Outcomes of General Education at Southwestern Community College

All SCC graduates will demonstrate the ability to

1. Communicate ideas clearly by using standard written English and delivering effective audience-appropriate oral presentations.

2. Effectively reference, comprehend, interpret, and evaluate discipline-appropriate materials.

3. Think critically and quantitatively.

4. Use current technologies.

5. Express awareness and consideration of varied ethical and cultural perspectives.

6. Work collaboratively with peers and instructors.

Assessment Mechanisms

- Class assignments and course grades
- Graduate surveys and employer surveys
- Performance of university transfer students
- Assessment of graduates by Health Sciences, Career Technologies, and Arts and Sciences faculty
- Common final writing assessment in English 111
- Common final writing assessment in English 090/095

Guiding Principles

- General education outcomes are greater than the sum of the parts of individual course outcomes.
- Our overall goal is continuous improvement of teaching and learning.
- At some level, all faculty in all disciplines are involved in teaching, reinforcing, and/or assessing general education competencies.
Mission Statement
The Arts and Sciences Division seeks to cultivate a positive academic environment which creates in students a genuine interest in becoming active learners and productive citizens. Students should emerge with enhanced confidence in their skills and knowledge of composition, humanities, mathematics, natural science, social science, and wellness.

Contact Us
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General Education Outcomes Assessment Timeline

September-December 2004
Series of Arts and Sciences faculty meetings to establish general education core competencies.

January 2005
Six core general education outcomes established.

February 2005
Assessment rubric drafted. Reviewed by faculty. A&S faculty piloted the instrument using selected Associate in Arts graduates from previous academic year. Assessment rubric revised for continued use in pilot.

March 2005
Arts and Sciences faculty piloted assessment for spring 2005 Associate in Arts graduates. Instrument revised based on results.

April-May 2005
Career Technologies and Health Sciences faculty assessed spring 2005 graduates using assessment rubric. Shared results with Arts and Sciences. Shared suggestions for revision of rubric.

June-July 2005
Results from assessments compiled and analyzed.

August 2005
Arts and Sciences faculty meet with Careers and Health faculty to establish action plans for areas of concern reflected in overall and department-level results. Writing was identified as a shared concern across the disciplines.

Fall 2005-Spring 2006
Focus on writing:
Common writing assessment rubric and process developed for Expository Writing (ENG 111), a required course for each graduate.
“Responding to and assessing writing assignments” faculty seminar (January/February 2006)
Assessment of graduates (March 2006)

Fall 2006-Spring 2007
Focus on writing:
Writing across the curriculum
“Research assignments: What to expect and how to assess” faculty seminar
Assessment of graduates (March 2007)

Fall 2007-Spring 2008
Anticipated focus: oral communication skills

Fall 2008-Spring 2009
Anticipated focus: quantitative reasoning

Fall 2009-Spring 2010
Anticipated focus: critical thinking