

GENERAL EDUCATION OUTCOMES
Shoreline Community College
Spring, 2001

Introduction: The General Education Curriculum at Shoreline Community College is built on a unique set of outcomes, designed to provide our students with the skills, knowledge and awareness they will need to make informed decisions, lead healthy and productive lives, and contribute to the global community as lifelong learners. Through various experiences in many different courses, students learn to place their personal knowledge in a wider framework, to expand their understanding of themselves and others, and to integrate their learning across traditional subject boundaries. The curriculum emphasizes strong skills in communication and analytic thought, as well as broad knowledge in the major areas of human learning: science, social science, arts and humanities.

QUANTITATIVE REASONING

<p>Students will demonstrate college-level skills and knowledge in applying the principles of mathematics and logic.</p>

- I. Perform basic arithmetical and algebraic computations**
 - A. Addition, subtraction, multiplication and division.
 - B. Estimate answers.
 - C. Use equations to find unknowns.
 - D. Express quantitative results using appropriate units of measurement.
 - E. Use size and orders of magnitude appropriately.

- II. Use and manipulate quantitative information to draw conclusions.**
 - A. Reduce information to symbolic form.
 - B. Draw conclusions based on symbolic manipulation.
 - C. Choose appropriate mathematical/logical techniques to organize and analyze information using equations, tables or graphs.
 - D. Move between written, symbolic, numeric, visual and graphic forms during analysis.
 - E. Assess reasonableness of quantitative conclusions.
 - F. Use quantitative techniques to validate conclusions.
 - G. Construct abstract models of actual events that can predict outcomes.

- III. Communicate clearly using quantitative information.**
 - A. Express quantitative conclusions in written, symbolic, numeric and graphic form.
 - B. Assess which forms communicate most clearly to a given audience.

COMMUNICATION

Students will read, write, speak in, and listen to college-level English. Effective communication incorporates awareness of the social nature of communication and the effects of ethnicity, age, culture, gender, sexual orientation and ability on sending and receiving oral, non-verbal, and written messages.

- I. Listen to, understand, evaluate and respond to verbal and non-verbal messages.**
- II. Comprehend, analyze and evaluate information in a given text (such as a story, essay, poem, textbook, etc.).**
- III. Formulate and verbally express focused, coherent, and organized information, ideas, and opinions, with style and content appropriate for the purpose and audience, in a variety of communication contexts, such as one-on-one situations, small groups and classes.**
- IV. Formulate and express information, ideas and opinions in mechanically sound written forms that have a clear purpose, focus, thesis and organization; that are appropriate for their audience in content and style; and that support, clarify, and expand complex ideas with relevant details, examples and arguments.**
- V. Use supplemental materials (visual, auditory, etc.) to support verbal or written communication; comprehend and evaluate visual messages such as pictures, graphs, and other printed or electronic material.**
- VI. Assess themselves as communicators, based on the standards of clear and effective communication expressed or implied above and make adjustments and improvements in their communication strategies.**

MULTICULTURAL UNDERSTANDING

Students will demonstrate understanding of issues related to race, social class, gender, sexual orientation, disabilities and culture and the role these issues play in the distribution of power and privilege in the United States.

- I. Demonstrate awareness and knowledge of contemporary culture in the context of comparative US history as it relates to race, social class, gender, sexual orientation, disabilities and culture.**
 - A. Compare histories of diverse peoples in the US.
 - B. Articulate concepts of culture and cultural identity.

- II. Using awareness and knowledge about multiculturalism and various groups in the United States, identify issues of power and privilege that exist in all interactions.**
 - A. Students will describe personal and institutional biases, emotional responses, behaviors, practices and language that impact individuals and groups.
 - B. Students will describe specific benefits and costs to individuals and groups directly related to race, social class, gender, sexual orientation, disability and culture.

- III. Function effectively in multicultural settings.**
 - A. Use appropriate communication strategies to work through differences.
 - B. Make judgments and decisions by considering as many points of view as possible.
 - C. Recognize individual power and privilege.

- IV. Demonstrate awareness, knowledge, and skills in creating greater equity and social justice.**
 - A. Identify the benefits of multicultural understanding for personal and global survival and growth.
 - B. Adapt constructively to situations in which race, social class, gender, sexual orientation, disability and culture affect people's experiences.

INFORMATION LITERACY

Students will access, use and evaluate information in a variety of formats, keeping in mind social, legal and ethical issues surrounding information access in today's society.

- I. Define and articulate a need for information.**
 - A. Identify an information need.
 - B. Formulate questions based on the information need.
 - C. Identify key concepts and terms that describe the information need.

- II. Locate, access and use information from a variety of sources.**
 - A. Identify existing and emerging information resources.
 - B. Select and use the most appropriate tools and strategies for accessing needed information.
 - C. Use information to accomplish a specific purpose.
 - D. Apply information retrieval and selection skills and concepts to emerging technologies.

- III. Identify the basic principles of how information is produced, stored, organized, transmitted and accessed.**
 - A. Identify basic concepts of information organization, in online, print and other formats.
 - B. Identify the basic structural features of an information system and how they are used.
 - C. Evaluate the effect of emerging technologies on information production, storage, organization, transmission and access.

- IV. Critically evaluate information and its sources.**
 - A. Extract relevant information from a source.
 - B. Evaluate online and print sources for objectivity, authority, accuracy, and currency.

- V. Use information, considering the economic, legal, ethical and social issues surrounding its access and use.**
 - A. Identify the role of information in personal, professional and academic areas.
 - B. Discuss the changing nature and role of information and information access and privacy issues in society.
 - C. Use information ethically and legally, considering issues such as plagiarism and copyright.

GENERAL INTELLECTUAL ABILITIES

Students will think critically within a discipline, identify connections and relationships among disciplines, and use an integrated approach to analyze new situations.

I. Think critically within a discipline:

- A. Identify and express concepts, terms and facts related to a specific discipline.
- B. Recognize how the values and biases in different disciplines can affect the ways in which data is analyzed.
- C. Discuss issues and questions within a discipline.
- D. Identify, interpret and evaluate pertinent data and previous experience to reach conclusions.
- E. Evaluate decisions by analyzing outcomes and the impact of actions.

II. Identify connections and relationships among disciplines:

- A. Identify similarities and differences in the ways in which data is collected and analyzed in different disciplines.
- B. Discuss consequences of expressed and tacit assumptions in specific disciplines.
- C. Collect and analyze relevant data for a specific issue.
- D. Expand perspectives by identifying and evaluating connections and relationships among disciplines.

III. Use an integrated approach to problem solving in new and potentially ambiguous situations.

- A. Identify information, skills, experience and abilities acquired in various academic and professional fields to facilitate problem solving in new circumstances.
- B. Describe how one's own preconceptions, biases and values affect one's response to new and ambiguous situations.
- C. Use various strategies of inquiry, to reach conclusions in new and ambiguous situations.
- D. Recognize, acknowledge and accept ambiguity.

GLOBAL AWARENESS

Students will demonstrate understanding and awareness of issues related to, and consequences of, the growing global interdependence of diverse societies by integrating knowledge from multiple disciplines. Students will describe how social, cultural, political, and economic values and norms interact.

- I. Recognize the value and significance of artistic and religious expressions in various world cultures.**
- II. Articulate the values and beliefs that influence humans in seeking identity and meaning within their culture.**
- III. Describe the impact of global interdependence on local cultures including those within the United States.**
- IV. Identify the origin of events that have led to contemporary global conflict, competition, and cooperation.**
- V. Demonstrate awareness and knowledge of the economic forces that have led to the interdependence of national economies and the imbalance of distribution of wealth.**
- VI. Demonstrate knowledge of the impact of global interdependence on the natural world.**

Summary: These General Education outcomes are broad statements of what students should ideally be able to do after completing Shoreline's Associate in Arts and Sciences or Associate in Science degree. The College is committed to providing each student with the opportunity to attain these outcomes; however, individual attainment within and among the outcome areas will vary according to each student's ability, readiness and level of commitment. The outcomes are also integrated as appropriate within the degrees and certificates offered through each of the professional/technical programs.