreciation of human culture and its diversity and the role of the creative arts in society.

Performance	Mastery	Competent	Developing	Beginning
The student conveys an appreciation of diversity in the creative arts.	The student exhibits in-depth understanding and appreciation of diversity in the creative arts.	The student displays understanding and some appreciation of diversity in the creative arts.	The student reflects minimal understanding and appreciation of diversity in the creative arts.	The student does not evince an appreciation or understanding of diversity in the creative arts.
The student recognizes issues relevant to cultural diversity.	The student demonstrates insight into issues relevant to cultural literacy.	The student demonstrates a clear understanding of issues relevant to cultural literacy.	The student shows a minimal understanding of issues relevant to cultural diversity.	The student seems unaware of issues relevant to cultural diversity.
The student draws connections among culturally diverse populations.	The student recognizes superficial and underlying connections among culturally diverse populations.	The student understands basic connections among culturally diverse populations.	The student recognizes some connections among culturally diverse populations.	The student seems unaware of connections among culturally diverse populations.

VI. SOCIAL SKILLS:

Students will develop and use skills and attitudes that integrate individuals into society.

Performance	Mastery	Competent	Developing	Beginning
The student demonstrates appropriate social skills, language, and emotions in different situations, showing respect for others' opinions.	The student exhibits consistent, excellent interaction with the instructor, students, and the general public.	The student exhibits acceptable social interaction, with generally consistent respect for differing opinions.	The student exhibits some understanding of appropriate social interactions in a limited variety of settings.	The student exhibits inappropriate classroom or social interactions.
The student develops insight into his/her own and others' behaviors and mental processes, accepting responsibility for his/her own actions.	The student exhibits consistent, reliable acceptance of personal responsibility in class and public settings.	The student exhibits acceptance of personal responsibility regarding course work, classroom interactions, and social behaviors.	The student exhibits some acceptance of personal responsibility regarding course work and interactions with others.	The student exhibits no acceptance of personal responsibility regarding course work, classroom interactions, or social behaviors
The student embodies honesty, respectability, and integrity by recognizing unethical behavior such as plagiarism and its implications.	The student consistently acknowledges and documents sources in class work, and embodies integrity and respectability in class situations.	The student usually acknowledges and documents sources correctly, and acts with integrity and respectability in most class situations.	The student attempts to acknowledge sources, and generally acts with integrity in class situations.	The student does not acknowledge or document sources, and occasionally lacks personal integrity in class situations.
The student works both alone and with others, understanding the roles of citizenship, leadership and teamwork, to achieve goals.	The student consistently takes initiative to achieve goals, through effective leadership or as a member of a team.	The student interacts well in different social settings, exhibiting some leadership skills with guidance.	The student is able to interact with others on a minimal level, with no leadership abilities.	The student exhibits little or no ability to interact with others in classroom or public situations.

VII. PERSONAL MANAGEMENT:

Students will develop habits of conduct that result in fulfilling personal and occupational accomplishments.

Performance	Mastery	Competent	Developing	Beginning
The student demonstrates intellectual curiosity applicable to life-long learning.	The student engages in activities suitable for life-long learning.	The student explains benefits of engagement in life-long learning.	The student locates sources of information for life-long learning.	The student identifies some types of life-long learning activities.
The student applies knowledge, skills, and attitudes to occupational pursuits.	The student explores occupations that coordinate with individual traits and interests.	The student identifies the characteristics of people who are successful in different occupations.	The student identifies the relationship between being successful in an occupation and personal characteristics.	The student identifies his/her own personal characteristics.
The student sets goals and uses strategies for self management and self improvement.	The student attends class regularly, is prepared, and participates fully.	The student is generally prepared, engaged and participates when called upon.	The student exhibits lack of preparation, does not always engage in class activities, and takes inadequate notes.	The student exhibits no indication of preparation, engagement that is sporadic and lacks depth, and no consistent participation.

I. GLOBAL LEARNING OUTCOMES *PLANNING DOCUMENT FOR* _____
 Course # / Department

Choose **one** of the Student Performances (A, B, C)

Note: M=Mastery, C=Competent, D=Developing, B=Beginning

I. CRITICAL THINKING: Students will evaluate the validity of their own and others' ideas through questioning, analyzing, and synthesizing results into the creative process.	What instrument or method will you use for this assessment?	What criteria will you use to evaluate student work? Optional: Attach grading rubrics	Expected Assessment Outcomes (Goals) %	Data to be collected by (date).
A. The student questions and evaluates information (data, ideas, or concepts) for accuracy, objectivity, and quality.			M___ C___ D___ B___	
B. The student analyzes information (data, ideas, or concepts) in context to draw appropriate and well-supported conclusions.			M___ C___ D___ B___	
C. The student synthesizes ideas from a variety of sources to produce a creative product.			M___ C___ D___ B___	

Please return completed form to your Department Head for forwarding via email to the Curriculum & Assessment Office (bherndon@pjc.edu)

II. GLOBAL LEARNING OUTCOMES

REPORT DOCUMENT FOR _____

Course # / Department

Report on the **one** chosen Student Performance

Note: M=Mastery, C=Competent, D=Developing, B=Beginning

I. CRITICAL THINKING: Students will evaluate the validity of their own and others' ideas through questioning, analyzing, and synthesizing results into the creative process.	What instrument or method did you use for this assessment?	What criteria did you use to evaluate student work? Optional: Attach grading rubrics	Actual Assessment Outcomes% (What strengths or weaknesses did you observe in student work?)	What changes, if any, are you going to make as a result of the outcome?	What actions can the department or college take to improve student success for this outcome?
A. The student questions and evaluates information (data, ideas, or concepts) for accuracy, objectivity, and quality.			M___ C___ D___ B___		
B. The student analyzes information (data, ideas, or concepts) in context to draw appropriate and well-supported conclusions.			M___ C___ D___ B___		
C. The student synthesizes ideas from a variety of sources to produce a creative product.			M___ C___ D___ B___		

Please return completed form to your Department Head for forwarding via email to the Curriculum & Assessment Office (bherndon@pjc.edu)

Procedures:

1. Department Heads distribute Planning & Report Documents at the beginning of the term.
2. Department faculty members decide on the due dates for submission of the Planning & Report documents to the Department Head.
3. Faculty will access Planning & Report Documents on the pjcnnet website, download them to complete and email them to the Department Head by the chosen due dates.
4. The Department Head will email the completed assessment Report Documents to the Curriculum & Assessment Office (bherndon@pjcn.edu) before the end of the term.
5. Instructors of the course(s) being assessed will meet to discuss the outcomes and suggest recommended changes to the course(s). A designated faculty member will take attendance and notes which will be emailed to the Curriculum & Assessment office (bherndon@pjcn.edu).
6. Notes from the instructors' meeting will be given to the Department Head and the Assessment Committee for feedback and action.
7. The Assessment Committee will produce a document of recommendations for campus-wide distribution.
8. Department Heads will use Assessment Committee recommendations in developing department plans.

Documents can be downloaded from: <http://pjcnnet/formslist.asp> or <http://droopy/itech2/academic/curriculum.htm>