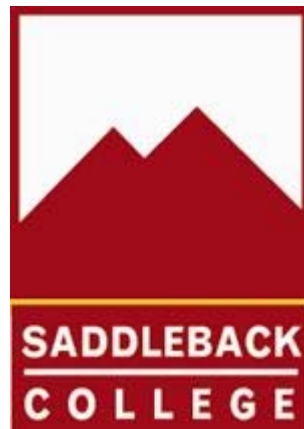


ASSOCIATE DEGREE GENERAL EDUCATION

**Saddleback College
Program Review for
Associate Degree General Education**



Submitted on August 1, 2008

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Program Review Team Members and Approvals

Program Review Team Chair:

Howard Adams

Program Review Team Members:

Mark Blethen	PE/ Athletics
Julie Brady-Jenner	ATAS
Rocky Cifone	Dean, Fine Arts
Ana Maria Cobos	Learning Resources
Tom DeDonno	Business Science
David Francisco	Articulation Officer
Gail Hooper	Counseling, Special Programs
Kent McFann	Fine Arts
Mike Petricig	Math Science, Engineering
Yvonne Price	Fine Arts, Classified Senate
Rajen Vurdien	Vice President, Instruction

Approvals:

General Education and Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
Fall 2007	Contact Program Review Chair for orientation
Fall 2007	Form Program Review Team
Fall 2007 / Spring 08	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Fall 2007	Solicit input from faculty and students
Fall 2007	Determine if additional research is needed
Fall 2007	Contact College Research Analyst if necessary
Summer 2008	Write Program Review report
July 31, 2008	Submit report to Dean and Program Review Chair for approval
August 1, 2008	Report submitted to Academic Senate for approval
August 1, 2008	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section I: Program Overview

- A. The Mission of the Program and its Link to the College's Mission and Goals**
- B. Historical Background and Unique Characteristics of the Program**
- C. Progress Since the Last Program Review**
- D. Current Strengths, Opportunities, and Challenges**

A. Mission of the Program

The General Education program provides a broad range of educational programs leading to the Associate Degree. The Associate Degree graduate achieves the college missions of *success, intellectual growth, and individual expression*.

The purpose of general education is to introduce students to the various ways in which people comprehend the world. This philosophy of general education reflects the conviction that those who complete the courses will have had an opportunity to learn basic principles, concepts, and methodologies both unique to and shared among the various disciplines. Students who successfully complete the general education requirements will be better prepared to evaluate and appreciate physical, cultural and social environments. Successful completion of the courses will contribute to a better self-understanding.

B. Historical Background and Unique Characteristics of the Program

The General Education program was developed in 1967 and has undergone yearly review and revision by the Academic Senate as a part of the regular business rules of the Senate. The GE Committee is a standing subcommittee of the Curriculum Committee and has representatives from all college instructional areas. The GE Committee evaluates proposals from academic units of the college according to criteria adopted for both core and breadth requirements leading to the Associate Degree. Students must complete the general education requirements, a major/degree sequence, and a minimum of 60 units to qualify for the Associate Degree.

Saddleback College students may complete one of three patterns of general education:

CSU-GE

Designed for students planning to transfer to the CSU
(A minimum of 39 units are required)

IGETC

Designed for students planning to transfer to the UC or CSU
(A minimum of 37 units are required)

Saddleback College GE

Designed for students not planning to transfer to the CSU or UC

This report reflects the requirements for the *Saddleback College GE Pattern* effective August 1, 2008.

Courses recommended for approval as general education courses are approved by the college-wide Curriculum Committee and forwarded to the Academic Senate for review and approval. Senate recommendations are forwarded to the college president and the board of trustees and are published in the college catalog each fall.

GE courses are approved as meeting core or breadth requirements inclusive of the following:

Core requirements

Language and rationality including written and oral communication
Mathematics competency
Reading competency
Information competency

Breadth requirements

Fine arts and humanities
 The arts, music and theatre
 Literature, philosophy, history, religion, and foreign language
Natural sciences
Social and behavioral sciences
American institutions
Life skills / critical thinking
Physical fitness assessment
Cultural diversity

C. Progress since last review

This is the first program review conducted for General Education.

D. Current strengths, opportunities, and challenges

Strengths of the GE program include a well-established collegiate curriculum which offers students a broad selection of courses from which to choose; a longstanding commitment to achievement of core competencies in written and oral communication, mathematics, reading, and information competencies; and a dedicated and committed collegial community which supports the general education mission through course offerings, scheduling and daily operations.

The short-term challenges include implementation of new recommendations in mathematics competency and cultural diversity. The longer term challenge is in assessment of student learning outcomes in general education.

The GE program is undergoing change in order to meet the needs of current and future students seeking the Associate Degree.

Mathematics Competency.

The mathematics department has added one additional course in the mathematics core competency area designed for students seeking the Associate Degree without transfer plans to the UC or CSU. The new math course will have an algebra pre-requisite and will be added to the Associate Degree requirements effective fall 2009 and every term thereafter. The mathematics department reviewed and approved the *Criteria for Determining Appropriateness of Courses for General Education* and included Math 259 in the approved course list effective August 2008.

Cultural Diversity

Beginning with a catalog review in 2006, the GE Committee moved forward on the recommendations of the Cross Cultural Studies Advisory Board in revising the existing cultural diversity requirement. Based on recommendations published by UC Berkeley, the GE Committee, and with the assistance of cultural diversity content experts, the new *Cultures in the United States* criteria will become effective in Fall 2009. This revision represents the first major revision of a GE requirement since the inclusion of information competency in 2002.

Student Learning Outcomes in General Education

The biggest challenge facing the GE Committee is assessment of student learning outcomes across programs. While programs and courses have identified student learning outcomes, there is no current model for assessment of educational outcomes across disciplines on a college-wide basis.

Basic skills outcomes are typically formulated in the areas of reading, writing, speaking, listening, performing mathematical calculations, and demonstrating basic information competency. Many of these are accomplished at the course and program level.

Knowledge and understanding are measured in outcomes which evaluate areas including historical perspective, literary styles, culture, meaning of numerical data, global perspective, and impact of technology. These competencies are central to a large majority of GE courses, and are in fact evaluated as a part of determining how well a student mastered the objectives in an individual course.

Higher order thinking skills including critical thinking, logical reasoning, scientific or abstract inquiry or concept integration are by their nature difficult to measure and assess in an outcomes based model.

Values development includes the areas of cultural diversity, commitment to the democratic ideal, aesthetic appreciation, ethical perspective, and religious orientation among others.

Decisions about whether assessments should include standardized testing or locally developed instruments (or a combination of the two) should be made as the next program review cycle begins for general education.

Section II: Review Report

A. Faculty and Staff

B. Curriculum and Instruction

C. Student Success

A. Faculty and Staff

The GE committee is a standing committee of the Curriculum Committee is currently chaired by the Curriculum Committee Chair. Members include one representative from each instructional area (as defined by the Academic Senate), the articulation officer, two academic deans, the Vice President of Instruction, one student representative, and one representative from Classified Senate. The Curriculum Publications Specialist serves the committee as both resource and staff.

The membership of the GE committee is set forth in section 9.2 of the *Saddleback College Curriculum Committee Guidelines and Bylaws*. The chair and faculty members of the committee are approved by the Academic Senate

B. Curriculum and Instruction

The courses approved for GE effective in fall 2008 are displayed in Appendix E.

C. Student Success

The total number of Associate Degrees awarded in all disciplines are as follows:

Year	Total	AA	AS
2006-07*	937	777	160
2005-06	955	809	146
2004-05	725	582	143
2003-04	835	670	165

Source: California Community Colleges Chancellor's Office Program Awards accessed July 16, 2008
*most current year available

Section III: Needs Assessment

A. Human Resource Needs

B. Instructional Needs

C. Research Needs

D. Technical, Equipment and Other Resource Needs

E. Facilities Needs

F. Marketing and Outreach Needs

G. Planning summary for 2008-09 Academic Year

A. Human Resource Needs

The faculty of Saddleback College is completing course level student learning outcomes for every course published in the 2008-09 catalog. At the completion of the fall 2008 term, course level outcomes will be identified for each credit course. Faculty will then focus on completing assessment of the student learning outcomes identified across the curriculum. Results of the assessment process will guide the general education program in achieving the college mission.

The college is in transition with new expertise in the leadership of the college at the President's Office, Office of Research and Planning, and additional personnel in the Office of Instruction. These three key positions will be filled by the opening of the fall term 2008.

Additional assistance will be required in the Office of Research and Planning as faculty begin to conduct the assessment phase of student learning outcomes at the college level and the GE program.

B. Instructional Needs

Instructional needs are determined by academic divisions based on current and projected enrollments. The Division of Liberal Arts and Learning Resources and the Division of Social and Behavioral Sciences have the highest number of GE course offerings and sections each semester.

C. Research Needs

After completion of the first phase of implementation of student learning outcomes at the course level, research assistance will be required to conduct the assessment phase. At present, the specific mechanisms which will be available for the assessment phase have not been identified.

D. Technical, Equipment and Other Resource Needs

N/A

E. Facilities Needs

N/A

F. Marketing and Outreach Needs

Students should be advised through official publications of the availability of both the Associate Degree and the Certificate of Achievement options. Additionally, the following Associate Degrees were recently approved by the systems office and appear in the 2008-09 catalog:

- Fine and Applied Arts (new)
- General Studies (revised)
- Health Sciences (new)
- Liberal Studies (revised)
- Physical Science (revised)

G. Planning summary for 2008-09 Academic Year

In preparation for the next program review cycle, the following will be completed by the GE committee in the 2008-09 academic year

1. Student learning outcomes for GE courses

Complete templates for SLO for GE courses based on best practices and data obtained from course level SLO documents. Publish these on the institutional effectiveness website. Begin assessment process for written communication, oral communication, math competency and reading competency.

2. Student access for GE courses online

Draft recommendations to Curriculum Committee regarding student access to on-line degree requirements in the areas of oral communication, natural science labs and physical fitness assessment. Include recommendations about best practices,

articulation and transfer of on-line courses, and recommendations of the academic community.

3. Develop implementation plan for change in Cultural Diversity requirement

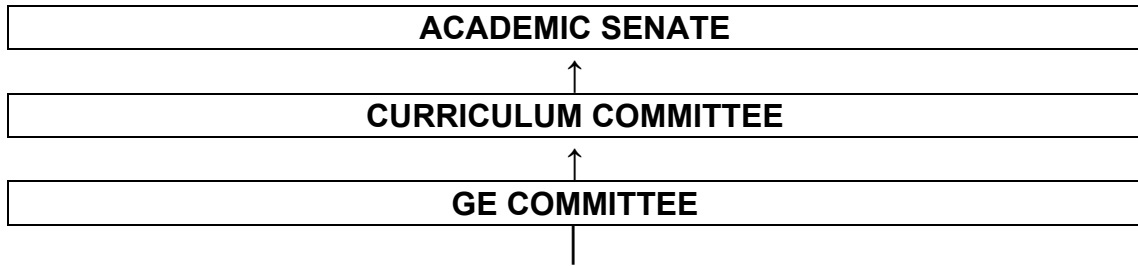
The GE committee finalized the proposed revision to the cultural diversity requirement in spring 2007. Committee members should draft a roll out plan for the proposed change in this requirement in order that it become effective in Fall 2009. See Appendix for text of the proposed new requirement

4. Update GE course offerings for Fall 2009 catalog

Courses added to the catalog in 2008-09 should be reviewed by faculty and added to the GE inventory.

Section IV: Appendices

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. SLO Assessment Forms**
- D. Data Sets**
- E. Proposed change in Cultural Diversity Requirement**
- F. Associate Degrees offered effective Fall 2008**



- 2007-08 Committee Members**
- | | |
|--------------------|------------------------------------|
| Mark Blethen | PE/ Athletics |
| Julie Brady-Jenner | ATAS |
| Rocky Cifone | Dean, Fine Arts |
| Ana Maria Cobos | Learning Resources |
| Tom DeDonno | Business Science |
| David Francisco | Articulation Officer |
| Gail Hooper | Counseling, Special Programs |
| Kent McFann | Fine Arts |
| Mike Petricig | Math Science, Engineering |
| Yvonne Price | Fine Arts, Classified Senate |
| Rajen Vurdien | Vice President, Instruction |
| Howard Adams | Chair |
| Linda Bashor | Curriculum Publications Specialist |

Appendix B

Five Year Staffing Profile

Does not apply to GE committee

Appendix C

Student Learning Outcomes for General Education

<i>GE Area</i>	<i>Source Courses</i>	<i>Student Learning Outcome Focus</i>
Language and Rationality Written Comm. Oral Comm.	ENG 1 SP 1, 5 BUS 102	Communication (personal expression and information acquisition) Focuses on reasoning and advocacy, organization, accuracy, the discovery, critical evaluation and reporting of information, reading, listening, speaking and writing effectively.
Math Competency	All MATH courses except MATH 351	Computation Focuses on the meaning of numerical data, logical thinking and portions of the scientific method.
Reading Competency	ENG 1B ENG 170 ENG 180 Or standardized examination scores	Communication Focuses on increasing and enhancing reading proficiency, helps students meet the challenges of college coursework, develops essential lifetime reading skills.

<i>GE Area</i>	<i>Source Courses</i>	<i>Student Learning Outcome Focus</i>
Information Competency	ANTH 2, 3, 4, 6, 8 BUS 102 CIM 1, 10 CCS 1, 2, 10 DANC 64 ENG 1B, 170 ENV 1, 18 FCS 115 FN 50 HIST 4, 5 12 16, 17 32 LIB 2, 100, 101 PSYC 1, 2, 7 SP 1, 2, 3	Information Competency Focuses on recognizing when information is needed and locate, evaluate, synthesize, and use information in its various formats. Includes critical evaluation, presentation, and social, legal, and ethical issues relation to information and its uses.

GE Area	Source Courses	Student Learning Outcome Focus
Breadth Requirements Fine Arts and Humanities -Arts, -Music, - -Theatre -Literature -Philosophy -History -Religion -International Language	Group A ARCH 12 ART 4 20 21 22 23 24 25 26 28 29 CA 29, 30 DANC 64 FASH 144 FA 27 HORT 115 ID 110, 122, 125 MUS 1, 20, 23, 24, 25, 26,27, 28, 29 PHOT 25 SP 32/TA32 TA 20, 22, 25, 26, 110 Group B ARAB 1, 2, 21 CHI 1, 2, 21 ENG 3, 4, 5, 15A, 15B, 17A, 17B, 18, 19, 20, 21A, 21B, 23A, 24, 25, 27A, 27B, 27E, 44, 50, 52, 142 FR 1, 2, 3, 4 GER 1, 2, 3, 4 HIST 4, 5 HUM 1, 3, 10A, 10B, 21, 25, IDS 21, 25 ITA 1, 2, 3, 4 21 JA 1, 2, 21 KOR 21 PRSN 1, 2, 3, 4 PHIL 1, 10, 15 SL 1, 2, 3, 4 SP 1 (or 1A &1B), 2, 3, 4, 20A, 20B, 21A, 21B SP 30 / TA 30	Creative, critical and analytic thinking Community/Global Consciousness and Responsibility Focuses on analyzing and appreciating works of philosophical, historical, literary, aesthetic and cultural importance. Develops awareness of the ways in which people have responded to themselves and the world around them; develops the ability to make value judgments.

GE Area	Source Courses	Student Learning Outcome Focus
Life Skills	ACCT 120 APSY 1, 140, 150, 151, 160 BUS 116 CDES 7 FASH 141 FCS 115, 42 FN 50, 64 GERO 101 HLTH 1, 3 HS 170, 175 PSYC 5, 7, 33 SPS 115, 205 WS 120	Community, global consciousness and responsibility Equips human beings for lifelong understanding and development of themselves as an integrated person.
Critical Thinking	ENG 1B, 170 PHIL 12 SP 2, 3	Creative, critical and analytic thinking Focuses on the development of principles of logical thought and critical evaluation of communication.
Physical Fitness	KNES 107 KNEA 107	Discipline/Subject area content Assesses physical fitness and awareness of appropriate exercise in a non-activity course.
Cultural Diversity <i>Proposed new title : Cultures in the United States</i>	This course list is in the process of re-evaluation and revision based on a new definition and a focus on <i>Cultures in the US</i> . Major changes include a proposal to remove language acquisition courses and focusing on courses which examine cultures that have been historically disadvantaged in the United States.	Community/Global consciousness and responsibility Proposed revisions focus on major conceptual issues relevant to understanding ethnicity, culture, race, and pluralism in the United States. These courses should provide the intellectual tools needed to better understand the concept of cultural identity.

Appendix D DATA SETS

Course enrollments were not analyzed for this report. Aggregate data on degrees awarded is as follows:

Year	Total	AA	AS
2006-07*	937	777	160
2005-06	955	809	146
2004-05	725	582	143
2003-04	835	670	165

Source: California Community Colleges Chancellor's Office Program Awards accessed July 16, 2008
*most current year available

Appendix E Proposed change in Cultural Diversity Requirement

Approved by GE Committee April 19, 2007

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES FOR GENERAL EDUCATION

Cultures in the United States

Background and Definition

The Saddleback College *Cultures in the United States* requirement replaces the former Cultural Diversity requirement. The foundation of the new requirement is based on undergraduate requirements at UC Berkeley which has been active since 1989 based on the recommendations of the Simmons Report at that institution. Starting in 2005, the Saddleback College Cross Cultural Committee reviewed the then current cultural diversity requirement and recommended changes based on increasing graduates' understanding of cultures in the United States.

Courses which meet the *Cultures in the United States* requirement focus on major themes in United States history, society, and culture and address major conceptual issues relevant to understanding ethnicity, culture, race, and pluralism in the United States. These courses should provide the intellectual tools needed to better understand the concept of cultural identity. They should take substantial account of those minority groups such as African Americans, American Indians, Asian Americans, and Chicanas/os/Latina/os and other minorities in the United States that have been historically disadvantaged and/or excluded from mainstream society.

Application for Approval of Courses to meet *Cultures in the United States* requirement

There is no "template" for *Cultures in the United States* courses. Faculty should submit a completely developed course outline which includes a complete list of assignments, details regarding lecture/discussion topics and a reading list.

The GE Committee will review course with the submitting faculty member. The faculty member should address the following:

1. How the course addresses theoretical and analytical issues relevant to understanding race, culture, and ethnicity in the United States?
2. How is the course integrative and comparative within the larger context of United States history, culture, economy, or environment?
3. How does the course take substantial account (50% or more) of minority groups such as African Americans, American Indians, Asian Americans, and Chicanos/as/Latinos/as and other minorities in the United States?

Appendix F

Associate Degrees Effective Fall 2008

Accounting	Software Specialist	Health Sciences
Accountant	Web Designer	History
Computerized Accounting	Webmaster	Horticulture
Tax Preparation	Computer Maintenance	Human Development
Administrative Assistant	Technology	Human Services
American Sign Language	Computer Science	Alcohol and Drug Studies
Interpreting	Construction Inspection	Corrections and Criminal
Anthropology	Consumer Services	Justice
Aquarium/Aquaculture Science	Cross Cultural Studies	Eating Disorders
Architectural Drafting	Culinary Arts	Family Services
Art	Catering	Human Services Generalist
Astronomy	Culinary Arts	Mentor and Prevention
Automotive Technology	Food Service	Victim Services/Domestic
Automotive Chassis	Dance	Violence
Automotive Engine	Drafting Technology	Humanities
Performance	Economics	Interior Design
Automotive Engine Service	Electronic Technology	International Language
General Automotive	Analog and Digital Circuit	Journalism
Mechanics	Digital Electronic Technology	Kinesiology
Biology	General Electronic	Landscape Design
Business Administration	Technology	Liberal Studies
Business Administration	Engineering	Marine Science Technology
Business and Commerce	English Literature	Marine Science Technician
Business Management	Environmental Studies	Seamanship
Business Leadership	Family and Consumer Sciences	Mathematics
Business Marketing	Fashion Design	Medical Assistant
International Business	Fashion Design	Administrative Medical
Professional Retailing	Advanced Fashion Design	Assistant
Retail Management	and	Clinical Medical Assistant
Small Business Management	Apparel Manufacturing	Medical Assistant
Chemistry	Fashion Merchandising	Music
Child Development	Visual Fashion	Natural Sciences
and Educational Studies	Merchandising	Nursing
Early Childhood Master	Fine and Applied Arts	Nutrition
Teacher	Foods	Oceanography
Early Childhood Teacher	General Studies	Paramedic
Infant and Toddler Teacher	Geographic Information Systems	Philosophy
Early Childhood Associate	Geography	Photography
Teacher	Geology	Physical Education (see
Cinema / Televisión / Radio	Gerontology	Kinesiology)
Computer and Information	Graphics	Physical Science
Management	Computer Graphics	Physics
Applications Developer	Graphic Communications	Political Science
E-Commerce Specialist	Graphic Design	Psychology
Network Administrator	Illustration/Animation	Radio / Television / Film

Rapid Digital Manufacturing

Real Estate

Real Estate Appraisal

Real Estate Escrow

Real Estate Sales/Broker

Social Sciences

Sociology

Speech/Communication

Theatre Arts Performance and

Acting

Theatre Arts Entertainment and

Theatre Technology

Travel and Tourism

Women's and Gender Studies