

# Mapping General Education Goals for an Associate Degree Program

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Stacy Gehrig & Michael Sloan

Explore how program planners and curriculum writers can use a program matrix to identify in which courses knowledge and skills relating to general education and program goals are being introduced, reinforced, or demonstrated.

How do we know that students have learned what we taught them?

Which one of us is responsible for our students' education?

What role do you play in preparing our graduates for further education or a career after graduation?

Teach them to be writers? Teach them math principles? Teach them mechanical skills? Teach them communication strategies? Teach them learning theory?

What roles do other play?

How does my instruction contribute to our graduates' competency?


Do students master our subjects when we are teaching them or when they apply them in later classes?

When do we want our students to demonstrate competency?

Whose responsibility is it to address general education and program goals of our graduates?

COMBINATORIAL PILLOW TALK

How do I love thee? Let me count the ways. Suppose there are  $n$  ways of loving someone and I can love you in any  $k$  of them. Assuming order doesn't matter, there are simply  $\binom{n}{k} = \frac{n!}{(n-k)!k!}$  ways. If order does matter - eg, if buying you flowers on Monday and taking you to a show on Tuesday differs from taking you to a show on Monday and buying you flowers on Tuesday then we have  $\frac{n!}{(n-k)!}$ , or  $\binom{n}{k}k!$  - but what if I can love you in  $k$  ways, then  $m$  ways? This scenario requires the multichoose operation

$$\binom{n}{k, m} = \frac{n!}{k!(n-k)! \cdot m!(n-k-m)! \dots}$$


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# Can learning be a continuous process?

- The knowledge learned today could be understood tomorrow.
- Understanding may lead a student to apply her knowledge to resolve a new issue.
- After applying her understanding a few times, the learner may analyze the concepts and their relationships.
- Analysis may cause the learner to adapt, innovate, or synthesize their understanding of the concepts to create new cognitive constructs.
- Finally, they could evaluate whether it was good!

# How do we organize for sustained learning?

- General Education Goals
  - Instruction based learning
  - Non-instruction based learning
- Program Goals
  - Instruction based learning
  - Non-instruction based learning
- Course Objectives
- Lesson Objectives

# How do our efforts contribute to student goal attainment?

- What does each interaction, activity, lesson, course, semester contribute to student success?
- What does each course contribute to the program goals?
- What does each course contribute to the general education goals?

## Culinary Arts Management General Education Goal Attainment

	The student is able to read and think critically.	The student is able to communicate clearly and effectively.	The student has the ability to use mathematical skills.	The student has awareness of his/her own values as well as understanding of tolerance for others' values.	The student has an awareness/appreciation for his/her own culture as well as other cultures/viewpoints.	The student can work collaboratively.	The student has the attitudes and skills required to function in a technological society.	The student has the intellectual skills needed for continued learning.	The student has learned knowledge-building skills.	The student has an awareness of the world knowledge and the tools necessary to gain information needed to function as a responsible, productive, and ethical member of society.
CA 150			R		I	I	I	R	I	
CA 151			R			I	I	R	I	
ENGL 105 or ENGL 110		I					I	I	I	I
BUS 120 or Approved Mathematics			I				I	I	I	
HOS 110	R			I			I	R	R	R
CA 153			R		I	R	I	R	R	
CA 253			R		R	D		R	R	
CA 212			R				R	R	R	R
CA 213			R				R	R	R	R
HLTH 120								R	R	
Social Science	R	R		R	I			R	R	
CA 155			R			R		R	R	
CA 157			R			R		R	R	
CA 211					R		R	R	R	R
CA 215	R		R	R	D		R	R	R	R
Laboratory Science							R	R	R	
CA 156			R		R	D		R	R	
CA 220		D	D	D	D	D	D	D	D	D
CA 225		D	D	D	D	D	D	D	D	D
COMM 110		D						R	R	
Humanities	R			R				R	R	R
CA 175			D		D	D	D	D	D	D
Economics	D	R						R	R	

# What do you think?

- Develop college-level assessment projects similar to the writing assessment pilot project?
- Focus on end-of-program assessment for assessing general education goals?

# Questions/Concerns

