Pierce College Leadership Retreat

August 16, 2013

Ideas and Issues for Leaders

- Authentic Assessment Resources

- Learning Outcomes-a CSU Perspective

- SB 1440 and SB 440- an Update for Leaders

- What is a Program?

Resources on Authentic Assessment

http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm

North Central College, Illinois

Standard II.A.6

- The institution assures that students and prospective students receive clear and accurate information about educational programs and transfer polices. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

    - a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

LEAP
Liberal Education and America's Promise (LEAP)
The Essential Learning Outcomes

- Knowledge of Human Cultures and the Physical and Natural World

- Intellectual and Practical Skills

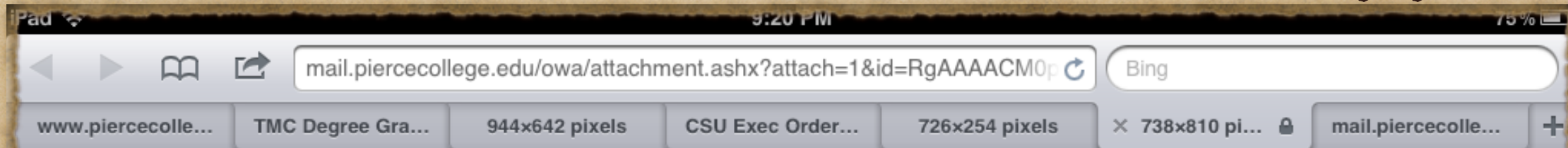- Personal and Social Responsibility

- Integrative and Applied Learning

AAC&U - LEAP

www.aacu.org/leap/index.cfm

www.longbeachcollegepromise.org/

CSU Executive Order 1033

3.2   CSU Student Learning Outcomes

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four "Essential Learning Outcomes" drawn from the **Liberal Education and America's Promise** (LEAP) campaign, an initiative of the Association of American Colleges and Universities.

LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World

- Intellectual and Practical Skills

- Personal and Social Responsibility

- Integrative Learning

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students' ability to:

- think clearly and logically;

- demonstrate information competency—finding and examining information critically;

- carry out effective oral communication;

- write effectively;

- apply quantitative reasoning concepts and skills to solve problems;

- make informed, ethical decisions;

- understand and apply the scientific method;

Knowledge of Human Culture and the Physical and Natural World

◆ Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills

- Inquiry and analysis

- Critical and creative thinking

- Written and oral communication

- Quantitative literacy

- Information Literacy

- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards pf performance

Personal and Social Responsibility

- Civic knowledge and engagement-local and global

- Intercultural knowledge and and competence

- Ethical reasoning and action

- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real- world challenges

Integrative and Applied Learning

◆ *Synthesis and advanced accomplishment across general and specialized studies*

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

SB 1440-AA-T and AS-T Degrees
25 Transfer Model Curriculum (TMC) Pathways

- Pierce College Approved Degrees:

  - Business Administration-AA-T

  - Mathematics-AS-T

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www.piercecolle... | TMC Degree Gra... ✕ 944×642 pix... 🔒 | CSU Exec Order... | 726×254 pixels | 738×810 pixels | mail.piercecolle... ＋

Transfer Degree	Currently Offering	Board Approved	C-ID Approval Pending	Do Not Offer a Degree	Discontinue
Business Administration	√				
Mathematics	√				
Administration of Justice		√	√		
Early Childhood Education		√	√		
Journalism		√	√		
Music		√	√		
Sociology		√	√		
Studio Arts		√	√		
Theater Arts			√		
Political Science					√
Anthropology				√	
Art History				√	
Communication Studies				√	
Computer Science				√	
Elementary Education				√	
English				√	
Geography				√	
Geology				√	
History				√	
Kinesiology				√	
Philosophy				√	
Physics				√	

SB 440

- Articulate <u>clear benchmarks</u> for offering Associate Degree for Transfer at each community college and for accepting those degrees at each CSU campus.

- Require CSU to develop an <u>admissions redirection process</u> for Associate Degree for Transfer students.

- Require community colleges to develop <u>Associate Degree for Transfer in areas of emphasis.</u>

- Require the community colleges and the CSU, in consultation with key stakeholders including students, to develop a student-centered <u>communications and marketing strategy</u> for the transfer degree pathway.

SB 440-Clear benchmarks for Associate Degree for Transfer at each community college

- Before the commencement of the <u>2015-2016</u> academic year a community college <u>shall create an associate degree for transfer in the major and area of emphasis offered by that college</u> for any approved transfer model curriculum finalized before the 2013-2014 academic year.

- A community college shall create an associate degree for transfer in every major and area of emphasis offered by that college for <u>any approved transfer model curriculum approved subsequent to the 2013-2014</u> academic year <u>within 18 months</u> of the approval of the transfer model curriculum.

SB 440-Clear benchmarks for Associate Degree for Transfer at each community college

- Before the commencement of the 2015-2016 academic year, there shall be the development of at least two transfer model curriculum in areas of emphasis and, before the commencement of the 2016-2017 academic year, there shall be the development of at least two additional transfer model curriculum in areas of emphasis.

- Suggested areas of emphasis in the original SB 440 language- later struck:

    - Applied Sciences; Formal Sciences; Humanities; Natural Sciences; Social Sciences

What is a Program?

◆ Annual Program Plans (APPS) – Departmental or Discipline-specific

◆ Program Learning Outcomes (PLOs) – Award-specific

◆ Programs for Resource Request purposes

◆ Programs for New Faculty Requests

Data Sheets

- New to Data Sheets

  - ACCJC Institutional Standards

    - EPC:

      - Benchmark: 5 Year Average x 95%

      - Stretch Goal: 1/2% increase from current rates

  - Special Programs

    - PACE; Outreach; Honors; Distance Education

May your leadership opportunities bloom all year!