



## ADMINISTRATIVE PROCEDURE

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**TITLE: General Education and Learning Outcomes**

**ADMINISTRATIVE PROCEDURE # 4403**

**RELATED TO POLICY # N/A**

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### **A. Learning Outcomes**

Course, Program and Universal Learning Outcomes are the responsibility of faculty and crucial for meeting mission fulfillment and ensuring student learning. Learning Outcomes are developed by the course mapping activities undertaken by faculty (and stakeholders/industry if appropriate), and which occur when the program is developed and when the program undergoes Program Review.

### **B. General Education / Discipline Studies**

1. The complete and official list of courses approved as General Education/Discipline Studies courses is maintained by the Academic Council and found in the college catalog. Criteria for General Education/Discipline Studies Course Approval are developed by the Academic Council based on the Gen Ed Philosophy statement and the statewide outcomes and criteria for discipline studies for the Associate of Arts Oregon Transfer (AAOT).
2. General Education requirements are set by the faculty at UCC and guided by state requirements set by Joint Transfer Articulation Council (JTAC). In general, they are comprised of;
  - a. **ARTS & LETTERS:** Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
  - b. **MATHEMATICS:** Use appropriate mathematics to solve problems; and recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
  - c. **SCIENCE/COMPUTER SCIENCE:** Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and

- solutions and generate further questions; Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
- d. SOCIAL SCIENCE: Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
  - e. SPEECH/ORAL: Engage in ethical communication processes that accomplish goals; Respond to the needs of diverse audiences and contexts; and Build and manage relationships.
  - f. WRITING: Read actively, think critically and write purposefully and capable for academic and, in some cases, professional audiences; Locate, evaluate, and ethically utilize information to communicate effectively; and demonstrate appropriate reasoning in response to complex issues.
  - g. INFORMATIONAL LITERACY (embedded in writing courses): Formulate a problem statement; Determine nature and extent of the information needed to address the problem; Access relevant information the use of information effectively and efficiently; Evaluate information and its source critically; Understand many of the economic, legal and social issues surrounding the use of information.
3. UCC's accreditation agency, the Northwest Commission on Colleges and Universities (NWCCU), requires that "Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes." This body of instruction is referred to as "Related Instruction." UCC meets this requirement via its General Education core requirements.
- a. At UCC, the General Education and Related Instruction components for certificates of 45 credits or more are outlined on the General Education spreadsheet, showing which courses provide related instruction in which areas, and how many hours are required. The spreadsheet is reviewed annually, and adjustments recommended by the Academic Council (AC) for approval by the Chief Academic Officer.

b. Related Instruction Course Options:

NWCCU states, “The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.”

c. The Related Instruction requirement in certificates may be fulfilled using stand-alone courses as follows:

- 1) Stand-alone course(s) option: Uses existing credit courses (must be 100 level or above) that address 1) communication, 2) computation, or 3) human relations. Sources for this option are a college-level course in any discipline that provides instruction that would be relevant to the discipline in question and clearly addresses one (and only one) of the three areas. (Courses that address more than one area are considered to have embedded related instruction, as described below). Stand-alone courses used for Related Instruction must be identified and the hours included on the Certificate Related Instruction Template. In the event that the Academic Curriculum and Standards Committee (ACSC) has concerns about the course content with respect to related instruction, it may refer the course to the Chief Academic Officer for evaluation.
- 2) Note: Courses in a program that cover more than one area simultaneously along with Career Technical Education (CTE) specific course outcomes (e.g. content specific and general education) are referred to as embedded instruction. Embedded instruction occurs simultaneously with program content instruction.

### **C. Assessing Learning Outcomes**

The purpose of all review and assessment is to improve the learning experiences of students; give faculty an opportunity to carefully study specific discipline or program areas important to student learning; create written records of what is working well, what can be improved and to develop specific plans for making improvements; provide a forum for the faculty’s findings to be communicated across campus to various stakeholders for the purpose of making improvements; and, address the findings of accreditation regarding assessing student learning ties to outcomes.

1. Course Learning Outcomes (CLO) are assessed by all faculty every time they teach a course. The results of the CLO are reviewed annually by program coordinators, department chairs, and deans. Goals will be set for course improvement each year, with particular focus on the courses that will be reviewed

at Academic Council that year. Course learning outcomes are reviewed, at minimum, every three years and changes must be focused on results from the assessment, student feedback, and stakeholder/industry input in a continual cycle of course learning improvement.

4. Program Learning Outcomes (PLO) are assessed by all faculty during the Program Review cycle. Results of the PLO assessment are reviewed annually and goals will be set for program improvement each year
5. All Programs undergo Program Review (following the Program Review template located in the Curriculum SharePoint) every 3-5 years. This in-depth look is first presented at Academic Curriculum and Standards Committee (ACSC), then at Academic Council (AC). During the Program Review process goals are set for the next 3-5 years and reported on annually via the annual report.

**RESPONSIBILITY:**

The Chief Academic Officer is responsible for implementing and updating this procedure.

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**NEXT REVIEW DATE: 2030-2031**

**DATE OF ADOPTION: 3/1/2023 by CC**

**DATE(S) OF REVISION:**

**DATE(S) OF PRIOR REVIEW:**