




Andrea C. Wade, Ph.D.
Provost and Vice President, Academic Services

TO: Campus Community
Mark Ernsthausen, Faculty Senate President

FROM: Dr. Andrea C. Wade 
Provost and Vice President, Academic Services

DATE: July 28, 2016

SUBJECT: Response to Final Recommendations for Implementation of MCC General Education Requirements and Institutional Learning Outcomes

Since the fall of 2015, the MCC General Education Implementation Team has been working to accomplish their charge to:

- 1) Finalize a list of learning outcomes that will serve as the foundation of the College's local general education program, with a compatible set of Institutional Learning Outcomes (ILOs).
- 2) Develop a comprehensive implementation plan that will transition the College to its new general education program, and fulfill important associated goals.
- 3) Submit a final plan that includes an aggressive timeline, culminating with students matriculating in fall 2017 under the new local general education plan.

The memo outlining the detailed charge is attached.

The Implementation team presented a recommendation that ILOs be aligned with the new proposed MCC general education outcomes that were approved by the Faculty Senate in 2014. Four proposed ILOs are identical to four of the new MCC general education outcomes, and the remaining two are derived from one of the new General Education outcomes. A May 9, 2016 Tribune announcement gave the campus community an opportunity to review and provide feedback on the proposed ILOs, as did a May 5, 2016 presentation to the Faculty Senate. The MCC Faculty Senate voted in June 2016 to accept and approve the new ILOs. The general education and ILO implementation plan was also vetted by the community and the Faculty Senate in June 2016, without objection [See detailed implementation plan, attached].

Having fully reviewed all reports and associated recommendations from the Institutional Outcomes Working Group, the Re-Imagine, Re-Invent, and Re-Engineer General Education Committee, and the MCC General Education Implementation Team, I concur with the Faculty Senate, and accept the findings of these teams (specifically, as follows):

1) Institutional Learning Outcomes

Upon the successful completion of any credit-based credential at Monroe Community College, a graduate will be able to:

- Engage in discipline-based inquiry or problem-solving.
- Apply research techniques to locate and utilize valid sources of information.
- Use technology in discipline-specific ways to further educational or occupational goals.
- Express the application of personal, educational, or professional values to ethics-based decision-making.
- Communicate effectively in academic or professional settings.
 - Write effectively in a discipline-based context; OR
 - Engage in effective oral communication in a discipline-based context.*

*For students in degree programs, this ILO will be fulfilled by meeting both the written and oral communication outcomes. For students in certificate programs, fulfillment of this ILO will be satisfied by meeting either the written or the oral communication learning outcomes.

2) MCC Outcomes-Based General Education

Upon the successful completion of a degree, a Monroe Community College graduate will be able to:

- Write effectively in a discipline-specific context.
- Engage in effective oral communication in a discipline-specific context.
- Apply discipline-specific scientific reasoning to argument or analysis.
- Engage in discipline-based inquiry or problem solving.
- Analyze domestic political, economic, or social issues from various points of view.
- Examine global issues from various perspectives.
- Apply research techniques to locate and utilize valid sources of information.
- Apply quantitative analysis to solve discipline-specific problems, analyze patterns and trends, or evaluate data.
- Use technology in discipline-specific ways to further educational or occupational goals.
- Express the application of personal, educational, or professional values to ethics-based decision making.
- Discuss various aspects of cultural expression.
- Apply physical fitness principles and practices to a personal wellness plan.

3) Implementation Plan as described in the June 29, 2016 memo with final recommendations for implementation of MCC-GER and ILOs

Recognizing that the need may arise to make adjustments in the timeline or process, the balance of the implementation plan recommendations as described in the June 29, 2016 Memo are also accepted.

To continue the process of implementation, I request that the Faculty Senate form an ad hoc subcommittee of the Curriculum Committee, jointly charged by my office and the President of the Faculty Senate, to direct and oversee the implementation of these recommendations. This committee should be put in place as soon as is feasible so that the work can begin to meet the desired timeline. I recommend that the membership should include individuals who have served on the committees and workgroups that contributed towards the development of the revise Gen Ed plan, and that the Provost and Faculty Senate President should each appoint an equal number of members to this committee.

Finally, I would like to acknowledge the work and contributions of the MCC General Education Implementation Team, the Re-Imagine, Re-Invent, and Re-Engineer General Education Committee, and the Institutional Outcomes Working Group for their combined efforts in contributing to this recommendation. I am confident that these changes will assist MCC in offering educational programs that facilitate both broad and deep learning across the curriculum, while allowing the flexibility to infuse outcomes within courses to meet specific program needs or requirements.

cc:

Dr. Anne M. Kress, President

Vice President Todd Oldham, Economic Development and Innovative Workforce Service

MaryJo Witz, Interim Dean, Curriculum and Program Development

Attachments:


- 1) October 19, 2015 Memo Appointing and Charging the MCC General Education Implementation Team from Provost Andrea C. Wade
- 2) June 29, 2016 Memo with Final recommendations for Implementation of MCC-GER and ILOs from Mark Ernsthausen and MaryJo Witz, Interim Dean, Co-Chairs, MCC General Education/Institutional Learning Outcomes Implementation Team



Andrea C. Wade, Ph.D.

Provost and Vice President, Academic Services

TO: Natasha Christensen, Chair, Anthropology/History/Political Science/Sociology
Amy Burtner, Associate Professor, English/Philosophy
Mary DiSano, Professor, Chemistry
Paul Emerick, Associate Professor, Biology
Mark Ernsthausen, Faculty Senate President, Professor, Mathematics (co-chair)
Jason France, Program Coordinator, Public Safety Training Facility
Michael Heel, Assistant Director, Curriculum and Assessment
Emily Putnam, Assistant Professor, Mathematics
Betsy Ripton, Registrar, Registration and Records
Krista Rodriguez, Associate Professor, Health Professions
Teresa Schichler, Program Coordinator, Workforce Development
Gary Thompson, Professor, Law and Criminal Justice
MaryJo Witz, Interim Dean, Curriculum and Program Development (co-chair)

FROM: Dr. Andrea C. Wade 
Provost and Vice President, Academic Services

DATE: October 19, 2015

SUBJECT: MCC General Education Implementation Team

I am writing to invite you to serve on MCC's General Education Implementation Team. For the past several years, the College has engaged in important research in rethinking MCC's approach to general education. As part of this inquiry, the College also has chosen to reconsider its formulation of institutional learning outcomes (ILOs). I believe that Monroe Community College is ready to "turn the corner" on both of these endeavors, and hereby charge you, the members of MCC's General Education Implementation Team, to complete the following goals and their associated tasks:

Committee Charge:

- 1) Reference the work products of the Re-Imagine, Re-Invent, and Re-Engineer General Education Committee and the Institutional Outcomes Working Group, to finalize a list of learning outcomes that will serve as the foundation of the College's local general education program and a subset of those outcomes that will serve as its ILOs. In completing this part of your work, the team should
 - a) develop a publishable narrative statement that clearly identifies the College's new local general education program and its institutional learning outcomes for all stakeholders;
 - b) work from the outcomes that both committees have considered, without further revisions or edits to outcomes that have been publicly discussed and approved by the Faculty Senate;

- c) refrain from revisiting the work of the 3R Committee or ILO Workgroup to perform additional research, except any that might inform aspects of the publicizing or development of an implementation plan.
- 2) Develop a comprehensive implementation plan that will transition the College to its new general education program, and fulfill important associated goals. The implementation plan:
- a) should be sustainable, meaning that it is simple, clearly articulated, and easily assessed;
 - b) should be informed by current and historic institutional practices, but not be confined by them;
 - c) must be consistent the SUNY Seamless Transfer Resolution and in compliance with SUNY and MSCHE standards for general education;
 - d) should be implementable with currently-available technology, personnel, and resources;
 - e) must clearly establish precise duties assigned to specific people, offices, and departments, and outline benchmark timeline goals of completion at each stage of implementation;
 - f) should align outcomes with courses taught by logical content experts, when feasible;
 - g) should allow for flexibility to infuse outcomes with program courses to meet specific program needs or requirements;
 - h) should include a plan for assessment of General Education, indicating the responsible offices or individuals;
 - i) produces a general education program that reviews and rightsizes the current diversity of general education curriculum offerings in light of the need to narrow student pathways for successful completion of degrees consistent with the Academies Model;
 - j) should establish clear rules and standards for management of the general education program, with particular attention paid to developing an implementation plan that:
 - i) clearly defines how courses will qualify to be designated as part of the local general education program;
 - ii) specifies an approval process allows for individual courses to be added or withdrawn as Gen Eds with relative ease;
 - iii) leverages the flexibility of an outcomes-based general education program, without sacrificing expectations for academic rigor;
- 3) Submit a final plan that includes an aggressive timeline, in which the first step(s) of implementation begin prior to the end of this academic year, and culminating with students matriculating in fall 2017 under the new local general education plan.

I ask that this important work be completed as quickly as possible, and that this team's final report be submitted to me no later than March 15, 2016.

Please respond to me by November 6, with a copy to the Co-Chairperson, MaryJo Witz, to accept this invitation. The first meeting will be scheduled to try to accommodate participants' schedules, if possible.

cc: Todd Oldham, Vice President, Economic Development and Innovative Workforce Service



To: Andrea Wade, Provost and Vice President, Academic Services
From: Mark Ernsthause, Faculty Senate President *ME*
MaryJo Witz, Interim Dean, Curriculum and Program Development *MW*
Co-Chairs, MCC General Education/Institutional Learning Outcomes Implementation Team
Date: June 29, 2016
Subject: Final Recommendations for Implementation of MCC-GER and ILOs

The MCC General Education/Institutional Learning Outcome Implementation Team is submitting for your approval the following summary of the Faculty Senate-approved General Education Program and finalized Institutional Learning Outcomes, as well as a plan for implementing both sets of outcomes. We look forward to your feedback and the ultimate acceptance and implementation of an outcomes-based general education plan that is integrated with MCC's Institutional Learning Outcomes.

MCC's Institutional Learning Outcomes

Upon the successful completion of any credit-based credential at Monroe Community College, a graduate will be able to:

- Engage in discipline-based inquiry or problem-solving. (CT)
- Apply research techniques to locate and utilize valid sources of information. (IL)
- Use technology in discipline-specific ways to further educational or occupational goals. (TL)
- Express the application of personal, educational, or professional values to ethics-based decision-making. (VE)
- Communicate effectively in academic or professional settings.

The first four ILOs are also required outcomes of MCC's proposed local general education program. The fifth ILO is an expression of two proposed local general education outcomes:

- Write effectively in a discipline-based context. (BCW)
- Engage in effective oral communication in a discipline-based context. (BCO)

For students in degree programs, this ILO will be fulfilled by meeting both the written and oral communication outcomes. For students in certificate programs, fulfillment of this ILO will be satisfied by meeting either the written or the oral communication learning outcome. Assessment of ILOs shall be undertaken concurrently with assessment of the general education learning outcomes (GELOs).

Proposed MCC Outcomes-Based General Education Program

Upon the successful completion of a degree, a Monroe Community College graduate will be able to:

- Write effectively in a discipline-specific context.
- Engage in effective oral communication in a discipline-specific context.
- Apply discipline-specific scientific reasoning to argument or analysis.
- Engage in discipline-based inquiry or problem solving.
- Analyze domestic political, economic, or social issues from various points of view.
- Examine global issues from various perspectives.
- Apply research techniques to locate and utilize valid sources of information.
- Apply quantitative analysis to solve discipline-specific problems, analyze patterns and trends, or evaluate data.
- Use technology in discipline-specific ways to further educational or occupational goals.
- Express the application of personal, educational, or professional values to ethics-based decision making.
- Discuss various aspects of cultural expression.
- Apply physical fitness principles and practices to a personal wellness plan.

The 12 MCC General Education (MCC-GER) Learning Outcomes (GELOs) are broken into the following two groups:

Knowledge Areas:

1. **Scientific Reasoning (SCI):** Apply discipline-specific scientific reasoning to argument or analysis.
2. **Social Science and Diversity (SSD):** Analyze domestic political, economic, or social issues from various points of view.
3. **Quantitative Literacy (QL):** Apply quantitative analysis to solve discipline-specific problems, analyze patterns and trends, or evaluate data.
4. **Arts and Humanities (AH):** Discuss various aspects of cultural expression.
5. **Global Understanding (GLO):** Examine global issues from various perspectives.
6. **Health and Wellness (HW):** Apply physical fitness principles and practices to a personal wellness plan.

In order for a course to qualify as meeting an MCC Knowledge Area GELO, the following rules will be used:

- At least 50% of course learning (as demonstrated by CLOs and course outline) is dedicated to that knowledge area; AND
- The course can be shown to specifically fulfill a particular knowledge area outcome; **OR** the course fulfills corresponding SUNY Learning Outcomes that have been mapped to the knowledge area.

A course may satisfy a maximum of two (2) Knowledge Areas.

Skills and Competencies:

1. **Writing (BCW):** Write effectively in a discipline-specific context.
2. **Speaking (BCO):** Engage in effective oral communication in a discipline-specific context.
3. **Information Literacy (IL):** Apply research techniques to locate and utilize valid sources of information.
4. **Technological Literacy (TL):** Use Technology in discipline-specific ways to further educational or occupational goals.
5. **Critical Thinking (CT):** Engage in discipline-based inquiry or problem-solving.
6. **Values and Ethics (VE):** Express the application of personal, educational, or professional values to ethics-based decision-making.

In order for a course to qualify as meeting an MCC Skill or Competency GELO, the following rules will be used:

- At least 25% of course learning (as demonstrated by CLOs and course outline) is dedicated to that skill or competency
- The course can be shown to specifically fulfill a particular knowledge area outcome; **OR** the course fulfills corresponding SUNY Learning Outcomes that have been mapped to the knowledge area.

A course may satisfy a maximum of four (4) Skills and/or Competencies.

Any single course may satisfy up to a maximum of four (4) Knowledge Areas and/or Skills and Competencies GELOs. Faculty may designate courses as meeting MCC GELOs in any of the following potential combinations:

- 1-2 Knowledge Areas + 0 Skills and Competencies
- 1 Knowledge Area + up to 3 Skills and Competencies
- 2 Knowledge Areas + up to 2 Skills and Competencies
- 0 Knowledge Areas + up to 4 Skills and Competencies

Integration of ILOs and MCC-GER Outcomes

Courses that currently qualify for SUNY-GER will be identified as meeting the following MCC GELOs, pending confirmation by academic departments:

1. Mathematics (SUNY-M)
 - **Quantitative Literacy (QL)**
 - **Critical Thinking (CT)**
 - *Technological Literacy (TL) - extension*
 - *Writing (BCW) - extension*
2. Natural Sciences (SUNY-NS)
 - **Scientific Reasoning (SCI)**
 - **Critical Thinking (CT)**
 - *Writing (BCW) - extension*
 - *Information Literacy (IL) - extension*
 - *Technological Literacy (TL) - extension*
3. Social Science (SUNY-SS)
 - **Social Science and Diversity (SSD)**
 - **Scientific Reasoning (SCI)**
 - **Critical Thinking (CT)**
 - *Writing (BCW) - extension*
 - *Values and Ethics (VE) – extension*
 - *Global Understanding (GLO) – extension*
 - *Information Literacy (IL) - extension*
4. American History (SUNY-AH)
 - **Social Science and Diversity (SSD)**
 - *Writing (BCW) - extension*
 - *Values and Ethics (VE) – extension*
5. Western Civilization (SUNY-WC)
 - **Social Science and Diversity (SSD)**
 - **Critical Thinking (CT)**
 - **Global Understanding (GLO)**
 - *Writing (BCW) - extension*
 - *Values and Ethics (VE) – extension*
6. Other World Civilizations (SUNY-OWC)
 - **Social Science and Diversity (SSD)**
 - **Global Understanding (GLO)**
 - *Values and Ethics (VE) – extension*
 - *Arts and Humanities (AH) – extension*
 - *Writing (BCW) – extension*
7. Humanities (SUNY-H)
 - **Arts and Humanities (AH)**
 - *Writing (BCW) - extension*
 - *Global Understanding (GLO) – extension*
 - *Information Literacy (IL) – extension*
 - *Values and Ethics (VE) – extension*
8. The Arts (SUNY-A)
 - **Arts and Humanities (AH)**
 - *Writing (BCW) - extension*
 - *Speaking (BCO) – extension*
9. Foreign Languages (SUNY-FL)
 - **Arts and Humanities (AH)**
 - **Speaking (BCO)**
 - *Global Understanding (GLO) – extension*
10. Basic Communication (SUNY-BC)
 - **Writing (BCW)**
 - **Information Literacy (IL)**
 - **Speaking (BCO)**
 - *Critical Thinking (CT) – extension*

To qualify for satisfaction of MCC GELOs, every course will be verified through the proposal submission process. MCC GELOs indicated above in **bold** are assumed to be met by virtue of the course currently meeting SUNY-GER SLOs, but confirmation will still be required. It is likely in many – but not all – cases that SUNY-GER courses will qualify for satisfaction of additional MCC GELOs. These are indicated by the ‘*extension*’ tag in the list above.

Courses may also qualify as meeting other MCC GELOs than those noted above. Departments may provide evidence that a course meets other MCC GELOs through submission of information on the database form. This will allow courses to qualify for MCC GELOs on a case-by-case basis.

A program may use any of the following methods to ensure that students meet all MCC GELOs and ILOs:

1. Program content already meets MCC GELOs and ILOs through appropriate courses and SUNY-GER content. This will be verified by each department using the qualification criteria for their program courses, submitted through a database form.
2. Alternative methods for ensuring students meet MCC GELOs and ILOs will include:
 - a. Administering a cumulative, capstone, or qualifying exam near the end of a student’s program
 - b. Mapping outcomes across courses throughout the program, rather than using a single course to deliver the content
 - c. Requiring a project or portfolio that provides evidence of cumulative skills/knowledge in an area

Implementation Steps and Timeline

Completed:

- ✓ Finalize MCC's general education learning outcomes through Faculty Senate
- ✓ Finalize MCC's institutional learning outcomes through Faculty Senate
- ✓ Establish rules for identifying "qualifying courses" in the curriculum for each GELO
- ✓ Propose formation of new General Education Oversight Team to manage the process of the College's transition to the new program
- ✓ Present implementation plan to Faculty Senate, with request for feedback
- ✓ Feedback on proposed implementation process received and reviewed.

In Progress:

- Design electronic database submission form for identifying courses, with accompanying instructions
 - Curriculum Office with technical support
 - Summer 2016 development for Fall 2016 launch
- Design visual icons to represent each GELO for ease of identification in catalog course descriptions and program pages
 - Faculty Senate Curriculum ad-hoc subcommittee; assistance from Visual and Performing Arts Department
 - Anticipated by spring 2017
- Include College experts in computer technologies to establish electronic tagging system for courses
 - Faculty Senate Curriculum ad-hoc subcommittee with assistance from appropriate technical staff
 - Academic Year 2016-17
- Prepare institution for changes in College website and catalog to clearly present new GELOs and ILOs
 - Curriculum Office
 - In process currently
- Propose long-term oversight for MCC's Gen Ed program
 - Provost/Faculty Senate
 - Planning

Remaining Process Steps:

1. Recruit and impanel team to review forms
 - suggestion to have 2 faculty from each School on an ad-hoc subcommittee of the FS Curriculum Committee
 - Provost, with assistance from Curriculum Office, September 2016
2. Charge faculty to complete and submit proposals identifying qualifying courses by January 2017
 - Provost, September 2016
3. Train faculty on process to identify courses as meeting MCC-GER
 - Curriculum Office, September/October 2016
4. Review ongoing submissions
 - Faculty Senate Curriculum ad-hoc Subcommittee, by March 2017
5. Tag courses in Banner, ongoing as submissions are approved
 - Records/Registration staff, completed by March 2017
6. Revise programs and certificates to bring them into compliance with new MCC-GER and ILOs
 - a. Programs that already meet all MCC GELOs and ILOs will be noted appropriately in the catalog and will be ready for full implementation in September 2017
 - b. Programs requiring minor revisions (internal, not submitted to SUNY/NYSED) will have the appropriate revisions finalized by June 2017 through the curriculum process, updated in the catalog, and will also be ready for full implementation in September 2017
 - c. Programs requiring major revisions and/or accredited programs that must be submitted to SUNY/NYSED will be processed and submitted for approval and registration during summer 2017. It is likely that these programs will not receive approval and registration prior to September 2017, so these programs' compliance with MCC-GER and ILOs will be phased in as they are approved and registered at NYSED.