



Outcomes Assessment Work Group
Approved Minutes

Nov. 7, 2014
1:00 - 2:30pm

Yosemite Hall, Room 213

View the minutes and attachments at:

http://mjc.edu/instruction/outcomesassessment/

Members Present: Belen Robinson, Beth Bailey, Brian Sanders, Deborah Brayman, Eileen Kerr, Gail Brumley, Gerald Wray, Heather Townsend, James Dorn, Kathleen Ennis, Milan Motroni, Nita Gopal, Patrick Bettencourt, Paul Muncy, Sonny Gumm

Members Absent: Jennifer Hamilton, Jillian Daly, Lorena Dorn, Lynette Borrelli, Mark Anglin, Michael Sundquist, Pedro Mendez,

Others Present: Kathy Haskin

- I. APPROVAL OF MINUTES (September 19, 2014, October 3, 2014)
H. Townsend wanted to make a revision on September 19, 2014 minutes. Front page under Notification Items, CMPSC 289 and CMPSC 294 should read CSCI 289 and CSCI 294.

M/S/C (P. Muncy, N. Gopal) Move to approve the September 19, 2014 and October 3, 2014 minutes with the revision in the September 19 minutes.

14 Ayes, 0 Opposed, 1 Abstention (Kathleen Ennis)

II. NOTIFICATION ITEMS

Having noticed that some of the items under the Notification Items got deleted E. Kerr said she spoke to the Human Services faculty. In the September 19, 2014 meeting there had been some courses that had been approved but had needed the author to approve the changes or tell us what she wanted. The author said please fix the grammar errors in HUMSR 114 and the others to remain the same with no changes. The HUMSR 114 CLO #2 had suicide in it twice, so that needed to be revised and HUMSR 40, 103, 110, 114, 117 and 120 is to remain with no changes done.

III. CLOs Originating Through Course Updates or Revisions

A. Status Reports

1. CLOs Pulled for Revision at Previous OAW Meetings - Updates on Status of Revisions

- MUST 141 - Musicianship and Guided Listening 1 (2/7/14) (Lynette)
MUST 142 - Musicianship and Guided Listening 2 (2/7/14) (Lynette)
MUST 143 - Musicianship and Guided Listening 3 (2/7/14) (Lynette)
MUST 144 - Musicianship and Guided Listening 4 (2/7/14) (Lynette)
PHILO 130: Political Philosophy (3/7/14) (Paul)

As L. Borelli wasn't there, E. Kerr will talk to her about the status of MUST 141 - 144.

P. Muncy said he has had some awkward discussion with the author. He will email him some suggestions for PHILO 130.

B. CLOs for Approval (includes revisions from previous meetings and new submissions through course updates)

1. Revised CLOs Pulled Previously - Ready for Approval

None

Table with 1 row and 2 columns. The first column is empty, and the second column contains the number 1.



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### **2. NEW CLOs for Approval** (includes 10/7, 10/21, and 11/4 curriculum committee meetings)

CLOs pulled for discussion: Anthr 140, Anthr 191, Anthr 192, Art 102, Art 108, Art 109, Art 140, Art 162, Art 163, Art 164, Art 165, Chem 101, Chem 102, Chem 122, Chem 123, Chem 142, Chem 143, Chem 144, Chem 150, Chem 164, Fdntr 219, Geol 173, Geol 175, Geol 180, Geol 181, Geol 182, Geol 185, Geol 186, Geol 190, Guide 110

**M/S/C (J. Dorn, P. Muncy) Motion to approve the remaining New CLOs with a Blanket approval.**

15 Ayes, 0 Opposed, 0 Abstentions

#### **ADJU - 205: Community Relations**

Upon satisfactory completion of this course, the student should be prepared to:

1. Explain police-citizen partnerships and how this relationship directly affects the causation and prevention of crime.
2. Recognize why effective police-media relationships are important for the success of community policing partnerships.
3. Apply ethical decision making to enforcement actions.

**CLO's Blanket approved ADJU 205 by OAW, Nov. 7, 2014**

M/S (P. Muncy, K. Ennis) Motion to approve ANTHR 140, 191, 102.

#### **ANTHR - 140: Magic, Witchcraft, and Religion**

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe the basic concepts, methods of inquiry, and the theories of sociocultural anthropology.
2. Use anthropological perspectives to describe and explain contemporary issues
3. Explain the cultural variation of supernatural belief systems through comparative ethnographic studies of ritual, belief, and cultural change.

After discussion, it was decided to leave ANTHR 140 as is.

**M/S/C (P. Muncy, K. Ennis) Motion to approve ANTHR 140 as is and ANTHR 192 with changes.**

15 Ayes, 0 Opposed, 0 Abstentions

#### **ANTHR - 191: Anthropology of the Colorado Plateau**

Upon satisfactory completion of this course, the student should be prepared to:

1. Employ cultural relativism when interacting with people from other cultures.
2. Examine and analyze field evidence regarding the cultural record of past humans.
3. Interpret culture change through observation of the extant archaeological record (gained through field activities) and environmental changes over time.
4. Identify common artifacts, ecofacts, and features in archaeological sites.
5. Assess the effects of culture contact on indigenous peoples.



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For ANTHR 191, it was mentioned how would CLO #1 be assessed, and the number of CLOs was a concern. ANTHR 191 will be pulled and returned to the author and E. Kerr is certain that it will mirror ANTHR 192. ANTHR 191 will have the same CLO as ANTHR 192 with the exception of Describe the cultural evolution of the *Colorado Plateau*, and CLO #2 to be the same as ANTHR 192. Susan Kerr will notify Heather with changes. ANTHR 191 was withdrawn from the motion to approve.

### **ANTHR - 192: Anthropology of the Pacific Northwest**

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe the cultural evolution of a region based on archaeological and ethnographic evidence.
2. Explain contemporary issues in the context of anthropological concepts.

P. Muncy mentioned in ANTHR 192 he believes that CLO #1 should be of the Describe the cultural evolution of the *Pacific Northwest*, not of a region.

**M/S/C (P. Muncy, K. Ennis) Motion to approve ANTHR 140 as is and ANTHR 192 with changes.**

15 Ayes, 0 Opposed, 0 Abstentions

M/S (P. Muncy, K. Ennis) Motion to approve Art 102, Art 108, Art 109, Art 162, Art 163, Art 164, and Art 165.

### **ART - 102: Introduction to Computer Graphics (x-listed CMPGR 102)**

#### **CMPGR 102**

Upon satisfactory completion of this course, the student should be prepared to:

1. Create and alter digital images and animations using basic art and compositional concepts.

**M/S/C (P. Muncy, K. Ennis) Motion to approve ART 102, ART 108, ART 109, ART 162, ART 163, ART 164, and ART 165. The motion was revised to approve ART 102 only. The remainder has been pulled for revision.**

15 Ayes, 0 Opposed, 0 Abstentions

### **ART - 108: Ceramics 1**

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate various surface decoration techniques on test cylinder objects.
2. Throw a six inch wide and four inch tall bowl on the wheel.
3. Throw a six inch tall and three inch wide, vertical walled cylinder on the wheel.
4. Differentiate clay varieties and ceramic processes.
5. Examine and describe historical and contemporary developments, trends, materials, and approaches to ceramics.
6. Assess and critique ceramics works, using proper terminology.
7. Safely handle and use all studio equipment, tools, and materials.

P. Muncy said for ART 108, the CLOs looked like objectives instead of outcomes. After discussion the decision was to return ART 108 back to the author. The suggestion to the author is to look at ART



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109 and make ART 108, Level 1 and ART 109, Level 2. ART 108 will be withdrawn and approved at a later time.

### **ART - 109: Ceramics 2**

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate the correct and safe manner in which to load a Kiln for Bisque fire.
2. Choose one glaze from the studio collection to mix from scratch.

After further discussion, it was decided to return ART 109 as well to clarify CLO #2.

After further discussion, it was decided to return ART 109 to the author to clarify CLO #2.

### **ART - 140: Sculpture 1**

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe the proper terms for and applied vocabulary for the theory and practice of sculpture.
2. Describe the technical method of manipulation for creating three-dimensional forms and demonstrate this knowledge through the modeling of plaster over an armature.
3. Explain the technical method of addition.
4. Apply the technical method of subtraction (carving).
5. Develop the visual and verbal vocabulary necessary to examine and review the strengths and weaknesses of sculptures created by other students and artists.

It was decided to return ART 140 to the author for revision.

### **ART - 141: Sculpture 2**

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe the proper terms for and applied vocabulary for the theory and practice of sculpture.
2. Apply intermediate techniques in the additive sculpture process.
3. Apply intermediate techniques in the sculpture processes of construction and reduction.
4. Develop the visual and verbal vocabulary necessary to examine and review the strengths and weaknesses of sculptures created by other students and artists.

**CLO's Blanket approved ART 141 by OAW, Nov. 7, 2014**

### **ART - 142: Sculpture 3**

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe the proper terms for and applied vocabulary for the theory and practice of sculpture.
2. Sculpt the human figure.
3. Apply the strategies and techniques of conceptual sculpture.
4. Develop the visual and verbal vocabulary necessary to examine and review the strengths and weaknesses of sculptures created by other students and artists.

**CLO's Blanket approved ART 142 by OAW, Nov. 7, 2014**

### **ART - 147: Painting 1 (in Acrylic)**



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Upon satisfactory completion of this course, the student should be prepared to:

1. Identify various acrylic painting techniques, and demonstrate the ability by painting images using glazes, palette knife, scumbling and wet on wet techniques.

### **CLO's Blanket approved ART 147 by OAW, Nov. 7, 2014**

#### **ART - 160: Appreciation of Art**

Upon satisfactory completion of this course, the student should be prepared to:

1. List and define the proper art terms and vocabulary.
2. List and describe the elements of Art and principles of design.
3. List and describe the basic media used in two and three dimensional artwork.
4. Evaluate art work based on historical context and intent to the artist.

### **CLO's Blanket approved ART 160 by OAW, Nov. 7, 2014**

#### **ART - 162: History of Renaissance Art**

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.
2. Recognize the major monuments of the great art periods of the Renaissance era from c. 1300 to 1600 in the Western Tradition.
3. Evaluate original works of art.
4. Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.

It was decided to return ART 162 to the author for revision.

#### **ART - 163: History of Modern Art**

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
2. Demonstrate comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.
3. Evaluate original works of art.
4. Recognize the major monuments of the great art periods of the Modern era in the Western Tradition from c. 1776 to the present.

It was decided to return ART 163 to the author for revision.

#### **ART - 164: History of Art 1**

Upon satisfactory completion of this course, the student should be prepared to:

1. Recognize the major monuments of the great art periods from the prehistoric to the Medieval era focusing on the Western Tradition.
2. Demonstrate comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.
3. Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.



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4. Evaluate original works of art.

It was decided to return ART 164 to the author for revision.

### **ART - 165: History of Art 2**

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate original works of art.
2. Recognize the major monuments of the great art periods from the Renaissance to the Modern era in Europe from c. 1300 to the present.
3. Demonstrate their comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.
4. Recognize the general style, composition, color, technique, and medium qualities of a work of art through close examination.

It was decided to return ART 165 to the author for revision.

### **ART - 194: Art Independent Study A**

Upon satisfactory completion of this course, the student should be prepared to:

1. Create an independent project, resulting in a body or completed works or research project.
2. Articulate their ideas regarding the reason for and the result of their work or research.
3. Develop ideas and work in a course of study that incorporates ideas developed through regular critiques.

**CLO's Blanket approved ART 194 by OAW, Nov. 7, 2014**

### **ART - 195: Art Independent Study B**

Upon satisfactory completion of this course, the student should be prepared to:

1. Create an independent project, resulting in a body or completed works or research project.
2. Articulate their ideas regarding the reason for and the result of their work or research.
3. Develop ideas and work in a course of study that incorporates ideas developed through regular critiques.

**CLO's Blanket approved ART 195 by OAW, Nov. 7, 2014**

### **ART - 196: Art Independent Study C**

Upon satisfactory completion of this course, the student should be prepared to:

1. Create an independent project, resulting in a body or completed works or research project.
2. Articulate their ideas regarding the reason for and the result of their work or research.
3. Develop ideas and work in a course of study that incorporates ideas developed through regular critiques.

**CLO's Blanket approved ART 196 by OAW, Nov. 7, 2014**



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### **AUBDY - 301: Automotive Collision Repair 1**

Upon satisfactory completion of this course, the student should be prepared to:

1. Successfully complete Coordinating Committee for Automotive Repair, Collision Safety Exam.
2. Analyze sheet metal damage, select appropriate equipment, and perform minor body repairs.

**CLO's Blanket approved AUBDY 301 by OAW, Nov. 7, 2014**

### **AUBDY - 302: Automotive Collision Repair 2**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify types of metal, setup, and adjust Gas Metal Arc Welding (GMAW) equipment, to perform welds according to Inter-Industry Conference on Auto Collision Repair standards.
2. Identify types of plastic, choose appropriate method, materials, and tools to perform repairs.

**CLO's Blanket approved AUBDY 302 by OAW, Nov. 7, 2014**

### **AUBDY - 303: Automotive Collision Repair 3**

Upon satisfactory completion of this course, the student should be prepared to:

1. Utilize three dimensional measuring equipment to diagnose the extent of collision damage.
2. Assess collision damage to prepare a comprehensive estimate of repairs.

**CLO's Blanket approved AUBDY 303 by OAW, Nov. 7, 2014**

### **AUBDY - 321: Automotive Spray Refinishing 1**

Upon satisfactory completion of this course, the student should be prepared to:

1. Successfully complete Coordinating Committee for Automotive Repair, Pollution Prevention Exam.
2. Perform vehicle refinishing preparation and final paint detailing.

**CLO's Blanket approved AUBDY 321 by OAW, Nov. 7, 2014**

### **AUBDY - 322: Automotive Spray Refinishing 2**

Upon satisfactory completion of this course, the student should be prepared to

1. Successfully complete EPA rule (40CFR part 63 Subpart 6H) training.
2. Identify color matching variables, mix coatings, adjust spray gun, and perform vehicle refinishing applications.

**CLO's Blanket approved AUBDY 322 by OAW, Nov. 7, 2014**

M/S (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123.

N. Gopal used CHEM 101 as an example. She said for CLO #2, Understand key events in the development of chemistry, she is unsure what the author wants the students to do. The word *Understand* is not clear to her and it appears in all the CHEM courses pulled.



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E. Kerr said the word *Explain* would fit better. B. Sanders authorized approving all CHEM courses with a follow up with the author about CLO #2 and replace the word Understand with Explain.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

15 Ayes, 0 Opposed, 0 Abstentions

#### **CHEM - 101: General Chemistry 1**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve abstract and complex multi-variable chemical problems using general chemistry concepts and theories.
2. Understand key events in the development of chemistry (atomic structure, quantum theory, molecular structure and bonding, and/or stoichiometry) and theories.
3. Identify and use chemical laboratory equipment and instrumentation to quantitatively and/or qualitatively determine an unknown.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

#### **CHEM - 102: General Chemistry 2**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve abstract and complex chemical problems using General Chemistry ideas (rate laws, equilibrium, thermodynamics and/or electrochemistry) and theories.
2. Understand key events in the development of chemistry (rate laws, equilibrium, thermodynamics and/or electrochemistry) and recognize that science is an evolving body of knowledge.
3. Identify and use chemical laboratory equipment and instrumentation to quantitatively and/or qualitatively determine an unknown.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

#### **CHEM - 122: Structure and Reactivity: Organic Chemistry 1**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve abstract and complex chemical problems using organic chemistry ideas (bonding, reactions and/or mechanisms) and theories.
2. Understand key events in the development of chemistry (bonding, reactions and/or mechanisms) and recognize that science is an evolving body of knowledge.
3. Identify and use chemical laboratory equipment and instrumentation to quantitatively and/or qualitatively determine an unknown.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**





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#### **CHEM - 123: Structure and Reactivity: Organic Chemistry 2**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve abstract and complex problems using organic chemistry ideas (bonding, reactions, and mechanisms) and theories.
2. Understand key events in the development of chemistry (bonding, reactions, and/or mechanisms) and recognize that chemistry is an evolving body of knowledge.
3. Identify and use chemical laboratory equipment and instrumentation to quantitatively and/or qualitatively determine an unknown.
4. Extract pertinent information from an appropriate chemical database and report the information in a written narrative with chemical structure.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

#### **CHEM - 133: Problem Solving Skills For CHEM 143**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve abstract and complex chemical problems as related to concepts and problem solving in CHEM 143.

**CLO's Blanket approved CHEM 133 by OAW, Nov. 7, 2014**

#### **CHEM - 142: Pre-General Chemistry**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve abstract and complex chemical problems using general chemistry principles and theories.
2. Understand key events in the development of chemistry and recognize that science is an evolving body of knowledge.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

#### **CHEM - 143: Introductory College Chemistry**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve abstract and complex chemical problems using general chemistry principles and theories.
2. Understand key events in the development of chemistry and recognize that science is an evolving body of knowledge.
3. Identify and use chemical laboratory equipment and instrumentation.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

#### **CHEM - 144: Fundamentals of Organic & Biochemistry**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve abstract and complex chemical problems using organic and biochemical ideas and theories.



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2. Understand key events in the development of organic and biochemistry and recognize that science is an evolving body of knowledge.
3. Identify and use chemical laboratory equipment and instrumentation.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

#### **CHEM - 150: Exploring Our Chemical Environment**

Upon satisfactory completion of this course, the student should be prepared to:

1. Solve chemical problems using chemistry principles and theories.
2. Understand key events in the development of chemistry and recognize that science is an evolving body of knowledge.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

#### **CHEM - 164: Introductory Chemistry Laboratory**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify and use chemical laboratory equipment and instrumentation. The student will be able to use chemical laboratory equipment and instrumentation properly.
2. Understand key events in the development of chemistry and recognize that science is an evolving body of knowledge.
3. Apply the components of the scientific method to laboratory concepts.

**M/S/C (J. Dorn, B. Sanders) Move to approve CHEM 101, CHEM 102, CHEM 142, CHEM 143, CHEM 144, CHEM 150, CHEM 164, CHEM 122, CHEM 123 with the changes in CLO #2.**

#### **CLDDV - 173: Autism: Overview and Treatments**

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe and identify characteristics of autism, identify interventions and treatments, and understand the concepts and strategies of DIR Floor Time intervention strategy.
2. Recognize various exceptionalities and conditions of children with Autism and identify interventions based on the developmental needs of individual children.

**CLO's Blanket approved CLDDV 173 by OAW, Nov. 7, 2014**

#### **CLDDV - 291: Creative Activities for Young Children**

Upon satisfactory completion of this course, the student should be prepared to:

1. Recognize and implement developmentally appropriate learning experiences for children that address all domains of development.

**CLO's Blanket approved CLDDV 291 by OAW, Nov. 7, 2014**

#### **COMM - 133: Mediated Communication**



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Upon satisfactory completion of this course, the student should be prepared to:

1. Describe the history, evolution, and theoretical foundations of mediated communication.
2. Utilize mediated communication technologies including (but not limited to) social networking, email, blogs, chat, and video conferencing in an effective and ethical manner.
3. Evaluate the impact of technology on personal and professional relationships.

### **CLO's Blanket approved COMM 133 by OAW, Nov. 7, 2014**

#### **EHS - 281: Advanced Floral Design**

Upon satisfactory completion of this course, the student should be prepared to:

1. Create and calculate an estimate for wedding flowers.
2. Create and calculate an estimate for funeral flowers.
3. Analyze a major floral holiday and compose a one minute marketing video, using an arrangement that has been created in class.

### **CLO's Blanket approved EHS 281 by OAW, Nov. 7, 2014**

#### **ENGL - 161: Film Appreciation**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify and critique how technical devices (e.g., cinematography and shot composition, mise-en-scène, editing, and sound design) affect the meaning of a given film.
2. Identify and analyze a film's formal patterns of organization and development.
3. Analyze and critique, in longer essays, a film's relationship to that film's period, genre, national/artistic movement, and particular director.

### **CLO's Blanket approved ENGL 161 by OAW, Nov. 7, 2014**

#### **ENGL - 162: History of Cinema**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the major periods of development in the history of cinema and assess the impact that particular historical events, social and artistic movements, developments in media technology, and stylistic innovations of individual filmmakers have had on the film industry in each major period of its development;
2. Analyze, evaluate, and critique the manner in which particular films perpetuate and/or challenge the thematic and stylistic conventions associated with film-production in the period, movement, or national context associated with them.

### **CLO's Blanket approved ENGL 162 by OAW, Nov. 7, 2014**

#### **FAMLF - 131: Family Relationships**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the different Family Structures as categorized by Types of Marriage, Types of Families, and Authority Patterns.



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2. Describe major impacts on interpersonal relationships, including physical health, mental health, and family planning.

#### **CLO's Blanket approved FAMLF 131 by OAW, Nov. 7, 2014**

M/S (P. Muncy, P. Mendez) Move to approve FDNTR 219.

#### **FDNTR - 219: Introduction to Nutrition Science**

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate basic knowledge of nutrient digestion, absorption and metabolism including the relationship between nutrition, health, fitness, and disease
2. Utilize a computer database to evaluate a personal diet record

N. Gopal had an issue with CLO #1, with the word *Demonstrate*, what does the author want, explain, or describe. E. Kerr is sure the Dean and the author would authorize the change to *Explain nutrient digestion* and correct the spelling error in the word *between*, and the author will be notified of the change.

#### **M/S/C (P. Muncy, P. Mendez) Move to approve FDNTR 219 with the changes above.**

15 Ayes, 0 Opposed, 0 Abstentions

M/S (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190.

E. Kerr mentioned that the author has the *identify and model* pattern. GEOL 182 has a third CLO, so there is uncertainty why it would be in this one and not the others. This could possibly be an oversight. E. Kerr wanted to approve them all and then go back to the author to see if he wants to add CLO #3 to all of them, it can be corrected. J. Dorn will check with the author and will respond to both E. Kerr and H. Townsend with the answer from the author.

#### **M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**

15 Ayes, 0 Opposed, 0 Abstentions

J. Dorn to follow up with the author.

#### **GEOL - 173: Geology of Pinnacles National Park**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the characteristic rock and mineral specimens, landforms, and geologic structures found in the Pinnacles National Park and the San Andreas fault in the California Coast Ranges.
2. Model the geologic history of Pinnacles National Park, the San Andreas fault, and the California Coast Ranges based on field observations of rock and structure relationships.

#### **M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**



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#### **GEOL - 175: Caverns and Karst Topography of the Sierra Nevada**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the characteristic rock, fossil, and mineral specimens, landforms, and geologic structures found in the caverns, karst topography and metamorphic rocks of the western Sierra Nevada.
2. Model the geologic history of the Western Metamorphic Belt and associated karst topography of the Sierra Nevada based on field observations of rock and structure relationships.

**M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL. 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**

#### **GEOL - 180: Geology of the Central Sierra Nevada**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the characteristic rock and mineral specimens, landforms, and geologic structures found in the Central Sierra Nevada, including Yosemite National Park and the Sonora Pass region.
2. Model the geologic history of the central Sierra Nevada based on field observations of rock and structure relationships.

**M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL. 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**

#### **GEOL - 181: Geology of Sequoia and Kings Canyon**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the characteristic rock, fossil, and mineral specimens, landforms, and geologic structures found in Sequoia and Kings Canyon National Parks and adjacent regions.
2. Model the geologic history of Sequoia and Kings Canyon National Parks based on field observations of rock and structure relationships.

**M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL. 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**

#### **GEOL - 182: Geology of the California Coastline**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the characteristic rock, fossil, and mineral specimens, landforms, and geologic structures found along the California coastline.
2. Model the geologic history of the California coastline based on field observations of rock and structure relationships.
3. Relate observable rocks, minerals, landforms, and geologic structures to the processes that formed them.

**M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL. 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**

#### **GEOL - 185: Geology of California's Volcanoes**



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Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the characteristic rock and mineral specimens, volcanic landforms, and geologic structures found in the Cascades Range and Modoc Plateau of California.
2. Model the geologic history of the Cascades Range and Modoc Plateau volcanic provinces based on field observations of rock and structure relationships.

**M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL. 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**

#### **GEOL - 186: Geology of the Eastern Sierra Nevada**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the characteristic rock, fossil, and mineral specimens, landforms, and geologic structures found in the Eastern Sierra Nevada, the Owens Valley and adjacent parts of the Basin and Range province.
2. Model the geologic history of the Eastern Sierra Nevada and Owens Valley based on field observations of rock and structure relationships

**M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL. 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**

#### **GEOL - 190: International Geology Field Studies**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the characteristic rock, fossil, and mineral specimens, landforms, and geologic structures found at significant international and overseas geologic localities.
2. Model the geologic history of significant international and overseas localities based on field observations of rock and structure relationships.

**M/S/C (P. Muncy, K. Ennis) Motion to approve GEOL 173, GEOL 175, GEOL. 180, GEOL 181, GEOL 182, GEOL 185, GEOL 186 and GEOL 190, with the approval of the author.**

#### **GUIDE - 109: International Student/New American Focus**

Upon satisfactory completion of this course, the student should be prepared to:

1. Develop an accurate educational plan based on student educational goal.
2. Explain the concept of culture shock and be able to apply that concept to experiences in his/her own life.
3. Identify the general and major requirements needed to earn an associate degree and/ or certificate from Modesto Junior College.

**CLO's Blanket approved GUIDE 109 by OAW, Nov. 7, 2014**

M/S (N. Gopal, B. Bailey) Move to approve GUIDE 110.

#### **GUIDE - 110: Introduction to College**

Upon satisfactory completion of this course, the student should be prepared to:



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1. Use the MJC catalog to find information about the various academic and vocational programs the college offers, requirements for degrees, certificates and transfer programs.
2. Develop an accurate educational plan based on student educational goal.
3. Identify student support services and campus resources to assist them in being successful at Modesto Junior College.

After a short discussion it was decided to keep it as is.

### **M/S/C (N. Gopal, B. Bailey) Move to approve GUIDE 110.**

15 Ayes, 0 Opposed, 0 Abstentions

#### **GUIDE - 111: Career Exploration**

Upon satisfactory completion of this course, the student should be prepared to:

1. Develop an accurate Educational Plan based on student's educational goal.
2. Identify the important variables to be considered when choosing a career (student's interests, values, skills/aptitudes, and life goals).
3. Create and analyze educational goals in the context of life goals, abilities, interests, values, career choices, and alternatives.
4. Identify three resources that they can utilize for career exploration.

### **CLO's Blanket approved GUIDE 111 by OAW, Nov. 7, 2014**

#### **HE - 112: Introduction to Public Health**

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate the approaches used in public health to identify a contributory cause of a disease or other condition.
2. Describe criteria for evaluating the quality of public health data and information from a variety of sources.
3. Analyze the steps in the evidence based public health process.

### **CLO's Blanket approved HE 112 by OAW, Nov. 7, 2014**

#### **MUSE - 155: Concert Choir**

Upon satisfactory completion of this course, the student should be prepared to:

1. Sing in a large choir environment, in rehearsal and performance, using proper technique and style.
2. Read, interpret, and perform choir literature.
3. Analyze the basic history of the choir and learn about its composers.

### **CLO's Blanket approved MUSE 155 by OAW, Nov. 7, 2014**

#### **NURSE - 271: Nursing Process: Fundamentals**

Upon satisfactory completion of this course, the student should be prepared to:

1. Apply the major nursing concepts, theoretical perspectives, and the Roy Adaptation Model to the performance of clinical skills in nursing practice.



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2. Apply the nursing process, utilizing teamwork and evidence-based practice to provide safe, patient-centered, and therapeutic nursing care.

### **CLO's Blanket approved NURSE 271 by OAW, Nov. 7, 2014**

#### **NURSE - 272: Geriatric Nursing**

Upon satisfactory completion of this course, the student should be prepared to:

1. Apply the Nursing Process using Critical Thinking and Evidence-Based methods to ensure safe care of the geriatric population.

### **CLO's Blanket approved NURSE 272 by OAW, Nov. 7, 2014**

#### **NURSE - 273: Maternal-Child Nursing**

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate safe and effective care for the childbearing patient, newborn, and pediatric patient.
2. Perform postpartum, newborn, and pediatric physical assessment.
3. Perform venipuncture and safely administer intravenous medications.

It was mentioned that CLO #2 was missing the number 2. Heather will correct. Kathy to correct in the minutes.

### **CLO's Blanket approved NURSE 273 by OAW, Nov. 7, 2014**

#### **NURSE - 274: Nursing Process: Mental Health**

Upon satisfactory completion of this course, the student should be prepared to:

1. Apply the nursing process, based on evidence-based practice, to meet the mental health, safety, healthcare, and adaptation needs of diverse populations.
2. Demonstrate effective verbal and written therapeutic communication with clients.

### **CLO's Blanket approved NURSE 274 by OAW, Nov. 7, 2014**

#### **PE - 102: Offensive Football Theory**

Upon satisfactory completion of this course, the student should be prepared to:

1. Recognize, select, and organize skills necessary to perform as offensive participant in the sport of football.
2. Analyze offensive and defensive execution and adjust offensive patterns of play.
3. Synthesize and recognize offensive and defensive tactics specific to an offensive football participant.

### **CLO's Blanket approved PE 102 by OAW, Nov. 7, 2014**

#### **PE - 105: Defensive Football Theory**

Upon satisfactory completion of this course, the student should be prepared to:





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1. Recognize, select, and organize skills necessary to perform as defensive participant in the sport of football.
2. Synthesize and recognize various offensive & defensive tactics specific to a defensive participant.
3. Analyze offensive and defensive execution and adjust defensive play.

#### **CLO's Blanket approved PE 105 by OAW, Nov. 7, 2014**

##### **PE - 126: Introduction to Sport Management**

Upon satisfactory completion of this course, the student should be prepared to:

1. Analyze the unique dimensions and characteristics of sport and how these influence the management and marketing of sport.
2. Examine the key concepts regarding the history, philosophy and legal aspects of sport management.
3. Differentiate between potential career fields in sport management and the qualifications required of those fields.
4. Evaluate the managerial role and the responsibilities of sport managers in a variety of sports related settings.

#### **CLO's Blanket approved PE 126 by OAW, Nov. 7, 2014**

##### **PEVM - 101XABC: Training and Conditioning for Baseball**

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate, select, and execute offensive and defensive skills required to compete in intercollegiate baseball scrimmages and games.
2. Analyze game situations and select appropriate strategy and team play to successfully compete.
3. Relate conditioning, strength, speed, and agility to collegiate baseball game performance.

#### **CLO's Blanket approved PEVM 101XABC by OAW, Nov. 7, 2014**

##### **PEVM - 107XABC: Training and Conditioning for Basketball**

Upon satisfactory completion of this course, the student should be prepared to:

1. Compare, contrast and execute offensive and defensive skills required to compete in intercollegiate basketball competition.
2. Relate conditioning, strength, speed and flexibility to collegiate game performance.
3. Analyze game situations and select appropriate strategy and team play to successfully compete at the collegiate level and prepare to transfer to a four-year school.

#### **CLO's Blanket approved PEVM 107XABC by OAW, Nov. 7, 2014**

##### **PEVM - 111XABC: Training and Conditioning for Cross Country**

Upon satisfactory completion of this course, the student should be prepared to:

1. Analyze the effects of periodization throughout the season.
2. Construct a personalized fitness plan.
3. Analyze different training philosophies and how they benefit diverse training groups.



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### **CLO's Blanket approved PEVM 111XABC by OAW, Nov. 7, 2014**

#### **PEVM - 131XABC: Training and Conditioning for Tennis**

1. Upon satisfactory completion of this course, the student should be prepared to:  
Evaluate, select, and execute skills required to compete in intercollegiate tennis matches.
2. Analyze match situations and select appropriate strategy for singles and doubles play to successfully compete.
3. Relate conditioning, strength, speed, and flexibility to collegiate match performance.

### **CLO's Blanket approved PEVM 131XABC by OAW, Nov. 7, 2014**

#### **PEVM - 141XABC: Training and Conditioning for Water Polo**

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate, select and execute offensive and defensive skills required to compete in intercollegiate water polo.
2. Compare and contrast conditioning skills for intercollegiate water polo.
3. Create a team strategy for Man down defensive skills, that are required for intercollegiate water polo.

### **CLO's Blanket approved PEVM 141XABC by OAW, Nov. 7, 2014**

#### **PEVW - 102XABC: Training and Conditioning for Basketball**

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate, select, and execute offensive and defensive skills required to compete in intercollegiate basketball games.
2. Analyze game situations and select appropriate strategy and team play to successfully compete.
3. Relate conditioning, strength, speed, and flexibility to collegiate game performance.

### **CLO's Blanket approved PEVW 102XABC by OAW, Nov. 7, 2014**

#### **PEVW - 104XABC: Training and Conditioning for Cross Country**

Upon satisfactory completion of this course, the student should be prepared to:

1. Analyze the effects of periodization throughout the season.
2. Construct personalized fitness plan.
3. Analyze different training philosophies and how they benefit diverse training group.

### **CLO's Blanket approved PEVW 104XABC by OAW, Nov. 7, 2014**

#### **PEVW - 116XABC: Training and Conditioning for Golf**

Upon satisfactory completion of this course, the student should be prepared to:

1. Assess mental and physical conditions to effectively compete in collegiate golf.
2. Evaluate situations then select and perform collegiate level golf skills and strategies.



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#### **CLO's Blanket approved PEVW 116XABC by OAW, Nov. 7, 2014**

##### **PEVW - 124XABC: Training and Conditioning for Soccer**

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate, select, and execute offensive and defensive skills required to compete in intercollegiate soccer games.
2. Analyze game situations and select appropriate strategy and team play to successfully compete.
3. Relate conditioning, strength, speed, agility, and flexibility to collegiate game performance.

#### **CLO's Blanket approved PEVW 124XABC by OAW, Nov. 7, 2014**

##### **PEVW - 136XABC: Training and Conditioning for Track and Field**

Upon satisfactory completion of this course, the student should be prepared to:

1. Construct a fitness plan for each of the track and field events.
2. Analyze the effects of periodization throughout the season.
3. Identify and apply knowledge of sport science, biomechanics, and exercise physiology.

#### **CLO's Blanket approved PEVW 136XABC by OAW, Nov. 7, 2014**

##### **THETR - 114: Script Analysis**

Upon satisfactory completion of this course, the student should be prepared to:

1. Discover the patterns common to most, if not all, dramatic storytelling.
2. Apply an analytic framework to several model plays.
3. Select from the various elements of a production those elements that will establish and reinforce the concepts and meaning of a script.

#### **CLO's Blanket approved THETR 114 by OAW, Nov. 7, 2014**

E. Kerr mentioned if spelling or grammar errors are found ahead of time please send to E. Kerr and H. Townsend and they will correct, which will save some time.

#### **IV. CLOs Originating through CLO Update Only Process**

##### **A. Status Reports**

##### **1. CLOs Pulled for Revision at Previous OAW Meetings - Updates on Status of Revisions**

- HUMSR 101 - Introduction to Human Services (2/7/14) (Eileen)
- HUMSR 111 - Counseling in Chemical Dependency (2/7/14) (Eileen)
- HUMSR 116 - Drugs and Alcohol in Society (2/7/14) (Eileen)
- HUMSR 118 - Pharmacology of Abused Substances (2/7/14) (Eileen)
- HUMSR 119 - Intro Group Ldrshp/Grp Process (2/7/14) (Eileen)
- PHILO 135: Environmental Ethics (11/1/13) (Eileen)
- SOCIO 150: Ethnicity and Culture in America (12/6/13) (Eileen)



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E. Kerr mentioned that the HUMSR courses are still in process. HUMSR courses are in the midst of PLO assessments, so they will remain as they are for the moment.

PHILO 135 is still in process. P. Muncy is working with the author.

As for Socio 150, there is a new Sociologist, and she needs a semester before she is put into this.

### **B. CLOs for Approvals** (includes revisions from previous meetings and new submissions through CLO Update Only Process)

1. Revised CLOs Pulled Previously - Ready for Approval

None

2. **NEW CLOs for Approval** (from CLO Update Only Queue)

**M/S/C (P. Mendez, P. Dorn) Motion to approve BUSAD 201, BUSAD 203, BUSAD 274, BUSAD 310 AND THETR 175 with a Blanket approval.**

15 Ayes, 0 Opposed, 0 Abstentions

#### **BUSAD - 201: Financial Accounting**

Upon satisfactory completion of this course, the student should be prepared to:

1. Analyze and record accounting transactions and complete a full accounting cycle.
2. Analyze financial information to evaluate the financial health of a business.
3. Analyze and interpret ethical issues in the financial accounting environment, identify key issues, and formulate strategies to address them.

**CLO's Blanket approved BUSAD 201 by OAW, Nov. 7, 2014**

#### **BUSAD - 203: Computer Accounting**

Upon satisfactory completion of this course, the student should be prepared to:

1. Create an accounting system, utilizing a variety of current accounting software packages.
2. Utilize multiple current accounting software packages, that includes the following modules: accounts receivable, accounts payable, job costing and payroll.
3. Evaluate and compare available features in several current accounting software packages.

**CLO's Blanket approved BUSAD 203 by OAW, Nov. 7, 2014**

#### **BUSAD - 274: Human Resources Management**

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the administrative, operational and strategic roles Human Resource Management fulfills that contribute to organizational success.
2. Identify problems caused by high employee turnover; and identify retention strategies.



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3. Describe Human Resource Management's role in organizational ethics and formulate strategies to promote ethical behavior in organizations.

### **CLO's Blanket approved BUSAD 274 by OAW, Nov. 7, 2014**

#### **BUSAD - 310: Bookkeeping 1**

Upon satisfactory completion of this course, the student should be prepared to:

1. Analyze financial transactions through the accounting equation.
2. Analyze and record accounting transactions to complete the full accounting cycle.
3. Identify and assess ethical issues related to the bookkeeping environment.

### **CLO's Blanket approved BUSAD 310 by OAW, Nov. 7, 2014**

#### **THETR - 175: Stage Costuming**

Upon satisfactory completion of this course, the student should be prepared to:

1. Analyze a script in terms of themes, place, time, style, plot, genre, and mood.
2. Categorize character traits of the main characters in terms of social level, physical traits and personality traits.
3. Participate in a collaborative discussion with the director and other designers.
4. Render a costume sketch and swatch it as a part of the whole production's costume design.

### **CLO's Blanket approved THETR 175 by OAW, Nov. 7, 2014**

Addendum to November 7, 2014, OAW Meeting

**Per Barbara Adams/Heather Townsend (11/7/14) this course was approved by curriculum but author made subsequent changes in the CLOs, which are as follows:**

#### **ART 172 - Intermediate Photography**

1. Demonstrate intermediate to advanced skills in photographic studio practice, including camera and meter operation, film development, black and white wet-lab printing, formal presentation strategies and studio lighting techniques.
2. Employ intermediate to advanced visual literacy skills to recognize individual, aesthetic choices and engage in critical discourse with peers and faculty.
3. Create an original portfolio of prints that exhibits a clear and decisive use of photographic materials and concepts.

**Per email conversation with Linda Kropp (10/20/14) these updates were made after course approval in spring 2014.**

#### **BUSAD 218 - Business Law**

Upon satisfactory completion of this course, the student should be able to:

1. Identify and recognize legal process, court procedures and terminology associated with criminal and civil (tort) law.



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2. "Brief" (summarize and analyze) published court cases and identify legal questions, court rulings and legal reasoning.
3. Identify and recognize the legal elements of a contract.

### **BUSAD 208 - Introduction to International Business**

Upon satisfactory completion of this course, the student should be able to:

1. Describe the increasing importance of a global perspective in business and the impact of technology on the development of an international business.
2. Compare the cultural differences that undergird international commerce.
3. Identify and analyze the social and ethical implications of international business.

**M/S/C (P. Muncy, G. Wray) Motion to approve ART 172, BUSAD 218, and BUSAD 208.**

15 Ayes, 0 Opposed, 0 Abstentions

### **CLOs From September 9, 2014 Curriculum Meeting**

CLOs pulled to return to author for revision: WKFSK 810

Minor changes made to NURSE 270, PE 116, PE 121 and TUTOR 100 prior to motion being made.

**M/S/C (J. Dorn, P. Muncy) Motion to approve the remaining CLOs with a Blanket approval.**

15 Ayes, 0 Opposed, 0 Abstentions

ANTHR – 101: Biological Anthropology

Upon satisfactory completion of this course, the student should be prepared to:

1. Explain the theory of biological evolution and how the scientific method serves as a foundation for such anthropological studies;
2. Demonstrate the concepts/methods used to analyze human evolution;
3. Evaluate human adaptation from an anthropological perspective.

**CLO's Blanket approved ANTHR 101 by OAW, Nov. 7, 2014**

ANTHR – 105: Biological Anthropology Laboratory

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe and employ the scientific method.
2. Describe and employ the practical experience concepts of biological anthropology.

**CLO's Blanket approved ANTHR 105 by OAW, Nov. 7, 2014**

ANTHR – 150: Native People of North America

1. Describe the basic concepts, methods of inquiry, and the theories of sociocultural anthropology.
2. Apply the above in comparative studies of Native Peoples of North America, and especially to explain observed variation, change and adaptation.
3. Use anthropological perspectives to describe and explain contemporary issues.



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### **CLO's Blanket approved ANTHR 150 by OAW, Nov. 7, 2014**

HE – 111: Women's Health Issues

Upon satisfactory completion of this course, the student should be prepared to:

1. Synthesize and critique information about dimensions of wellness for personal characteristics as well as location of facilities.
2. Articulate a written plan for maintenance of reproductive healthcare needs.
3. Analyze health history information to determine personal health risk factors.
4. Construct a lifestyle behavior plan for fitness, nutrition, and general healthcare for reduction of risks for chronic illness.

### **CLO's Blanket approved HE 111 by OAW, Nov. 7, 2014**

NURSE – 270: Nursing Process: Pharmacology

Upon satisfactory completion of this course, the student should be prepared to:

1. Apply pharmaceuticals, pharmacotherapeutics, pharmacokinetics, and pharmacodynamics in the accurate preparation and administration of medications.
2. Apply the nursing process using critical thinking and evidence based methods to ensure safe medication administration.

### **CLO's Blanket approved NURSE 270 by OAW, Nov. 7, 2014**

PE – 100: Introduction Physical Education

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate the history, current issues, controversies, available career opportunities, and values associated with Physical Education.
2. Identify and evaluate strength training exercises and the correlating exercise that emphasizes each particular muscle group.

### **CLO's Blanket approved PE 100 by OAW, Nov. 7, 2014**

PE – 115: Officiating: Fall Sports

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate and demonstrate the mechanics, rules, and responsibilities of officiating football.
2. Evaluate and demonstrate the mechanics, rules, and responsibilities of officiating basketball.

### **CLO's Blanket approved PE 115 by OAW, Nov. 7, 2014**

PE – 116: Football Team Play concepts

Upon satisfactory completion of this course, the student should be prepared to:

1. Utilize essential concepts regarding cohesive stages and behaviors of sport teams
2. Synthesize the various viewpoints regarding competition.
3. Develop a personal philosophy regarding being a good teammate.



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### **CLO's Blanket approved PE 116 by OAW, Nov. 7, 2014**

PE – 121: Coaching Effectiveness

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate essential concepts regarding skill instruction, development of proper team behaviors, and policies.
2. Synthesize the organize concepts regarding physical training of cardio and muscular systems.
3. Develop a personal sport teaching/coaching philosophy.

### **CLO's Blanket approved PE 121 by OAW, Nov. 7, 2014**

PE – 124: Introduction to Kinesiology

Upon satisfactory completion of this course, the student should be prepared to:

1. Distinguish the integrative nature of the field of Kinesiology.
2. Evaluate the discipline of Kinesiology, its foundation, movement principles, and career opportunities.
3. Assess historical, philosophical, and pedagogical principles of human movement.

### **CLO's Blanket approved PE 124 by OAW, Nov. 7, 2014**

PEC – 162: Aikido

Upon satisfactory completion of this course, the student should be prepared to:

1. Observe and evaluate an attack, then select and apply the appropriate defensive Aikido technique.
2. Observe and evaluate the defender's position, then select and apply the appropriate attack.

### **CLO's Blanket approved PEC 162 by OAW, Nov. 7, 2014**

PEC – 190: Advanced Water Polo

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate the rules and regulations of the game of water polo.
2. Evaluate the advanced techniques and strategies of the game of water polo.
3. Evaluate skills as they are learned and how they will fit into team play.

### **CLO's Blanket approved PEC 190 by OAW, Nov. 7, 2014**

TUTOR – 100: Introduction to General Tutoring

Upon satisfactory completion of this course, the student should be prepared to:

1. Apply the tutoring cycle to peer sessions.
2. Employ a variety of effective techniques in peer tutoring.
3. Demonstrate sensitivity to the needs of students from diverse cultural backgrounds and learning abilities.
4. Critically evaluate his/her tutoring experiences.

### **CLO's Blanket approved TUTOR 100 by OAW, Nov. 7, 2014**

WKFSK – 810: Skills to Succeed at a New Job – *Pulled for revision by the author on CLO #1*





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Upon satisfactory completion of this course, the student should be prepared to:

1. List strategies to balance work and personal life.
2. Demonstrate positive customer service and communication skills for the workplace.
3. Identify and apply teamwork and motivation practices.
4. Demonstrate effective job search strategies.

### III. ACTION/DISCUSSION ITEMS

#### 1. CLOs and the Curriculum Review Process (Eileen, Nita, Paul)

Report from meeting 10/28

E. Kerr reported that on Oct 28, 2014, she, N. Gopal and P. Muncy met to discuss what they would like to do as a committee because hopefully they will get to a place where they are beginning to see what people are creating in their assessments, providing feedback and criteria for bettering their reports at the CLO level, at the PLO/ILO/GELO level and how that will feed into Program Review.

E. Kerr handed out a copy of an Economic Outcomes Assessment for a CLO and summary of their meeting. The data isn't what is being looked at but what they decided to look at. They need to look at what is being put in the CLO assessment grids and should it be looked at, if so what should it be saying. They started discussing what the purpose of the CLO Assessment ought to be. When the CLOs were created the purpose was to promote conversation among faculty about courses and their effectiveness. They need to think about the qualitative part of the assessment that should be flowing upward to PLO/ILO/GELO Assessment and ultimately to Program Review. When CLOs and what was learned about your course, where does the conversation go? It disappears. The only thing that comes out of that is a number. When there is a discussion that this is what we have now, what needs to be discussed is the qualitative aspect. Could the assessment form be developed to promote faculty conversations better and also recognize that there shouldn't be too much of a change because that would frustrate people. The purpose of this committee is not to do that but to help them see. The key is to make the data and qualitative material more useful for assessment and program review. The idea they had was that there could be an Executive Summary that is attached to the set of CLO assessments that would flow with the course as a whole. There should be some way when you sit down with the CLOs and take what you learned from them you should be able to say something. There is probably one thing that you learned or figured out about this class that you think might need to be changed. That one thing should be in the Executive Summary.

An evaluation was discussed. P. Muncy said because there is so much in an evaluation, a lot of it will not be looked at and it won't mean as much. To try to limit what the individual CLOs assessments are and for it to be about the course, the importance of one or two things by forcing faculty to narrow down what they want to put on their Executive Summary, it forces a conversation. What is the one thing that we want OAW or Senate or the next level to be considering or be aware of?

Beth Bailey said she would not want to narrow down what people are saying. She believes some of the content that was written, she wouldn't want to lose that, because it is rich. She thinks it is important to document the kinds of thinking that you were having, that could be lost if you don't keep track of it, so



## Outcomes Assessment Work Group

### Approved Minutes

Nov. 7, 2014

1:00 - 2:30pm

Yosemite Hall, Room 213

View the minutes and attachments at:

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it can be looked at the next time to see what was being thought or discussed at that time. To have a summary, a more global picture of the course, as to what is most important. How is the more qualitative information moved into the PLO realm when it is not the executive summary that will reflect the PLO, it is the CLOs and the CLOs from all the different courses in that program that are feeding that PLO. How do we make sense out of that in a qualitative way vs a quantitative way. She doesn't think an executive summary is going to reflect that. There needs to be some way other than the numbers to make it more meaningful. What are those numbers telling you? If looking at Program Outcomes that you are trying to get to and you are measuring it differently than others, what does that mean, who needs to do what to make the Program Outcome better.

P. Muncy said in his department individually the numbers are meaningless that doesn't put together a picture. He is wondering why our experiences are very different with the CLOs with what they are telling us from department to department.

E. Kerr said hopefully the Math Department's pilot will help us and figure out the mechanisms to put the data in that will give us numbers to help us see. Is there an important thing to do with those CLOs that say, for instance, in Calculus this is what needs to be done next for the whole course and how that whole course would feed the program review.

P. Mendez said on outcome assessment, there are a variety of stages to pull the data or assessments that are happening. Our process asks us to look at courses and their outcomes and assess what is happening in our classes and fill out forms. They are being captured them randomly. When do you bring them together? If a system is not created that is predictable, some groups do it here, some do it there, it is to communicate what a faculty member should expect. When doing CLOs they would know at that point of time to do a more in depth study. Is that at the Program Review process or when they are reviewing the entire Learning Outcome when they are seeing all the data coming together or are they at different stages.

From an administrative perspective for P.Mendez, it is easier to communicate to the faculty group, when you do your CLO, and when you go a little deeper. With everything they have to do in an academic year they would know in the next year they would know to pull this data, have a meeting and do a more in depth analysis. When they are trying to assess how effective they are in their programs that is also the time they are looking at the results from their programs. He wondered how they schedule the rotation? J. Dorn gave us one format of data draw across the system, but when we went sit down and met with faculty members and went over everything all together that is when it becomes clearer. When you look at this information and are asking how effective are we in our PLOs of our Programs that is also the time you are looking at the results of your programs and other input you are trying to direct. Is it on target or not on target?

K. Ennis said there is already a Curriculum cycle where Program Review is in there. If that is not enough, within your own division something more would need to be done. Things that work for your division may not work for another division.



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E. Kerr said the cycle is there. The question is what feeds where and what happens to all the items that are documented. When you get to the point of assessments and ask what does our program look like, it is not clear how a course is being used to explain what is going on, what you end up is isolated CLOs, which does not give you an option or opportunity to think about the course and how the course all together can inform what you do about Program Review. You have this conversation, and then you are finished until two years later. When you are ready to do program review where is the documented conversation that you previously had and what you needed to do going forward. She wants to put that as an option, as a place to put that information, within what is already done,.

J. Dorn said having an Executive Summary on the Program Review document about how each class did collectively, once all the CLO assessments have been done, is good, but the other issue is when there is a conversation about Program Learning Outcomes, it is no longer just about math, now you will have to discuss English, history, sociology etc. and have a conversation about the common thread. How can you have a conversation about a common thread when there is no common thread?

P. Muncy said we need to think about how to contribute to a conversation about performing program level objectives and general Program Review. If the same format is kept, and there is an Executive Summary of the courses as a whole, the Executive Summary of the courses informs the Program Review, and the critique of the CLOs inform the PLOs.

E. Kerr said we are short a couple of pieces, and we were addressing the piece of how to preserve information. The part never addressed was how to have two different departments get together and have a conversation of what was learned about a student's General Education experience. E. Kerr said if we are looking at students General Education experience then we are looking at that student's General Education that they are going to do and are we supposed to provide that? We are not doing that yet. Those are separate questions.

There was a discussion of how data is entered.

E. Kerr said the question that needs to be dealt with first is the process question; but to also keep thinking about what is the meaning of the numbers and Math will be helping with that with their pilot program.

B. Bailey said when she puts in data, feedback is never received. It is never reflected anywhere, whether it is right or wrong, and feels something needs to be incorporated into that process regarding that.

E. Kerr said if qualitative ways can be found in putting qualitative information to it, it becomes meaningful to us.

B. Sanders mentioned there could be four things to discuss: Communication, the ability to explain the reasoning, collectively, instead of having one dimension of a single number to discuss, the highs and lows could be discussed and it could be positive.



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E. Kerr mentioned on the Agenda there is Spring 2015 PLO/ILO/GELO Assessments list of depts. due for those assessments. If there is anyone in your department that is on the list, start working with the people in your discipline, because if CLOs are incomplete that will be difficult if they are not done. E. Kerr will be sending emails out to those involved.

### 2. Spring 2015 PLO/ILO/GELO Assessments - Reminder PLO/ILO/GELO only

- Administration of Justice - PLO only
- Computer Graphics - PLO only
- Environmental Sciences - PLO only
- Human Services - PLO only
- Natural Resources - PLO only

### PLO/ILO/GELO plus Program Review

- Animal Science - PLO plus Program Review
- Earth Science - PLO plus Program Review
- Geology - PLO plus Program Review
- History - PLO plus Program Review
- Meteorology - PLO plus Program Review
- Music - PLO plus Program Review

Next Meeting: December 5, 2014 in Yosemite Hall, Room 213, 1:00pm