

**General Education Student Learning Outcomes
for Academic and Vocational Degree Programs
Riverside Community College District**

Critical Thinking

- Analyze and solve complex problems across a range of academic and everyday contexts
- Construct sound arguments and evaluate arguments of others
- Consider and evaluate rival hypotheses
- Recognize and assess evidence from a variety of sources
- Generalize appropriately from specific cases
- Integrate knowledge across a range of contexts
- Identify one's own and others' assumptions, biases, and their consequences

Information Skills

- Demonstrate computer literacy
- Locate, evaluate, and use information effectively

Communication Skills

- Write with precision and clarity to express complex thought
- Read college-level materials with understanding and insight
- Listen thoughtfully and respectfully to the ideas of others
- Speak with precision and clarity to express complex thought

Breadth of Knowledge

- Understand the basic content and modes of inquiry of the major knowledge fields
- Analyze experimental results and draw reasonable conclusions from them
- Use the symbols and vocabulary of mathematics to solve problems and communicate results
- Respond to and evaluate artistic expression

Application of Knowledge

- Maintain and transfer academic and technical skills to workplace
- Be life-long learners, with ability to acquire and employ new knowledge
- Set goals and devise strategies for personal and professional development and well being

Global Awareness

- Demonstrate appreciation for civic responsibility and ethical behavior
- Participate in constructive social interaction
- Demonstrate teamwork skills
- Demonstrate understanding of ethnic, religious, and socioeconomic diversity
- Demonstrate understanding of alternative political, historical, and cultural viewpoints



Institutional Student Learning Outcomes

1. Communication

Students will demonstrate effective communication and comprehension skills.

- *Comprehend, analyze and respond appropriately to oral, written and visual information. Effectively communicate/express information through speaking, writing and other appropriate modes of communication/expression.*

2. Critical Thinking and Information Competency

Students will demonstrate critical thinking skills in problem solving across the disciplines and in daily life.

- *Identify vital questions, problems, or issues and evaluate the reasonableness of a solution.*
- *Analyze, compose, and assess the validity of an argument.*
- *Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.*
- *Select and evaluate the accuracy, credibility, and relevance of information sources.*

3. Community/Global Awareness and Responsibility

Students will demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.

- *Identify the social and ethical responsibilities of the individual in society.*
- *Demonstrate commitment to active citizenship.*

4. Personal, Academic, and Career Development

Students will assess their own knowledge, skills, and abilities, set personal, educational, and career goals, work independently and in group settings, and identify lifestyle choices that promote self reliance, financial literacy, and physical, mental and social health.

- *Take personal responsibility for identifying academic and psychological-social needs, determining resources, and accessing appropriate services.*
- *Develop, implement, and evaluate progress towards achieving personal, academic, career goals, and career resilience.*

Irvine Valley College Institutional Student Educational Goals and Outcomes: 2007 - 2008

Example # 3

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IVC Institutional Educational Goals	<p align="center">Institutional Student Learning Outcomes</p> <p><i>Because individual IVC courses contribute to one or more areas of the five Institutional Goals, students completing programs at Irvine Valley College will be able to . . .</i></p>
<p align="center">Communication Skills¹</p>	<ul style="list-style-type: none"> Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.
<p align="center">Critical Thinking, Problem Solving², and Information Access and Analysis³</p>	<ul style="list-style-type: none"> Engage in critical and creative thinking to solve problems, explore alternatives, and make decisions. Develop comprehensive, rational arguments for ethical positions and describe the implications for the individual and the larger society. Apply mathematical approaches and computational techniques to solve problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results. Apply the fundamentals of scientific inquiry to real-life and hypothetical situations. Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information.
<p align="center">Global Awareness⁴</p>	<ul style="list-style-type: none"> Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives. Demonstrate an awareness of historical and contemporary global issues and events.
<p align="center">Aesthetic Awareness⁵</p>	<ul style="list-style-type: none"> Make use of a variety of critical methods to analyze, interpret, and evaluate works of literary, visual, and performing art. Acquire an informed appreciation of the creative arts as a participant and/or audience member. Recognize the historic and cultural role of the creative arts in forming human experience.
<p align="center">Personal, Professional and Civic Responsibilities⁶</p>	<ul style="list-style-type: none"> Identify and recognize opportunities to contribute to civic and environmental needs. Apply techniques that promote physical, mental and emotional well-being; self-management; maturity; and ethical decision-making.

¹ ACCJC Accreditation Standards Equivalents: Oral and written communication; Interpersonal communication skills
² ACCJC Accreditation Standards Equivalents: Critical analysis/logical thinking; Ethical principles; Scientific and quantitative reasoning
³ ACCJC Accreditation Standards Equivalent: None
⁴ ACCJC Accreditation Standards Equivalent: Historic sensitivity
⁵ ACCJC Accreditation Standards Equivalent: Aesthetic sensitivity
⁶ ACCJC Accreditation Standards Equivalents: Civility; Civic responsibility (local, national, global); Political responsibilities (local, national, global); Social responsibility (local, national, global); Cultural diversity (respect for)

SCC Core Competencies

Upon completion of Solano College's General Education program, a student will demonstrate competency in the following areas:

I. Communication

Students will communicate effectively, which means the ability to:

- A. **Read** – Students will be able to comprehend and interpret various types of written information in (1) expository prose and imaginative literature (including essays, short fiction and novels), (2) documentation such as manuals, reports, and graphs
- B. **Write** – Students demonstrate the ability to:
 - Communicate thoughts, ideas, information, and messages in writing
 - Compose and create documents such as manuals and graphs as well as formal academic essays, observing rules of grammar, punctuation and spelling, and using the language, style, and format appropriate to academic and professional settings
 - Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar
- C. **Listen** – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages
- D. **Speak and Converse** – Students have the ability to:
 - Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation
 - Participate in conversations, discussions, and group activities
 - Speak clearly and ask appropriate questions

II. Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform:

- A. **Analysis** – demonstrated by the ability to:
 - Apply appropriate rules and principles to new situations
 - Discover rules and apply them in the problem solving process
 - Draw logical conclusions based on close observation and analysis of information
 - Differentiate among facts, influences, opinions, assumptions, and conclusions
- B. **Computation** – demonstrated by the ability to:
 - Use basic numerical concepts
 - Use tables, graphs, charts, and diagrams to explain concepts
 - Use basic geometrical shapes
- C. **Research** – demonstrated by the ability to:
 - State a research question, problem, or issue
 - Select discipline appropriate information tools to locate and retrieve relevant information
 - Use discipline appropriate information tools to locate and retrieve relevant information efficiently
 - Analyze and evaluate information for appropriateness, relevance, and accuracy

- Synthesize, evaluate, and communicate information using a variety of information technologies
- Recognize the ethical and legal issues surrounding information and information technologies
- Demonstrate understanding of academic integrity and honesty

D. Problem Solving –demonstrated by the ability to:

- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to respond to and/or resolve the issue appropriately
- Monitor, evaluate, and revise as necessary

III. Global Awareness

Students will demonstrate a measurable understanding and appreciation of the world including its

A. Scientific Complexities – Students demonstrate an understanding of:

- The scientific method and its application in experiments
- How experiments work
- The major differences between social, natural and physical sciences

B. Social Diversity and Civics – Students demonstrate ability to:

- Communicate with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

C. Artistic Variety – Students have been exposed to:

- The visual and performing arts of one or more cultures
- Analytical techniques for understanding the meaning in the arts and/or
- Hands-on experience with creative endeavors

IV. Personal Responsibility and Professional Development

A. Self-Management and Self-Awareness – The student is able to:

- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and set realistic short and long-term goals
- Accept that assessment is important to success
- Respond appropriately to challenging situations

B. Social and Physical Wellness – Students make an appropriate effort to:

- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

C. Workplace Skills – Students understand how to:

- Be dependable, reliable, and accountable
- Meet deadlines and complete tasks

**CYPRESS COLLEGE
INSTITUTIONAL LEARNING OUTCOMES (ILOs)**

Approved by Academic Senate on April 22, 2004
Adopted by President's Advisory Cabinet on May 6, 2004

Students leaving Cypress College with a vocational certificate and/or an Associate Degree in Liberal Arts, Occupational Studies, or General Studies, or students transferring with general education certification will demonstrate common learning outcomes. Institutional Learning Outcomes (ILOs) refer to the scope of requirements either for a vocational certificate or for any AA/AS degree or general education certification rather than individual courses or programs.

A distinction between ILOs and student learning outcomes (SLOs) is important. The college will assess service to students who complete an overall college degree or certificate by examining general student achievement through ILOs. The college will also assess service to students in specific courses by examining general student achievement in course-level SLOs.

A student who receives a certificate from Cypress College . . .

- Will have acquired a specified set of skills required for particular employment opportunities
- Will have achieved the necessary competencies to enter a particular employment field
- Will be aware of additional educational and career opportunities within that field

A student who graduates from Cypress College with an AA or AS degree in any field or transfers with a general education certification . . .

- Will possess a breadth of knowledge and experiences from the areas of the humanities and arts; the natural sciences and mathematics; the social sciences; and physical education
- Will possess skills for life-long learning in oral and written communication; human adaptability and health; critical thinking, including deductive/inductive reasoning, problem-solving, and quantitative/qualitative reasoning; and information competency
- Will possess an understanding of civic society and culture in the areas of citizen rights and responsibilities; the role of diversity in modern society; and the nature of ethical decision-making

History & Process of Drafting the ILO's: Last fall, a group of twenty-three interested faculty, administrators, and classified staff met to discuss the Institutional Learning Outcomes (ILO) for Cypress College. After meeting several times in the fall, this ILO Dialogue Group created a draft of learning outcomes for Cypress College. On Spring Opening Day, January 16, 2004, a breakout group reviewed the draft and offered comments and suggestions for revision. The ILO Group met several times in March, discussed suggested revisions, and amended the draft.

For three weeks, beginning March 23, the ILO draft was posted on a web log or "blog" for review by the entire college community. If you are interested in the responses posted there, go to. <http://www.cypresscollege.edu/~pio/mt/blog/ILO/>.

The ILO Dialogue Group met on April 14 to review the "blog" comments and make revisions accordingly. Those revisions were e-mailed to the ILO Dialogue Group on April 19; additional revisions (tweaking) made on April 20 are reflected in the ILO draft.

Nancy Deutsch, ILO Dialogue Group facilitator, presented the April 20 Draft to the Academic Senate on April 22, 2004. The Academic Senate approved the April 20 draft with a friendly amendment to the last sentence of the second paragraph, a change that had already been discussed by the ILO Dialogue Group.

Karen Johnson, Student Trustee and Associated Students Representative to the Academic Senate, presented the ILO draft to the Associated Students for their review on Monday, April 26. The Associated Students Executive Board voted to support the April 22 Draft of the Institutional Learning Outcomes.

On Thursday, May 6, 2004, the President's Advisory Cabinet (PAC) reviewed and adopted the Academic Senate-approved April 22 Draft of the Institutional Learning Outcomes. PAC recommended that the Institutional Learning Outcomes be published in the Cypress College 2004-2005 Catalog.

Over the next few years the college faculty will identify SLOs in specific courses and programs and then assess service to students by examining general student achievement in course-level SLOs. The Institutional Learning Outcomes will be measured by assessing the Student Learning Outcomes and their relationship to the ILOs.

Participants: Those members of the college community who took a very active part in the writing and revision of the draft, at one time or another, are Adel Rajab, Pat Ganer, Kathy Llanos, Brinda Subramaniam, Carol Mattson, Greg Cavin, Randy Martinez, Lisa Clark, Will Heusser, Andrea Hannon, Heather Brown, Diane Henry, and Nancy Livingston. Nancy Deutsch served as the facilitator and recording secretary of those meetings. Others who were involved in the earliest meetings were Mark Majarian, David Halahmy, Renee Ssensalo-Collins, Regina Rhymes, Kathy Alvarez, Bob Nadell, Steve Donley, Mike Kasler, Nancy Byrnes, and Margie Lewis.

Participants on the "blog" were Carol Mattson, Lee Clancy, Heather Brown, Marcia Clarke, David Halahmy, Mara Scott, Lucinda Alibrandi, David Wassenaar, Michael Brydges, Betty Disney, Darlene Fishman, and Steve Donley.