



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

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

Members Absent: Belen Robinson, Jennifer Hamilton, Jillian Daly, Mark Anglin, Michael Sundquist, Pedro Mendez, Sonny Gumm

Others Present: Kathy Haskin

I. **APPROVAL OF MINUTES for April 4, 2014**

M/S/C (K. Ennis, P. Muncy) Move to approve the April 4, 2014 minutes as changed.

II. **NOTIFICATION ITEMS**

Per Paul Muncy, the authors of CSCI 242 (formerly CMPSC 289) and CSCI 290 (formerly CMPSC 294) have indicated that the following CLOs remain as they are. These courses should be activated with the current language.

CSCI - 242: Directory Services

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

1. Describe the purpose, use and advantages of a network that maintains a directory of services.
2. Identify the necessary software, hardware and services to maintain a directory of services for a network including the purpose and configuration of each.

CSCI - 290: Computer Science Final Project

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

1. Articulate and synthesize social interactive skills to work in teams effectively.
2. Analyze and evaluate components of term projects.
3. Analyze and evaluate the principles of problem-solving methodology.

HUMAN. – 105: Early Humanistic Traditions

Per Paul Muncy, Flora Carter requested a small change in the language of the first CLO statement for this course. The language should be changed from:

Interpret and evaluate the significance of the arts, literature, religion and philosophy in giving form and meaning to the human event, specifically from ancient civilizations through the Renaissance and Reformation.

To (see underlined language)

Interpret and evaluate the significance of the arts, literature, religion and philosophy in giving form and meaning to the human experience, specifically from ancient civilizations into the Age of Global Encounters in the 1500s.



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

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

CMPGR 215 – Business Presentation Graphics (11/1/13) (Paul)

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)

Eileen to check prior minutes to see what was needed to be changed for PHILO 130. Eileen to talk to Lynette about the MUSIC courses after the meeting.

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

1. Revised CLOs Pulled Previously - Ready for Approval

None at this time

2. NEW CLOs for Approval (includes April 4 and April 15, 2014 curriculum committee meetings)

M/S/C (B. Bailey, K. Ennis) Motion to approve the New CLOs with a Blanket approval.

14 Ayes, 0 Opposed, 0 Abstentions

ENGL 112 - Introduction to the Novel and Short Story

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

1. Define and use terminology commonly found in the analysis of fiction (e.g., mood, setting, point of view, theme, conflict, plot, and subplot).
2. Describe the historical development of prose fiction.
3. Write analytically and critically about literature and to support a literary analysis thesis by offering specific evidence from works under discussion, related works, information from class lecture, and/or readings about the art and technique of fiction.

CLO's Blanket approved for ENGL 112 by OAW, Sept. 19, 2014

ENGL 114 - Introduction to Poetry

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



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

1. Define and use terminology commonly found in the analysis of poetry (e.g. rhythm, rhyme, meter, stanza, verse, symbolism, imagery, allegory, tone, alliteration, etc.).
2. Identify major movements, forms and poetic styles from various cultures and recognize impact on contemporary poetry.
3. Write thesis driven critical essays which offer analysis of poetry using explication and/or literary theory.

CLO's Blanket approved for ENGL 114 by OAW, Sept. 19, 2014

ENGL 116 - Introduction to Drama

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

1. Define and use terminology commonly found in the analysis of drama (e.g. mood, setting, characterization, theme, conflict, plot, and subplot).
2. Describe major periods or movements (e.g. Elizabethan drama or Theater of the Absurd) in the historical development of drama and explain what their thematic interests and formal characteristics suggest about the culture at that time.
3. Write a thesis-driven essay that analyzes drama using explication and/or literary theory.

CLO's Blanket approved for ENGL 116 by OAW, Sept. 19, 2014

ENGL 132 - Introduction to World Literature 2

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

1. Identify and define literary techniques relevant to the study of world literature from the mid-seventeenth century to the present.
2. Describe genres, periods, and themes relevant to the study of world literature from the mid-seventeenth century to the present.
3. Analyze and explain the literary, historical, and cultural significance of important works of world literature from the mid-seventeenth century to the present.

CLO's Blanket approved for ENGL 132 by OAW, Sept. 19, 2014

ENGL 151 - Folklore

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

1. Describe cultural groups that practice and have practiced folklore.
2. Describe forms of folklore from different cultures and historical periods including their associated themes and techniques.
3. Write analytically about the significance of important works of folklore.

CLO's Blanket approved for ENGL 151 by OAW, Sept. 19, 2014

ENGL 156 - The Bible as Literature: The Hebrew Canon and Intertestamental Writings

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



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

1. Write analytically about major Old Testament writers and the cultural and historical events that shaped their work.
2. Analyze and explain the literary, historical, and cultural significance of a wide selection of books from the Hebrew Canon.
3. Describe genres, themes, and literary conventions of Hebrew Canon texts studied;

CLO's Blanket approved for ENGL 156 by OAW, Sept. 19, 2014

ENGL 157 - The Bible as Literature: The New Testament

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

1. Describe genres, themes, and literary conventions of New Testament texts studied;
2. Analyze and explain the literary, historical, and cultural significance of a wide selection of books from the New Testament.
3. Write analytically about major New Testament writers and the cultural and historical events that shaped New Testament writings.

CLO's Blanket approved for ENGL 157 by OAW, Sept. 19, 2014

ENGL 163 - Introduction to Shakespeare

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

1. Identify and define literary techniques relevant to the study of Shakespeare's works.
2. Identify and define genres, periods and themes relevant to Shakespeare's works.
3. Analyze and explain the literary, historical, and cultural significance of Shakespeare's works.

CLO's Blanket approved for ENGL 163 by OAW, Sept. 19, 2014

ENGL 168 - Adolescent Literature

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

1. Identify, describe, and analyze various forms, themes, and issues of adolescent literature from different ethnic and cultural sources.
2. Analyze and explain how adolescent literature can affect the emotional and intellectual growth of young adults.
3. Explain and utilize methods of helping young adults enjoy and understand adolescent literature.

CLO's Blanket approved for ENGL 112 by OAW, Sept. 19, 2014

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)



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

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 Grp Ldrshp/Grp Process (2/7/14) (Eileen)

Eileen mentioned that the HUMSR courses are still being updated and we should have by the next meeting.

PHILO 135: Environmental Ethics (11/1/13) (Eileen)

Eileen spoke to B. Anelli and she will collapse PHILO 135 with PHILO 130 (in the above prior section) and see if they can be completed.

SOCIO 150: Ethnicity and Culture in America (12/6/13) (Eileen)

Eileen mentioned there is a new faculty in Sociology and SOCIO 150 will probably be done this semester. Eileen will be training her soon.

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

CLOs pulled were: HUMSR 40, HUMSR 103, HUMSR 110, HUMSR 114, HUMSR 117, HUMSR 120

M/S/C (K. Ennis, D. Brayman) Motion to approve the remainder of the Revised CLOs pulled previously – Ready for Approval with a Blanket approval.

14 Ayes, 0 Opposed, 0 Abstentions

M/S (K. Ennis, J. Dorn) Motion to approve HUMSR 40 and HUMSR 103.

Discussion took place regarding issues with CLO #1 on HUMSR 40 and HUMSR 103. It seemed outside the normal verbiage to “state” educational, vocational, and career goals. It’s not clear whether it’s your own educational goals or generally. Eileen suggested “State ones educational, vocational, and career goals.”

Eileen mentioned HUMSR 40 and HUMSR 103 could be approved with the idea of talking to the author about making a change or insist that it remain the same. Eileen to inform Heather of the decision on Monday, Sept. 22.



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

M/S/C (K. Ennis, J. Dorn) Motion to approve HUMSR 40 and HUMSR 103 with the intent on contacting the author for a revision or no change.

14 Ayes, 0 Opposed, 0 Abstentions

HUMSR - 40: Independent Living Skills & Activities

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

1. State educational, vocational, and career goals.
2. Describe one community resource in the surrounding area.
3. Identify one independent living setting.

M/S/C (K. Ennis, J. Dorn) Motion to approve HUMSR 40 and HUMSR 103 with the intent on contacting the author for a revision or no change.

HUMSR - 103: Introduction to Human Services Careers

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

1. State educational, vocational, and career goals for the Human Services profession.
2. Describe one community resource in the area for individuals, families, groups, and communities.

M/S/C (K. Ennis, J. Dorn) Motion to approve HUMSR 40 and HUMSR 103 with the intent on contacting the author for a revision or no change.

HUMSR - 104: Aging in America

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

1. Describe the developmental life cycle, aging process, critical milestones, and human behavior of the elderly.
2. Examine the values, belief systems, and ethics of the human services professional when working with the aged.
3. Identify one social policy, procedure, and the impact on the elderly in their social environment.

CLO's Blanket approved for HUMSR 104 by OAW, Sept. 19, 2014

M/S/ (P. Muncy, L. Borrelli) Motion to approve HUMSR 110, 114, 117, and 120.

P. Muncy had a problem with the word "detail" in HUMSR 110 & 114, CLO #1,. Eileen will talk to the author about making a change to the word "detail" to "Explain in detail".

P. Muncy had a problem with HUMSR 117 & 120, CLO #3 and #2, with the word "Outline". It sounds like an objective, not a CLO. Eileen to talk to author if there are objection in making changes to the CLOs or if there is a reason to keep it the same.



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

In HUMSR 114 the word suicide is in CLO #2 twice, and in HUMSR 120 the word families is in CLO #1 twice, so those need to be removed.

M/S/C (P. Muncy, L. Borrelli) Move to approve HUMSR 110, 114, 117 & 120 as changed with the intent on contacting the author for a revision or no change.

14 Ayes, 0 Opposed, 0 Abstentions

HUMSR 110-Introduction to Interviewing and Counseling

Upon successful completion of the course, students will be able to:

1. Detail the process of client engagement, assessment, interviewing, intervention, counseling, and aftercare, and relevance to the Human Service profession.
2. Identify one theoretical perspective, and technique utilized when providing clinical services to individuals, families, groups, and communities.
3. Describe how one social problem in America impacts human behavior.

M/S/C (P. Muncy, L. Borrelli) Move to approve HUMSR 110, 114, 117 & 120 as changed with the intent on contacting the author for a revision or no change.

14 Ayes, 0 Opposed, 0 Abstentions

HUMSR 113 - Co-Occurring Disorders

Upon successful completion of the course, students will be able to:

1. Identify the categories and diagnostic criteria for one psychiatric and substance use disorders, as outlined in the DSM-V.
2. Describe the relevance of engagement, assessment, interviewing, experiential practice, and theoretical viewpoint for dually-diagnosed individuals in clinical practice.

CLO's Blanket approved for HUMSR 113 by OAW, Sept. 19, 2014

HUMSR - 114: Death and Dying

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

1. Detail two practice issues, concerns, or other relevant issues that emerge when working with individuals that are dying, and or terminally ill.
2. Explain the process of end of life planning, suicide, death, bereavement, suicide, and euthanasia across selected culture groups.
3. Explain cross-cultural, faith based, and one religious viewpoint regarding death, dying, bereavement, and the afterlife.

M/S/C (P. Muncy, L. Borrelli) Move to approve HUMSR 110, 114, 117 & 120 as changed with the intent on contacting the author for a revision or no change.

14 Ayes, 0 Opposed, 0 Abstentions



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

HUMSR 117-Intervention and Treatment Strategies in Chemical Dependency

Upon successful completion of the course, students will be able to:

1. Identify one short and long term intervention, therapeutic strategy, and theoretical orientation used in Chemical Dependency Counseling treatment.
2. Describe the role of family, group dynamics, and social support in determining treatment outcomes for Chemically Dependent clientele.
3. Outline the Addiction Counseling Core Competencies of the profession.

M/S/C (P. Muncy, L. Borrelli) Move to approve HUMSR 110, 114, 117 & 120 as changed with the intent on contacting the author for a revision or no change.

14 Ayes, 0 Opposed, 0 Abstentions

HUMSR 120-Professional Development in the Helping Professions

Upon successful completion of the course, students will be able to:

1. Describe one professional value, ethical conflict, approach, and requirement that may arise when working with individuals, families, groups, families, and community members.
2. Outline the National Association of Social Work, Council of Human Service Education code of ethics, and addiction counseling core competencies.

M/S/C (P. Muncy, L. Borrelli) Move to approve HUMSR 110, 114, 117 & 120 as changed with the intent on contacting the author for a revision or no change.

14 Ayes, 0 Opposed, 0 Abstentions

HUMSR - 142: Introduction to Psychosocial Rehabilitation

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

1. Illustrate the necessary clinical skills, theoretical perspectives, interviewing strategies, counseling techniques, and professional ethics to work effectively with and provide services for people with who have mental health problems.
2. Describe psychosocial rehabilitation, practice models, and identify symptoms of one psychiatric disorder.

CLO's Blanket approved for HUMSR 142 by OAW, Sept. 19, 2014

HUMSR - 146: Psychosocial Rehabilitation with Children/Families

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

1. Identify current and historical barriers to engagement with treatment providers, and issues that arise when parenting children with special emotional health care needs.
2. Delineate the process of goal identification, intervention facilitation, assessment, and outcome monitoring with families whose children receive psychiatric rehabilitation services.
3. Describe the principles and processes of Psychiatric Rehabilitation for Children and their families.

CLO's Blanket approved for HUMSR 146 by OAW, Sept. 19, 2014



Outcomes Assessment Work Group Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

HUMSR - 198ABC: Special Topics

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

1. Complete one community activity, and a comprehensive research project related to the special topic.

CLO's Blanket approved for HUMSR 198ABC by OAW, Sept. 19, 2014

HUMSR - 349ABCD: Work Experience

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

1. Discuss the relevance of experiential learning in the helping profession.
2. Describe the operation of one community service organization that provides clinical services to individuals, families, groups, and community members.

CLO's Blanket approved for HUMSR 349ABCD by OAW, Sept. 19, 2014

PEC 195: Weight Training

1. Apply the safe use of equipment with spotters, collars, and belts
2. Analyze progressive resistance, repetitions, sets, and sequence in weight training.
3. Demonstrate knowledge of weight training apparatus as it relates to individual fitness.

CLO's Blanket approved for PEC 195 by OAW, Sept. 19, 2014

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

M/S/C (G. Wray, P. Muncy) Move to approve ENSC 108 and NR 200.

14 Ayes, 0 Opposed, 0 Abstentions

ENSCI - 108: Environmental Conservation

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

1. Describe common environmental conservation practices.
2. Evaluate lifestyle choices in terms of meeting the tenets for creating a sustainable future.
3. Evaluate the viability of potential future primary power sources for the United States.

M/S/C (G. Wray, P. Muncy) Move to approve ENSC 108 and NR 200.

14 Ayes, 0 Opposed, 0 Abstentions

NR - 200: Soils

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

1. Explain the physical and chemical properties of soil.
2. Prepare an evaluation of a soil site.



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

3. Provide recommendations for soil improvement.

M/S/C (G. Wray, P. Muncy) Move to approve ENSC 108 and NR 200.

14 Ayes, 0 Opposed, 0 Abstentions

III. ACTION/DISCUSSION ITEMS

1. Pilot of Math Rubric for CLO Assessment/Class Climate (James Dorn/Brian Sanders)

B. Sanders and J. Dorn gave a report on the Pilot Program that was used in one Math class using the Class Climate System. B. Sanders mentioned J. Dorn had an idea to do a trial on how to do evaluations. He wanted to show the results of the end product. B. Sanders briefly went over the CLO Assessment form.

J. Dorn created a rubric with four domains of learning, 2.1 Conceptual Understanding, 2.2 Processes and Strategies, 2.3 Communication, 2.4 Accuracy. He believes he can assess any task using those four learning domains. By leaving those four headings and looking to assess on those four domains only, all kinds of data can be brought forth. Data can now be compared between classes, but only if the domains are the same.

J. Dorn said in the classic idea of the rubric, fours and fives are acceptable, threes, twos and ones are unacceptable. With the math rubric, the inaccuracy is the area which they have been focusing on, the problem is either correct, or there may be a small error at which that error would not need further instruction. The answer may be incorrect but the error minimal. He used a completed students graded CLO Assessment as a sample and also pointed out the marked boxes at the bottom of the form and the marked Yes/No boxes.

The group went over the Survey Results for the Math course used. A discussion took place on how it is determined whether a student has met or not met the yes/no questions at the bottom on the CLOs based on those four categories. A student has to show proficiency in all domains to be a success.

J. Dorn was trying to make it more of a universal project. How was he going to map all the CLOs to PLOs to GELOs to ILOs? If the same rubric is used, the answer is yes. He can pull all the data together. They are currently assessing the problem solving ability just in the Accuracy domain and assessing the communication CLO just in the Communication domain. He hopes they eventually can go through and say they want the students to have fives in all domains to be considered a success. The Math Department chose to look at one category. It can be looked at whatever way you choose, or a combination.



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

The critical aspect, if you want to adopt or try this, and the most critical thing is the four headings must be the same and if comparisons are to be done than they need to be compared with those domains and on a five point scale. Whatever that conceptual understanding looks like in your discipline that's the critical piece for you to identify what each of those are.

The Profile was briefly discussed and then the Math 70 Trial v.2 graph was discussed. It was compiled of 562 students in 18 sections of Math 70. The last graph, all Math Classes Together of 851 students was also reviewed.

B. Sanders briefly went over the Needs. If it was decided to use this trial than a data extract by IT programmers would be requested, to extract section and participant data from Datatel for import into Class Climate which also consists of an additional report modeled on existing extracts. Training would be needed to develop rubrics and to conduct departmental norming sessions. Procedures would need to be developed to determine how best to generate, distribute, and collect results from participating faculty members.

L. Borrelli said this feels to her like it is taking away from everything else they are starting to do. It feels to her like this would not be a priority. Not everybody knows how to do all the other things. This may seem helpful to Math, but to other people it seems overwhelming.

J. Dorn said that is not uncommon. He knows it is overwhelming, but it is a voluntary thing. As time goes by, the value might be seen. At some point when you grade he believes that it may show that you looked at those areas when grading. If it doesn't have value to you or have something that works for you, there is no reason to change.

E. Kerr mentioned that if it gets going as a pilot, get people interested in doing it, data is starting to be built and a lot of the problems are resolved, at some point things will change because the technology being used will change. There is indication there will be a move to an outcomes system that will be separate from CurricuNet. At that point if the pilot is going well doing the ground work will be a big part of that.

B. Sanders said if anyone is interested in doing a pilot he would like from this group a vote that would support this trial and ask IT Programmers from the District to work on an extract that would allow an upload of this information more easily.

M/S/C (B. Sanders, P. Muncy) Motion that Outcomes Assessment Workgroup support the voluntary experimentation with the Pilot approach and to request the IT Programmers to build an extract that will streamline the upload process.

14 yes, 0 Opposed, 0 Abstentions



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

2. CLOs and the Curriculum Review Process (Eileen)

New Requirements for OAW

Review PLO, ILO and GELO assessments through Program Review

Create Criteria for CLO Assessment Reports; provide feedback to authors

E. Kerr and J. Todd have discussed getting OAW out from under the CLO statements. It has been discussed also with Barbara Adams. It was discussed having the process placed somewhere in the curriculum process as a regular thing that happens rather than people changing their CLOs whenever and we try to get them done. At the time it was necessary, but now it has been discussed having the CLOs as part of the course of record. E. Kerr and B. Adams agree that the first step should be to get CLOs into the curriculum process and if sometime they would like to put them together, it can be decided at that time. The hope is if both groups agree OAW would not be looking at CLO statements by spring. The idea would be that there would be a parallel tech review committee for CLOs. OAW would still be looking at CLOs but it would be a smaller group through CurricuNet done on the Curriculum Committees agenda. E. Kerr, K. Ennis and one other person is proposed. The process has yet to be clarified. B. Adams does not want the CLOs at part of the course of record. She said it's what happens after the course is over and it shouldn't be in the course outline. We could be willing to have it stand side by side for now. Faculty may not see any difference; however it will look different to us. The Curriculum Committee will have to make some adjustments how they operate. There was discussion of CLO updates and how they would be handled.

E. Kerr and B. Adams have not had the opportunity to draw up a document, but hopefully by the next meeting or the following meeting there will be a document put together for review. The reason why CLOs need to be off OAW's plate is the assessment extracts from Program Review will be received by the end of the semester to look at and evaluate. It will need to be decided what should be in PLO assessments and a rubric will have to be developed to assess them. E. Kerr thought possibly having a sub-committee with people that know how Program Review and assessment works and design something.

It was discussed that it would be better for all involved to meet at 1:00 pm instead of 12:30 for the OAW meetings.

It was discussed what could be done at the next meeting on Oct. 3. E. Kerr to get some CLO reports and will bring what an extract of a PLO part of the Program Review is and the group can start discussing criteria.

3. Training and Workdays Coming Up

October 24 - Training for Spring 2015 PLO/ILO/GELO assessment



Outcomes Assessment Work Group

Approved Minutes

Sept. 19, 2014

1:00 - 2:30pm

Founders Hall, Rm 116

View the minutes and attachments at:

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

There will be a training and workday on Friday, Oct. 24 for those who will be doing their PLO, CLO and Program Reviews in spring 2015. In the semester before the reviews are due, those that will be doing those reports will come in to be shown what is needed to be done to get set up. Those that are up for PLO or Program Review and PLO Assessment, please notify them. If they can't make it at least the reps need to be here to get some things started.

Those that did not get theirs done for spring 2015 need to have in to James by the end of Oct. Program Reviews will be coming to OAW and Instruction Council by the end of the semester.

The PLO/GELO/ILOs will not be due until the same date CLOs are due after the semester.

E. Kerr will send out invites to the reps involved. If your discipline is not in the list below then you don't need to be there.

4. Spring 2015 PLO/ILO/GELO Assessments

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: October 3, 2014 in Yosemite Hall 213