

## PCC Core Outcomes

PCC Core Outcomes were created in the mid to late 90's (?) probably by a task force of the Educational Advisory Council (EAC). They were created before there was an intent to assess them. The language was tweaked slightly in 2007—and, when this was done, the EAC tasked the newly formed LAC to consider redefining/rewording. This was not done because the LAC had other priorities. Now that we have a sense of assessing the Core Outcomes, it is time to re-evaluate them (as should be done for all outcomes periodically).

Note: PCC's transfer and gen ed degrees (AS, ASOT, AAOT, AGS) have the Core Outcomes as their basis.

---

### **PCC: Communication:**

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

### **PCC: Community and Environmental Responsibility:**

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

### **PCC: Critical Thinking and Problem Solving:**

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

### **PCC: Cultural Awareness:**

Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

### **PCC: Professional Competence:**

Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

### **PCC: Self-Reflection:**

Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

## AAC&U Essential Learning Outcomes

Oregon is a LEAP (Liberal Education & America's Promise) state under the Oregon University System (OUS). OUS is dissolving. The Higher Education Coordinating Commission (HECC) replacing it – which means community colleges and universities are under the same system now. LEAP embraces the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes. The Essential Learning Outcomes are intended to be developed by a liberal arts education.

Each of these outcomes has a rubric. The rubrics were created by teams of faculty and educational professionals from over 100 institutions of higher education, then the vetting process began where faculty used the rubrics against their student work. The rubrics are free and can be edited. They are being used across the world.

Below, each Essential Learning Outcome is given with the definition found in the rubric.

---

### **AAC&U: Civic Engagement**

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

### **AAC&U: Creative Thinking**

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

### **AAC&U: Critical Thinking**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

### **AAC&U: Ethical Reasoning**

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

### **AAC&U: Global Learning**

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

**AAC&U: Information Literacy**

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. -  
Adopted from the National Forum on Information Literacy

**AAC&U: Inquiry and Analysis**

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

**AAC&U: Integrative Learning**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

**AAC&U: Intercultural Knowledge and Competence**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

**AAC&U: Foundations and Skills for Lifelong Learning**

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, [www.see-educoop.net/education\\_in/pdf/lifelong-oth-enl-t02.pdf](http://www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf).)

**AAC&U: Oral Communications**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

**AAC&U: Problem Solving**

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

**AAC&U: Quantitative Literacy**

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

### **AAC&U: Reading**

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From [www.rand.org/pubs/research\\_briefs/RB8024/index1.html](http://www.rand.org/pubs/research_briefs/RB8024/index1.html))

### **AAC&U: Teamwork**

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

### **AAC&U: Written Communication**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

## **Strategic Plan comments (discussed briefly last meeting and were in Google Drive)**

### **LAC DRAFT Statements For Strategic Planning**

**#1 CIC Priority Statement:** Provide professional development to empower faculty and staff with knowledge and skills to contribute to student success and completion

Assessment Related statements:

1. Strengthen instructional support so all teachers have an opportunity to learn about new research with adult learning and to develop effective practices for their program/discipline. Include in professional learning the methods of assessment that could be used for both instructional and SAC-level work to measure the effectiveness.
2. Create ways to recognize and celebrate risk-taking and innovation in teaching practices. Include in professional learning the methods of assessment that could be used for both instructional and SAC-level work to measure the effectiveness of innovation and risk-taking. Create structures of communication and support to share and build upon successful teaching practices.
3. Create opportunities for leaders of assessment work in SAC to have training and collaboration events.

**#2 CIC Priority Statement:** Improve internal communication and collaboration throughout the organization

1. Collaboration focused on teaching and assessment can be some of the best professional development available. It also helps faculty reach an appropriate level of consistency for the course between multiple course sections and between pre- and post- requisite courses. This supports student learning and success for course outcomes as well as degree/certificate outcomes. Create structures, incentives, and time for this type of focused collaboration within SACs, and when appropriate, between SACs for both FT and adjunct faculty.

2. Address communication concerns. Create ways to support faculty development of common understanding and common language around assessment practices for the college and for their particular programs/disciplines.
3. Ensure that academic leaders (department chairs, SAC chairs, deans liaisons) communicate clear expectations about the importance of assessment. ~~and that they hold SACs and individual faculty responsible for participation in assessment activities as appropriately defined by job classification.~~ *[Note: In the meeting, we decided to strike-out the last part of this statement. Rationale: We need to slowly “build-up” expectations of assessment. Also, this recommendation has a very top-down feel. Faculty members on strategic planning might react negatively - and faculty generally might react negatively.]*