

In spring of 2004, Wayne Community College defined *learning* as the *process by which behavior is changed as individuals acquire and apply knowledge, attitudes, and skills* and adopted eight outcome statements that described what students should be able to do upon graduation from the institution.

Upon successful completion of the requirements for a degree at Wayne Community College, the graduate will be able to do the following:

1. Demonstrate speaking, writing, and reading skills necessary to communicate effectively.
2. Demonstrate mathematical skills necessary to solve problems appropriate to the area of study.
3. Use principles of critical thinking to analyze problems and make logical decisions.
4. Use computers and other technologies to achieve academic, work-related, and personal goals.
5. Apply the principles and concepts of the natural and social sciences.
6. Use positive interpersonal skills to interact with individuals in diverse groups.
7. Recognize the importance of globalization in developing a broadened world view.
8. Explore the fine arts and humanities from cultural and historical perspectives.

The college was very much interested in the response of the faculty, staff, students, and community to these outcomes and tasked the Quality Enhancement Team (QET) with exploring reactions. The QET designed a survey based on the outcomes and scheduled a focus group session of faculty, staff, and community members to discuss the outcomes and the surveys. This session was held on March 22, 2004.

The QET then turned to the students to solicit their views on the statements. Because the outcomes detail what a student should be able to do upon graduation, the team felt that, in order to assess the outcomes most accurately, the students should be nearing graduation. Therefore, 53 students (every 5th student from the list of graduates) were chosen at random from the students preparing to graduate in the spring of 2004 and invited to be a part of the focus groups. The students represented ten separate college transfer and technical programs. Eighteen students (34% of those invited) attended the focus group sessions scheduled for April 13, 2004, and 22 additional students responded by faxing their surveys to Dr. Cindy Archie, for a total of 40 participants. Of the 18

who attended the focus groups, 14 (78%) were non-Hispanic whites, and 4 (22%) were students of color.

When the students arrived, they were provided with lunch, and Dr. Archie gave them a brief orientation to the process in which they would be participating. They were then divided into two groups, taken to separate rooms, and given the surveys around which the discussions would center.

The surveys administered to the students were based on the surveys that had been used in the previous focus groups. The questions were tweaked to present them from a student's point of view. The survey first asked that the students prioritize the eight outcome statements; then, it followed with eight questions about strengths and weaknesses in WCC's programs. The focus groups covered all of the material on the surveys, soliciting additional comments from the students and discussion of the issues presented in the surveys. The following is a summary of both the prioritization of the outcomes and the responses to the questions.

Student Focus Group Results

Learning Outcome	Most Important	Least Important	Grads Most Likely To Demonstrate	Grads Least Likely To Demonstrate
Communication (Speaking, Writing and Reading Skills)	23	0	19	6
Math Skills	4	7	19	4
Critical Thinking Analyze Problems	26	0	16	3
Computers/Technologies	16	2	25	1
Natural/Social Sciences	7	12	15	10
Interpersonal Skills	10	5	17	2
Globalization/World View	0	14	9	16
Fine Arts/Humanities	0	14	7	6

COMMENTS

1. Which of the learning outcomes listed above do you think are the most important for a graduate, new employee, or valuable member of the community to possess over the next five years?

- ❖ Need to have critical thinking in a work environment.
- ❖ Always new technology; updating computers.
- ❖ Everything comes back to thinking.
- ❖ Science is everything. It's who we are; we started as cells.
- ❖ Boss/supervisors need interpersonal skills to deal with employees, and they don't have them.
- ❖ Interpersonal skills are needed in any field.

2. Which of the learning outcomes listed above do you think are the least important for a graduate, new employee, or valuable member of the community to possess over the next five years?

- ❖ Math has its place.
- ❖ Globalization is important but not important in comparison to others.
- ❖ Humanities are important to people who are in the arts and humanities.
- ❖ Fine/arts humanities are not least important but not used in everyday life.

3. Which of the learning outcomes are you most likely to demonstrate?

- ❖ No comments.

4. Which of the learning outcomes are you least likely to demonstrate?

- ❖ Older students may have little computer skills. Instructor shouldn't think all students have strong computer skills. Because they assume everyone is strong, it's put on the back burner.
- ❖ Basic computer courses don't give you everything you need.

5. Is there a competency that you expected to achieve at WCC that is not listed above?

- ❖ Better understanding of national issues.
- ❖ Work ethic.
- ❖ Reading, writing, and communication need to be separated. This needs to be three competencies instead of one.

6. What barriers do you think have to be overcome to ensure all graduates achieve the learning outcomes identified?

- ❖ Cultural barriers and the realization that, as adults, we must function outside of our own neighborhood/community/peer group; there is a larger picture.
- ❖ Social and economic barriers; economic level of the population.
- ❖ Poor secondary school systems
- ❖ Funding for improved/expanded curriculum
- ❖ Teacher/faculty retention (i.e., higher salaries needed).
- ❖ Remediation.
- ❖ Stronger financial support.
- ❖ Better guidance and counseling.
- ❖ Counselors need to be current on what classes will transfer.
- ❖ Counselors need to steer students in right direction, refer to sources, and admit when they don't know something instead of giving wrong information.
- ❖ Advisors don't take enough time with students. Also need to be more knowledgeable about classes' students need.
- ❖ Need individualized advisement- Advisor should be able to suggest classes that will help the student's weaknesses even if it is not in the curriculum.
- ❖ Students are not being kept current on curriculum changes/program of study- students having problems meeting graduation requirements. Students should be notified of any changes.
- ❖ Advisors need to stay current.
- ❖ Students and advisors need to meet with advisor the semester before graduation so they will know if any courses are needed prior to the graduating semester.
- ❖ Instructors help relieve student stress. Instructors should offer more positive feedback

7. What specific steps do you think should be taken either by the college, the educational community, or the community as a whole to address the barriers identified?

- ❖ Childcare, transportation, role models, and mentors.
- ❖ Lobby the legislature for increased funding.
- ❖ Continue to educate public and local elected officials on needs.
- ❖ Continue to publicize stats and positive accomplishments.
- ❖ Vote for leaders who will stop the export of US jobs.
- ❖ Major changes are required in the Wayne County School System. Take steps to improve the overall expectations of the county population.
- ❖ Try to enhance and develop a more positive, regimented GED program for those without a High School Diploma.
- ❖ The public schools must get better.
- ❖ Institute team building/leadership seminars/courses designed to enhance natural skills/abilities already in place.
- ❖ Has to start way before students reach the community college environment; two years at WCC is not nearly enough time to reverse years of lack of direction; intervention at the middle school/high school level, in conjunction with WCC staff would help.
- ❖ I would like to see a program developed specifically for new HS grads that plan on transferring to a major university. It should be totally separate from programs for people only desiring an AA degree. Young HS grads often do not view a local community college an alternative because the caliber student is so different from a major university. I know you have programs that have courses that directly transfer to other universities but by having a "university bound" curriculum you might encourage more HS grads to consider WCC as a viable alternative. I would separate technical training courses from higher university found courses.

8. We welcome any additional observations or comments.

- ❖ WCC has always played a leadership role in partnering with other schools and agencies in the county. Please continue.
- ❖ Social and communication skills are vital for any graduate; expound on values and ethnics.
- ❖ Continue to communicate our goals and mission; educate elected officials about our importance and the funding needed to meet the demands that are expected of us.
- ❖ Lack of organization.
- ❖ Too many practical applications dropped for time or organization constraints.
- ❖ Teachers not always doing their own homework.
- ❖ Math needs to be organized but is often not so.
- ❖ Objectives too broad.
- ❖ Focus groups great but something needs to be done with information.
- ❖ Students enjoyed WCC so much that hate to leave to go to 4-year university.
- ❖ Students never felt excluded by being an older student.

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COMMENTS

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- ❖ Try to enhance and develop a more positive, regimented GED program for those without a High School Diploma.
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- ❖ Students never felt excluded by being an older student.

Faculty/Staff/Community Focus Group Results

Learning Outcome	Most Important	Least Important	Grads Most Likely To Demonstrate	Grads Least Likely To Demonstrate
Communication (Speaking, Writing and Reading Skills)	65	0	56	6
Math Skills	16	6	35	6
Critical Thinking Analyze Problems	48	1	28	16
Computers/Technologies	33	2	57	6
Natural/Social Sciences	1	31	15	19
Interpersonal Skills	39	2	28	9
Globalization/World View	4	41	2	59
Fine Arts/Humanities	2	28	6	32

COMMENTS

1. Which of the following learning outcomes (competencies) do you think are the most important for a graduate, new employee, or valuable member of the community to possess over the next five years?

Outcome #1: **Demonstrate speaking, writing, and reading skills necessary to communicate effectively.**

Discussion:

- Important to possess basic skills of reading, writing, and math to effectively work within the community and on any variety of jobs.
- Need basic skills for every job.
- Skills are critical in communicating on the job. Technical proficiency.
- Reading, writing are critical in a computerized work place and communicating.
- Willingness to learn and flexibility are traits most wanted by employers.
- Students need the basic skills before continuing on to 4-year universities as well as surviving in the world of work.
- Students must know the basics in order to continue on learning other technical skills.
- Students must know the basics in order to be able to fill out job applications correctly when out in the work world applying for jobs.
- Constant follow-up of learning taking place every day.
- At Mt. Olive we have lots of transfer students. Increase in inability to make decisions. Students asking every little question.
- Advance need for common sense.

- Assume students have skills when entering college.
- Lack of basic skills (older students).
- Classes taken early in high school. Skills not what they need to be.
- High school students do not have skills that they need after graduation.
- Foundation/ Core for education. Students cannot do anything else without these skills.
- Basic reading and writing are not being taught in high school.
- If students can't read write and speak well, the other outcomes cannot happen
- Need English as a second language.
- Listening skills should be added to competencies - very basic skills of life.
- Add listening skills.
- Reading comprehension leads to critical thinking.

OUTCOME #2:

Demonstrate mathematical skills necessary to solve problems appropriate to the area of study.

DISCUSSION:

- Mathematical skills - there is problem in community with math skills.
- Basic math skills for industry not what they should be (fractions, percentages, etc.)
- Basic math skills for turf grass business not what they should be.
- Basic math skills not adequate.
- Metrics skills not adequate (DOT projects).
- Can't count change - math skills are poor.
- Life in general is a word problem.
- Need math skills in everyday basic skills.
- Math is an essential component. Math skills are needed in all jobs, bonds posted, checkbooks, warrants. Technology available today needs math skills to operate. Foundation for education.
- Increased inability to make decisions a vast need.
- Employers WANT people who make decisions.
- Critical thinking.
- Math skills are important formula in Excel
- The group questioned why numbers 1 (English, reading, speech) and 2 (math) were not grouped together. The ability to problem solve is very important on the job. In order to do math, a person has to think critically. Math and English are building blocks.
- Society changes opted out math skills.
- Number 2 could be incorporated into number 1 (English, reading, speech) or number 3 (critical thinking).

OUTCOME #3:

Use principles of critical thinking to analyze problems and make logical decisions.

DISCUSSION:

- Important to be able to think in a critical manner and use logical decision making skills when working with all aspects of our diverse community.
- Engineering/Mech Studies students must know how to communicate effectively when dealing with highly technical co-workers and clients.
- Students must possess critical thinking skills and problem solving skills when faced with certain situations on the job. They must know how to act appropriately and professionally.
- Make logical conclusions in everyday problems.
- Survival skill. Knowledge without ability to reason and pull things together is worthless. Relationships/synthesis--reaching conclusions.
- Can memorize data but analytical skills and reasoning more important.
- It is important to make logical decisions and think critically.
- Analytical thinking skills--for example, do not have car manuals any more. What do you do?
- Students don't understand consequences of choices they make.
- We are an instant information society. Students cannot function in any work place without some type of communication skills. Will enhance their opportunities within the work place and society. Need more critical thinking skills.
- Difficult to measure.

OUTCOME #4:**Use computers and other technologies to achieve academic, work-related, and personal goals.****DISCUSSION:**

- Engineering/Mech Studies students must be abreast of new technologies and computer literate in order to be competitive in today's job market. Can no longer work just "anywhere" (McDonald's) without computer skills.
- Some programs require more technology than others.
- Can't work without these skills.
- We are an instant information society.
 - Students cannot function without minimal competency in the technical world.
- Everything is computerized.
- Many jobs require computer skills. Necessary job skill.
- Younger students are learning computer skills earlier.
- Need math skills as a foundation.
- Technology becoming more relevant in all areas.
- Job market changing.
- Computers are very important for industry. Research requires the ability to use a computer to solve problems and reach conclusions. The better students utilize the computer. If people do not have computer skills, they get left behind in the job market.
- Technology made us lazy.

OUTCOME #5: Apply the principles and concepts of the natural and social sciences.

DISCUSSION:

- Biology is used every day in regards to health issues, nutrition, etc. Although this is very important, reading is the first building block.

OUTCOME #6: Use positive interpersonal skills to interact with individuals in diverse groups.

DISCUSSION:

- Important to possess positive interpersonal skills to be able to work with all different groups in our community.
- Students must possess positive interpersonal skills in order to even be considered for employment as well as have the ability to work with many different types of personalities on the job.
- Most problems in industry result from poor interpersonal skills.
- We do not get anywhere if we don't work together.
- Everyday deal with diverse people.
- Difficult to measure.
- Will college teach this? Students have more practice in working with other groups. Education system has not kept up. There is a lot of student/teacher discord. Students do not deal with misunderstandings very well. Team oriented work forces are important.
- County becoming more diverse.
- Part of life--we are not in the world by ourselves; we must relate to others. That determines one's ability to succeed. Our community is more diverse than ever.
- Society is driving instant gratification--interpersonal skills are sacrificed until we no longer have a choice but to deal with it. People lose jobs because of job skills. Service requires this move no longer in their comfort zone.
- Get along with other people.

OUTCOME #7: Recognize the importance of globalization in developing a broadened world view.

DISCUSSION:

- So much of industry (steel, for example.) has gone overseas; used to be domestic.
- We need to be aware of where the market is.
- Understand other cultures.
- High Hispanic population.
- It is hard for students to relate to globalization because most students have not been out of Wayne County. They have financial worries so are not concerned about world events.
- More important in the future--changes are occurring in the society.
- Other seven will lead into this goal.
- Get students out of their box.
- Mission of parents and grandparents to instill some of this.

- Challenge to parents and baby boomer parents.
- Understanding what globalization means.
- Global not black and white--change constant.

OUTCOME #8: Explore the fine arts and humanities from cultural and historical perspectives.

- DISCUSSION:**
- Are necessary for "Holistic" human being.
 - Are really educated if we have arts and humanities.
 - Can make learning fun.
 - Not just a job, but life.
 - Able to explore and do; it's all right. Learning to be a complete human being. Study of the humanities. Wanting to educate the whole person. Not sure about the word "explore"? Need to understand the relationship of measuring the term "exploring."
 - See fine arts and humanities as enhancement rather than a priority. Most students have not been exposed to fine arts.
 - Liberal Arts Department makes efforts to take students to plays and concerts in order to open a new world to them.
 - Many of our students have not been exposed to the arts. Part of the problem is the money it takes to attend events and the location. The group agreed that just because they did not vote for an item does not mean that they don't think that it is important.

2. Which of the following learning outcomes (competencies) do you think are the least important for a graduate, new employee, or valuable member of the community to possess over the next five years?

Outcome #1: Demonstrate speaking, writing, and reading skills necessary to communicate effectively.

- Discussion:**
- All are important.
 - Consider what the students need and/or their role in the work force. Important to understand how and what drives the economy. Can't get skilled labor if we don't understand. Globalization - exposing students to things they would never be exposed to otherwise. Cross cultures, religion, war, etc. Send faculty to training for globalization (diversity) training to gain knowledge to assist students within the workforce and personal situations.
 - Science and globalization will come eventually.
 - First things first.

OUTCOME #2: Demonstrate mathematical skills necessary to solve problems appropriate to the area of study.

- DISCUSSION:**
- Basic skills can be taught about a trade, work environment,

etc. If the student has the right attitude and is essentially knowledgeable about the working environment, certain skills within the environment can be obtained learned.

- Felt like math and problem solving are important but with technology can be dangerous. If used in the wrong way.
- If we give in to computers completely we and the students will lose many of our "natural" skills. Would not have rated this one of the least important, but since we are talking about college students, it could be rated lower. By now students should have learned basic math skills.
- We assume that after high school our students should already have these skills.

OUTCOME #3: Use principles of critical thinking to analyze problems and make logical decisions.

DISCUSSION: ●NONE

OUTCOME #4: Use computers and other technologies to achieve academic, work-related, and personal goals.

DISCUSSION: ●Some are coming into class with these skills.

OUTCOME #5: Apply the principles and concepts of the natural and social sciences.

DISCUSSION:

- This objective would be considered least important depending on the curriculum of study the student is in. If a student is in the autobody program, being able to apply the principals and concepts from the natural & social sciences would be the least important to the student or a prospective employer.
- Does not apply with their line of work.
- We don't have anyone in the room to defend this question. 5, 7, and 8 are important to a whole person. If they (students) don't have these skills, they won't get a better rating job.
- Skill based courses rather than college transfer.
- Sciences are definitely one of the least important.
- Needs to be at a certain level.
- If we have #1, then a student can develop #5 and #8.
- Many do not have these skills.
- If you can do without it, then omit it.

OUTCOME #6: Use positive interpersonal skills to interact with individuals in diverse groups.

DISCUSSION: ●Mission of parents and grandparents to instill some of this

OUTCOME #7: Recognize the importance of globalization in developing a broadened world view.

DISCUSSION:

- Will come with time. (2)
- In comparison, number seven will become important in the future.

- Other seven will lead to this.
- Will come with time and exposure to the certain environmental issues at that time.
- This knowledge can be obtained; it is not essential to survival on the job or in the environment.

OUTCOME #8: Explore the fine arts and humanities from cultural and historical perspectives.

- DISCUSSION:**
- Employers don't look to see if the student knows about the fine arts and humanities when considering hiring a person for a job; this knowledge is attainable.
 - All are important.
 - Humanities and fine arts are not what they are into.
 - This objective can be obtained, not essential to survival.
 - They need to grow into this.
 - If you can do with out it then omit it.
 - Get students out of their box.

3. Which of the learning outcomes (competencies) are WCC graduates most likely to demonstrate?

Outcome #1: Demonstrate speaking, writing, and reading skills necessary to communicate effectively.

- Discussion:**
- Looking at a typical graduate, the student can demonstrate the basic skills of reading, writing, and math.
 - Learning how to answer phone, listen, writing.
 - Have all the skills.
 - Worried with #1 especially for graduates that drop out and don't have the speaking and writing skills. When they get to an upper course, can the student do it?
 - If a typical graduate demonstrates at least a 2.0 GPA, we as a community college are saying they are competent in all eight areas of competencies; however, other programs offered through the community college such as certificate programs don't require the math and humanities courses that traditional curriculum programs require. These certificate programs only require students to pass a simple reading and writing test.
 - Basic interaction with each other. If students are able to do this, they have a good foundation.
 - Easier to measure if a person reads and/or writes well.
 - WCC does good with developmental.
 - Manufacturers do not have opportunity to talk with students about job expectations. Students have unrealistic expectations.
 - 1,2,3,4,5,6 demonstrated with recent graduate.
 - Most concrete.
 - Expectations of students are totally out of line.
 - 1,2,5,6 demonstrated in clinical experience.

- Very basic skills of life.
- Support that is provided.
- Constant learning takes place every day.
- Willingness to learn and flexibility most wanted by employers.

OUTCOME #2: Demonstrate mathematical skills necessary to solve problems appropriate to the area of study.

- DISCUSSION:**
- Many problems in the community with math skills.
 - Every curriculum has to have a certain level of math skills.
 - Life in general is a word problem.
 - If students are able to do this, they have a good foundation.
 - Need math in basic everyday.
 - Graduates leave with high scores on all of these.
 - Over 40% of WCC students need remedial math classes.
 - Most concrete.
 - Hard to run away from (taken only if required).

OUTCOME #3: Use principles of critical thinking to analyze problems and make logical decisions.

- DISCUSSION:**
- Employers generally see graduates who are able to communicate effectively on the job and can use these skills to perform their jobs without much direct supervision from supervisors or managers.
 - Logical conclusions in everyday problems.
 - Don't understand consequences of choices.
 - Analytical thinking skills - such as car manual.
 - Is it consciously introduced in classes, and is it taught?
 - Gather data, pros and cons, implement.
 - Thinking outside the box.
 - Most concrete.

OUTCOME #4: Use computers and other technologies to achieve academic, work-related, and personal goals.

- DISCUSSION:**
- Looking at a typical graduate, the student can demonstrate some type of technical ability to use a computer or other technical equipment.
 - People can no longer work "anywhere" (McDonalds) without computer skills.
 - Able to learn about and use it in their education now. Greater emphasis in this area. A skill that is taught or in demand will make a better student. Changed everything we as instructors and students knew in our day-to-day life.
 - Most concrete.
 - A required competency, teachers teach to this. There is a lot of technology taught other than simply computers. State of the art equipment. A benefit to community colleges is the hands-on training.
 - "Net" generation--students coming in with technological knowledge; students enhance their skills while here -

computers are in almost every discipline.

- Some programs require more technology than others.

OUTCOME #5: Apply the principles and concepts of the natural and social sciences.

DISCUSSION: ●NONE

OUTCOME #6: Use positive interpersonal skills to interact with individuals in diverse groups.

DISCUSSION:

- Looking at the typical graduate, most are able to communicate with diverse groups due to their required social science electives and exposure to diverse groups at the college.
- Most problems in industry are most likely due to poor interpersonal skills.
- Employers generally see graduates who portray positive interpersonal skills by the way they interact in certain situations and with different groups of people on the job.
- We don't get anywhere if we don't work together.

OUTCOME #7: Recognize the importance of globalization in developing a broadened world view.

DISCUSSION:

- Students tend to see the effects of globalization and how it relates directly to them once they enter the work world and their particular field of trade. They don't really take away this knowledge from the college. They obtain it once they are out in the work world and see how it will directly affect them.
- So much of industry (steel, for example) has gone overseas; used to be domestic.
- We need to be aware of where the market is.

OUTCOME #8: Explore the fine arts and humanities from cultural and historical perspectives.

DISCUSSION:

- Are necessary for "holistic" human being.
- Are really educated if we understand the arts and humanities.
- Can make learning fun.
- Not just a job, but life.

4. Which of the learning outcomes (competencies) are WCC graduates least likely to demonstrate?

Outcome #1: Demonstrate speaking, writing, and reading skills necessary to communicate effectively.

Discussion:

- Have found that all are important.
- Lack of background to help the students overcome interpersonal skills. If they don't hear discussion at home (come from a narrow background), we can't change the student.

- Trying to reach people at an early age because we are such a diverse world. By the time we get a student, change can be hard.
- Diversity is here, but prejudices also.
- Students cannot spell name of college. Cannot fill out application. Does not seem important to students.
- Writing skills are poor; carry-over from previous skills; varies with the age of students.
- Recent graduates from high school.

OUTCOME #2: Demonstrate mathematical skills necessary to solve problems appropriate to the area of study.

DISCUSSION: ● NONE

OUTCOME #3: Use principles of critical thinking to analyze problems and make logical decisions.

DISCUSSION:

- Graduates need to realize that once in the work world one must learn to accept the concept of flexibility and adapt to sudden and unexpected changes which may arise within the environment of work they are in.
- That comes with maturity.
- Report information.
- Hard to break the circle.
- Students tend not to be able to understand simple things. Don't understand cause/relationship. No big picture. Students don't know how to get information they need.
- Chose number 3 because number 2 is so bad.

OUTCOME #4: Use computers and other technologies to achieve academic, work-related, and personal goals.

DISCUSSION: ● NONE

OUTCOME #5: Apply the principles and concepts of the natural and social sciences.

DISCUSSION:

- Students rarely are able to show true assessment to what they have learned with the principals and concepts of their social sciences courses. They do not have a sense of how they can effectively impact their world.
- Sometimes I wonder.
- Amount of time needed to develop #5 and #8 takes a lot of time - maybe too little, too late with one course.
- Same as above.

OUTCOME #6: Use positive interpersonal skills to interact with individuals in diverse groups.

DISCUSSION:

- Students really do not leave college communicating effectively; they do what they have to pass but not much more.
- Students don't know how to interact with other people.

OUTCOME #7: Recognize the importance of globalization in developing a broadened world view.

DISCUSSION:

- Due to time frame of community college (two years), there is perception that we are still a technical school (vocational school).
- Global diversity without other placement.
- They know the "turkeys" are leaving (being exported), but they don't know where they're going.
- People have to have some experience with it to understand it.
- Students have not had the opportunity to travel to other countries.
- We are just beginning to understand the importance of globalization. That's the new version. Seven years from now it will be rated differently.
- Lack of student concern.
- Depends on the group of graduates we are talking about. Some students can tend to be less focused on competencies.
- Small business (very important).
- It's amazing what students don't know - basic things – anymore.
- Need to capture this audience (market area for the college).
- Do not need.
- Based on feedback, focus of college is appropriate.
- Not addressed by a specific class.

OUTCOME #8: Explore the fine arts and humanities from cultural and historical perspectives.

DISCUSSION:

- Amount of time to develop these skills at this level.
- Seven and eight may be unfair questions- depends on what level a person is at.
- It's amazing what students don't know - basic things anymore.
- No traditional students anymore.

5. If there is a competency that you expect of WCC graduates and it is not listed above, please add it here.

DISCUSSION:

- Students need to have a sense of how they can effectively impact their world. They need to realize that they do have power options, and they don't understand that they can institute change and what their rights are. Most do not see themselves as part of the voting voice. There needs to be a process for student assessment in this area.
- Students must understand that they need to be flexible out in the real world and willing to make appropriate measures to adapt to changes in their working environment when

necessary.

- Listening skills.
- Work ethics/habits.
- Students do not want to follow the rules.
- Teach by example.
- Modeling behavior in clinical and Coop.
- Students do not have to face consequences of not following the rules.
- Service Learning.
- Drawing a blank. Covered in previous conversations.
- Outcomes specific to certain programs and courses.
- Questions are applied to all students. We only track the graduates. Can get data from the work force if needed.
- We see students three or four credits shy of graduating transfer to a four year college. Students do not do as well when transferring.
- "I did it my way" is the what instructors and employers are feeling of students.
- Apply the principles of life long learning (technical skills).
- Business ethics.
- Teach work ethics. Work ethics can be reinforced. Deadlines need to be met.
- Attendance policy and tardy policy will teach ethics. Hold people accountable will reinforce ethics.
- Business standpoint - basic writing/reading are important.
- Ethical behavior is a concern of employers.
- Employers need to talk to students in classes about etiquette/ethics.
- Leadership skills/Interviewing skills need to be taught. Existing employees mistreat new employees/need training to cope.
- Students tend to take easy way out.
- Work ethics/habits.
- Enhance all competencies through community service learning outside classroom. Service learning.
- Community service.

6. What barriers do you think have to be overcome to ensure all graduates achieve the learning outcomes identified?

DISCUSSION:

- Students entering college with deficiencies in basic skills.
- The testing in high schools is a barrier to students learning in college. The students cram for the test and then forget the material when they begin preparing for the next test. (Teaching to the test).
- Students' financial needs continually growing.
- Personal barriers—should help by providing scholarships, childcare, transportation.
- Transportation.

- Imbedded cultural deficiencies.
- Self-esteem issues.
- Instructors are not educators.
- Not using industry as resource in classroom.
- Budget restraints.
- State support for community college.
- Technology.
- Barrier of distracters in the class: We need to separate those who want to learn from those who don't (distracters).
- Many times the GED program attracts dropouts and troublemakers or those who are looking for an "easy" diploma.
- Lack of cross-communication between departments at WCC. Programs would be more successful if each department knew how other departments operated.

7. What specific steps do you think should be taken either by the college, the educational community, or the community as a whole to address the barriers identified?

- DISCUSSION:**
- More alternative financial resources readily available, such as scholarships and grants.
 - More scholarships, provide childcare and transportation.
 - High schools/community colleges need to teach students how to develop and adapt to our communities' cultural diversities.
 - Students need to be exposed to more group interaction and cross-cultural scenarios during their high school and college years.
 - Integrate more team activities.
 - Need to have action plans readily available.
 - Hire more experienced educators.
 - Invite industry to participate in the classroom.
 - Go out to them—marketing.
 - More stringent criteria.
 - More remedial courses at sophomore and junior levels of high school.
 - Remedial classes should be small so that the students receive a lot of one-on-one instruction.
 - Smaller classes.
 - This (communication between departments) can be addressed with a better faculty orientation; spend a day with another department; this should apply to long-term employees as well as new employees.
 - There has to be an emphasis from the top (administration) down in order for communication to improve.

8. We welcome any additional observations or comments.

DISCUSSION:

- All eight areas of competencies are critical to the educated student's success when entering the workforce and community after graduation.
- Students must constantly be prepared for advanced technology.
- The community colleges must continually stress the importance of working with the high schools to better prepare students entering college.
- Local businesses and industry must play a crucial role in making it clear to the high schools and community colleges what they expect and need from the students graduate our institutions.
- Students need to be reached earlier at the sophomore/junior level of high school and tested on basic skills before registering and entering college.
- Students are unprepared.
- We, as teachers, instructors, administrators and staff, must "sell" the students on the need to succeed to the next level at every stage of the student's learning career.
- Are we challenging the students enough?
- Are the students being pushed through different levels without actually learning skills?
- Expectations - are they too low or too high?
- Set expectations high - students will rise to them.
- Grading system not consistent at WCC. Needs to be consistent.
- I have seen a great teamwork atmosphere between East Carolina and WCC, etc. True partnerships between all elements at WCC.
- Our courses should be taught on the same level as four-year colleges.
- WCC puts students first. This proves that we care.
- Treating these students as human beings.
- Faculty salaries are low, but we do it anyway and work for the students.
- To educate the legislators and elected officials on the importance of our mission.
- We need to be more vocal about salaries and benefits to maintain quality faculty and staff.
- Strong programs with high schools.
- Hold students accountable for actions.
- Hold instructors accountable.
- Industry hires employees that are community college graduates.
- Continue to emphasize our unique mission (job training).
- Community college does excellent job.
- Compliment: the community colleges teach the most challenging population that there is to teach, and the colleges do a great job.
- WCC is open to new and innovative ideas for students. It

looks at issues in the community and tried to address them.

- Glad partners are included - participant mentioned that the community and partners need to be involved with this project. In her line of work, accreditations are done on a regular basis and could not be done without the community and partners (wonderful process).