

# General Education Learning Outcomes



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Tell me and I forget. Teach me and I remember. Involve me and I learn. -

Benjamin Franklin -

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## General Education Learning Outcomes (GELOs)

### **COMMUNICATION**

*Students will listen, write, and speak effectively to communicate with academic and workplace audiences.*

### **COMMUNITY AND GLOBAL AWARENESS**

*Students will research, discuss, and participate in activities to analyze the complexities and issues in local and global communities.*

### **CRITICAL THINKING AND QUANTITATIVE REASONING**

*Students will use inquiry, logic, analysis, as well as mathematics, to deal effectively with real life and occupation-related problems.*

### **ACADEMIC AND CAREER DEVELOPMENT**

*Students will identify and use appropriate resources to set goals and be successful in college and career.*

### **INFORMATION AND TECHNOLOGY LITERACY**

*Students will locate, evaluate, synthesize, and present information to perform effectively in academic and workplace settings.*

## Process for Identifying GELOs -

Information gathered during the 2013 college wide listening tour identified the need for Durham Tech to revisit the general education knowledge/skills it believes all graduates should possess upon completion of the AA, AS, or AAS degree. College stakeholders were encouraged to come together to address this task. Below are highlights from their work.

- Team Charge – to review the viability and relevance of the existing General Education Learning - Outcomes. -
- Diversity of GELO Team – all members of the team were faculty, with the exception of one staff member -
  - Health Tech, Orange County Campus, ASUT and Developmental faculty were represented.
- Activities – reviewed program and course outcomes that had previously been provided to the Assistant Dean, Curriculum Development, current information on the web (programs of study) and data in the Student Learning Outcomes (SLO) database.
  - Discussed the origin of the original outcomes and how/why, in their current state, they have proven to be problematic.
  - The review of the existing SLO's has provided additional considerations for wording and consideration for skills applicable to all Durham Tech students and completers.
- The GELO team met with Faculty Council during its February 19, 2014 meeting to review and discuss their findings.
  - Members of Faculty Council were encouraged to take the information back to the areas they represented to gather additional feedback.
- Recommendations and rationale for the changes were presented to President's Leadership Council (April 2013).
  - At the request of President's Leadership Council, a college-wide review of the proposed GELOs took place (email disseminated to all Durham Tech employees and students).
- Additional revisions were made as a result of the college wide review and the President's Leadership Council adopted the revised GELOs during its May 27, 2014 meeting.

## Process for Reviewing GELOs

In addition to addressing recommendations to revise the existing GELOs, the team recommended that a process be developed for a periodic review of the GELOs to ensure that they remain relevant and current. The college reviews its strategic plan (& mission) every five years. It was recommended that the GELOs also be reviewed during this process, again, ensuring that all college priorities are aligned and maintain relevance and currency.

## Assessment of GELOs

GELOs are assessed within each program area at Durham Tech. During the 2014-15 academic year (year one of revised GELOs), program areas are encouraged to self-select a college GELO to assess for that year. A college body will be identified to oversee/monitor student learning assessment and will identify the GELO to be assessed, college-wide, in subsequent academic years.

Program AND service areas, as applicable, will assess the extent to which GELOs are attained by engaging students in discussions, assignments and projects that provide opportunities to develop these skills during their time at Durham Tech. The following are examples of how assignments, projects, tasks, etc. may capture the skill(s) being assessed (this is not an exhaustive list).

### Assessing Communication – the student will...

- Speak and write clearly and effectively.
- Read, comprehend, and follow directions.
- Organize and deliver an oral presentation.
- Identify self-strengths and needs for improvement as a communicator.
- Understand and employ the basics of grammar, syntax, and usage.
- Develop an effective writing process of planning, writing, and revising.
- Produce well researched and properly documented assignments.
- Produce assignments of various lengths and purposes (expository, persuasive, narrative, and descriptive).
- Adapt writing assignments to fit the specific audience and/or academic discipline being addressed listen to and give effective feedback to speakers.
- Prepare and deliver well-organized and coherent oral presentations, with a clear main point and supporting details.
- Speak in a manner appropriate to specific audiences.
- Defend a point of view with clear, logical, convincing arguments.

### Assessing Community and Global Awareness – the student will...

- Identify the social and ethical responsibilities of the individual in society.
- Demonstrate commitment to active citizenship by recognizing and evaluating important social, ecological, economical, and political issues.
- Demonstrate an understanding and appreciation for individual, social, and cultural diversity.
- Recognize their role as local, national, and global citizens.

### Assessing Critical Thinking and Quantitative Reasoning – the student will...

- Use logical and mathematical reasoning within the context of various disciplines.
- Interpret and use mathematical formulas.
- Interpret mathematical models such as graphs, tables and schematics and draw inferences from them.
- Use graphical, symbolic, and numerical methods to analyze organize, and interpret data.
- Estimate and consider answers to mathematical problems in order to determine reasonableness.
- Represent mathematical information numerically, symbolically, and visually, using graphs and charts.
- Demonstrate higher-order thinking skills, such as reasoning from evidence.
- Use mathematical principles and skills to help recognize, evaluate, and solve problems in everyday life and work-related situations.
- Exercise objectivity in analysis, interpretations, and conclusions.

- Demonstrate understanding of financial literacy.

Assessing Academic and Career Development – the student will...

- Demonstrate the ability to make professional and ethical decisions.
- Demonstrate the expected behaviors of successful students and professionals (e.g. integrity, attendance, etc.).
- Identify academic and professional development needs, determine resources and access appropriate services.
- Develop, implement, and evaluate progress towards achieving academic goals and career goals.
- Engage in self-assessment, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

Assessing Information and Technology Literacy – the student will...

- Demonstrate the ability to select the appropriate technologies for communicating effectively.
- Integrate computer application skills into professional and personal activities.
- Clearly articulate the purpose and goals of scholarly investigation.
- Identify credible sources of information.
- Use the resources available in libraries, including librarians, effectively.
- Critically evaluate the roles of various technologies in their lives.
- Demonstrate an understanding of plagiarism by using information within their work appropriately.

## Reporting GELO Assessment

GELO assessment, in addition to program and course level student learning outcomes assessment, is essential to measuring the level of skill proficiency Durham Tech students attain. Likewise, documentation of assessment activities serves as the evidence needed to support institutional accountability for introducing concepts, providing opportunities for students to apply the concepts and ensuring that students master the skills Durham Tech expects them to upon degree completion.

Each year, program personnel are asked to enter program, course-level and GELO assessment data into the Student Learning Outcomes (SLO) database found on the Research, Evaluation, Assessment and Planning website.

<http://www.durhamtech.edu/reap/planning/index.htm>

In many instances, program and/or course level outcomes are the same as the GELO. In this situation, when entering the assessment data for the program, be sure to check the box located on the data entry screen that indicates “GELO.”

## GELO Professional Development

Be sure to check the Teaching-Learning Center calendar (each term) for opportunities to learn more, hear how other programs assess Durham Tech’s GELOs and keep on top of best practices as they pertain to assessing student learning in general.

For program specific and individualized assistance, contact Research, Evaluation, Assessment and Planning (REAP).