Notes from the
August 26, 2003 Faculty Meeting
of the
CROSS-DISCIPLINARY
LEARNING OUTCOMES GROUPS

Thirty-eight faculty participated of the first meeting of the Cross-Disciplinary Learning Outcomes Groups held August 26, 2003. After a brief introduction, each faculty member chooses one of seven General Education Objectives (Draft 2003-06 Catalog, p. 109) to participate in an interdisciplinary discussion. Most of the seven groups had representatives from multiple disciplines. Each group was asked to consider developing a definition of the General Education Objective from an interdisciplinary perspective. Based on the working definition, each group considered and constructed learning outcomes for its General Education Objective. What follows is a work in progress.

You are invited to join one of the Cross-Disciplinary Learning Outcomes Groups. The Groups will meet several times during fall 2003 to refine these initial definitions and learning outcomes. Once refined, each Group will submit its work to the entire faculty for its review and comment.

General Education Objectives

I. Critical Thinking: *To think critically and to analyze and solve problems*

Definition: The ability to analyze, interpret, and evaluate meaning to infer the argument of a problem situation, resulting in the ability to reason a judgment/solution.

Learning Outcomes: Students will demonstrate:

1. **Analysis skills by**
   a. Identifying an argument
   b. Distinguishing between direct and indirect persuasion
   c. Determining if an argument rests on biased assumptions
   d. Evaluating statistical information used as evidence to support an argument
   e. Assessing how well an argument anticipates possible objectives or alternative positions
   f. Determining how new data might confirm or question a conclusion
   g. Determining if an argument makes sense
2. **Interpretation skills by**
   a. Formulating categories and classifying and grouping data
   b. Making comparisons
   c. Clarifying findings/opinions
3. **Evaluations skills by**
   a. Assessing the importance of an argument
   b. Evaluating the reasonableness of an argument
   c. Evaluating the credibility and reliability of sources of information
   d. Assessing bias and contradictions in a person's point of view
   e. Assessing clear and consistent use of language
   f. Determining the appropriateness of stated or unstated values or standards upheld in an argument

g. Judging the consistency of supporting reasons
h. Determining and judging the strength of an argument

4. **Inference skills by**
   a. Collecting and questioning evidence
   b. Developing alternative hypotheses
   c. Drawing conclusions

II. Communication: *To communicate effectively, orally and in writing, and use information resources and technology competently*

Definition: To appropriately and effectively express critical, creative, and original thought through dissemination, evaluation, and reception of information from visual, written, electronic, oral, aural (non-verbal and verbal) sources.

Learning Outcomes:

Skill based: Organize content; write, speak, visualize, and critique, effective use of appropriate technology
Knowledge based: Synthesize and evaluate content
Affective based: Recognize inherent value of life long learning

III. Quantitative Reasoning: *To use mathematics for computation, reasoning, and problem solving*

Definition: Quantitative Assessment

Learning Outcomes:

(1) to understand and apply measurement and percentage skills
(2) to understand data and interpretations of data
(3) to use the critical eye for data analysis, making inferences and noting possible errors
(4) to use oral and written communication to explain method of solution

IV. Cultures and Human Behavior: *To understand cultures, institutions, and patterns of human behavior and the application of the scientific method to their study*

Definition: (1) Being human within a group and (2) Group expressions of human experience

Learning Outcomes:

(1) Communication within a group or between groups;
(2) Questions = patterns of inquiry;
(3) Exploring other cultures through immersive experiences.

V. **Scientific Inquiry:** *To understand the major principles of the natural sciences and the application of the scientific method to biological, physical, and environmental systems*

Definition:
A new specific definition was not developed. The only possibilities discussed were to use different terms for scientific method. Example: What, how, why

Learning Outcomes:
The student should…

- Use a systematic approach to develop their understanding of the observation of natural phenomena
- Be aware of the scientific connections in other disciplines
- Explain (orally and/or in writing) the scientific connections in other disciplines

Notes: The group needs to be expanded so that many other disciplines are represented. Perhaps the items suggested above will then be modified.

VI. Humanities and the Arts: *To understand and appreciate the arts, literature, history, and philosophical systems of major world cultures*

Definition: The ability of students to recognize creativity across disciplines

Learning Outcomes:
(1) to interpret, analyze, qualitatively evaluate, and communicate their findings;
(2) to apply abstract concepts in a practical and theoretical manner.

VII. Diversity: *To understand and respect human diversity in regard to race, ethnicity, ender, and other issues pertinent to improving human relations.*

Definition: Diversity is the full range of cognitive, behavioral, and affective practices through which human beings share life, including (but not limed to) race, class, gender, physical attributes, sexual orientation, learning styles, age, health, ethnicity, religion, and SES.

Learning Outcomes:
(1) Identify cultural differences and learn the history that contributes to them;
(2) Recognize stereotypes and generalizations as limiting and potentially damaging; (3)
(3) Demonstrate or explain differences in behavior according to culture in oral or written form.

Notes from Faculty Cross-Disciplinary Meeting, Friday, August 26, 2003

Debriefing

1. Do we need another name for the interdisciplinary Learning Outcomes Groups (LOG)?
2. Should the membership of today's groups remain constant?
3. We need a member in each LOG from each of the departments or disciplines of the College.
4. We need to recruit members to one of the Cross-Disciplinary Groups
   - By the Vice President
   - By the fulltime faculty
   - From the adjunct faculty, if payment can be arranged
   - With concurrent department faculty meetings and definition of the discipline/department's goals and objectives
5. Do groups restructure to larger or smaller membership?
6. Have the VP define the goals, objectives and tasks for subsequent meetings and their frequency.
7. Have College-wide communication about the activities of the group(s) to seek support, feedback, and membership from the remaining faculty.
8. The Cross-Disciplinary Groups and discussions do not replace the structure of the "Assessment Committee" that met during Spring 2003, but the Assessment Committee links with the "Cross-Disciplinary Committee" by having a member of the Assessment Committee on each of the Cross-Disciplinary Committee's sub-groups.
9. Recommend that Cross-Disciplinary Committee meetings become mandatory, but the VP does not agree, believing instead that faculty who choose to participate are more likely generate the results or with purpose.

Next Steps

1. Cross-Disciplinary Groups
   a. Composition: need at least one content expert and each discipline represented
   b. How often to meet
   c. Tasks to be completed

2. Assessment Committee determines the calendar for Fall 2003 time and instrument for assessing Critical Thinking. The announcement will be published to the faculty and students for the Assessment Week activities. The Flow Chart provided in the announcement for today's meeting does not address the Assessment Committee's interface with Cross-Disciplinary Committee.

3. Continue to construct, refine, and then agree, as a Cross-Disciplinary Group and then faculty as a whole, on the definition and learning outcomes for each of the seven General Education Outcomes.

4. Create or construct the actual instrument of measurement for each General Education Outcome based on its definition and learning outcomes.

5. Accomplish the above within this academic year.

6. Specify how and when we will implement agreed upon measures/scoring rubrics.

7. Decide on a calendar when assessment will be accomplished – cycle of what is assessed and when it is assessed.

8. Interpret and disseminate the data collected to the College's constituents, e.g., faculty, students, administration, sister colleges, transfer colleges & universities, business & industry partners, etc.

9. Determine how to integrate the data into change(s) to the curricula and classroom(s) and accomplish this activity within the next two academic years.

10. Obtain students' support of the process through obtaining faculty's support and leadership in the process of Cross-Disciplinary Assessment.

Plus Delta Activity Chart

Plus Outcomes	Delta Outcomes
1. Breakout Groups allows for more individual participation within a short time	1. Obtain "Post-It" Pads for Group use
2. Enthusiasm for the process was increased because groups were cross-discipline in membership	2. Obtain funding to pay for adjunct faculty's participation in the process
3. Opportunity to learn from colleagues what can be brought back to students	3. Involve student leadership
4. Sense of community and binding as a faculty	4. Obtain input across the District from what our sister colleges are doing with assessment so we can learn from each other what ideas can improve the process
5. Everyone at today's meeting has been positive about working on the process	5. Obtain input from our transfer Colleges & Universities after we have determined what it is we intend to assess. Obtain an "impression" from them of what our students bring to their institutions in terms of student learning.