



Office of the Vice President of Academic Affairs

December 14, 2017

TO: College Community Members % Representative Committees
RE: Combining General Education and Institutional Student Learning Outcomes

Dear Friends and Colleagues,

During the 2014-15 year a work group of academic faculty led a process to revise the WNC student learning outcomes. The purpose of the revision process was to modernize the scope of the outcomes and enhance the assessment of student achievement.

Two sets of outcomes were developed:

- General Education Student Learning Outcomes (GESLOs), designed to guide the curriculum and assessment activities in our general education areas and in accordance with NWCCU standards;
- Institutional Student Learning Outcomes (ISLOs), designed as a universal connection between all college curriculum for course, program, and strategic planning.

During the Fall 2017 'all academics' meeting (8-16-2017), it was suggested that the college **consider combining the two sets of outcomes into a single set**; indeed, the language and spirit of the two sets of outcomes are similar, if not identical, in many cases.

In August 2017, the General Education Committee reviewed the language and passed a motion to remove the existing GESLOs and allow the first six ISLOs to play a dual role as both general education and institutional outcomes (see minutes 8-25-2017). In September 2017, the Curriculum Committee unanimously passed a motion recommending the same action (see minutes 9-15-2017).

It is important to note that the college is not doing away with outcomes designed to guide general education; rather, when talking specifically about "general education" components, we will focus on the first six items in our new set of *WNC Student Learning Outcomes*.

To ensure sufficient community notice of this adjustment, this memo will be distributed to SPFIE, College Council, Academic Senate, Administrative Senate, and Classified Council. Discussions and any feedback are welcome with the goal in mind that adjustments to the WNC website and the 2018-19 academic program guide must be completed by February 1, 2018. Any concerns or questions about the proposed revision should be directed to my office; I will share these with the General Education and Curriculum Committees as necessary.

Thank you in advance for your consideration,

Scott Morrison
Interim Vice President of Academic Affairs
Western Nevada College



Existing Model:

GESLOs	ISLOs
<p>WORKING KNOWLEDGE – Demonstrate working knowledge of key concepts, principles, themes, and major content areas needed to explain and solve discipline-specific problems.</p> <p>WRITTEN COMMUNICATION – Present substantially error-free prose suitable in style and content to the purpose of the document and the audience.</p> <p>QUANTITATIVE LITERACY – Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields.</p> <p>INFORMATION LITERACY – Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers.</p> <p>DIVERSITY AND SOCIETY – Describe diverse historical and/or contemporary positions on selected democratic values or practices.</p> <p>CRITICAL THINKING – Use critical thinking and appropriate problem solving methods to address significant or enduring problems.</p>	<p>WORKING KNOWLEDGE– Identify, describe, and apply information, theories, methodologies and approaches from the sciences, social sciences, and humanities/arts.</p> <p>WRITTEN COMMUNICATION – Write effective projects, papers, and reports.</p> <p>QUANTITATIVE LITERACY – Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields.</p> <p>INFORMATION LITERACY – Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers.</p> <p>DIVERSITY AND SOCIETY – Describe diverse historical and/or contemporary positions on selected democratic values or practices.</p> <p>CRITICAL THINKING – Integrate knowledge and skills from the study of sciences, mathematics, social sciences, and the humanities/arts to think critically about and develop solutions to contemporary and/or enduring problems.</p> <p>CAREER PREPARATION – Identify, describe, and apply information in the discipline or career area of their choice sufficient for further study and/ or demonstrate competencies required to succeed in the workplace.</p>

Proposed Model:

Western Nevada College Student Learning Outcomes
<p>WORKING KNOWLEDGE– Identify, describe, and apply information, theories, methodologies and approaches from the sciences, social sciences, and humanities/arts.</p> <p>WRITTEN COMMUNICATION – Write effective projects, papers, and reports.</p> <p>QUANTITATIVE LITERACY – Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields.</p> <p>INFORMATION LITERACY – Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers.</p> <p>DIVERSITY AND SOCIETY – Describe diverse historical and/or contemporary positions on selected democratic values or practices.</p> <p>CRITICAL THINKING – Integrate knowledge and skills from the study of sciences, mathematics, social sciences, and the humanities/arts to think critically about and develop solutions to contemporary and/or enduring problems.</p> <p>CAREER PREPARATION – Identify, describe, and apply information in the discipline or career area of their choice sufficient for further study and/ or demonstrate competencies required to succeed in the workplace.</p>