

Program: GE
Learning Outcome Workshop Agenda
October 19-20, 2017

Thursday - 8:30 am to 4:30 pm

<https://global.gotomeeting.com/join/196944069>

Friday - 8:30 am to 1:00 pm

<https://global.gotomeeting.com/join/151535133>

CAO Oak Room, Visalia
[GoToMeeting Recording]

Through the assistance of subject matter experts/faculty, Program Workshops is a process that will provide a new Learning Outcome Architecture for each academic program

DAY 1: Thursday the 19th (English, Psychology, Sociology, and Ethics)

- I. CALL TO ORDER: Annette Austerman**
- II. Student Learning Outcomes (CLOs) / Course Outlines: Todd Gervais**
 - A. CLOs are all accurate, well-developed, necessary, and 5 or fewer in total (if applicable)
 - B. Objectives are all accurate, well-developed, necessary, and aligned to one CLO,
- III. Break-Out**
 - A. Review and revise the designated course outlines
- IV. Assessments: Patrick Krebs**
 - A. Questions should be higher-level questions; feedback is optional and 10+ questions per exam is recommended
 - B. Projects should be authentic and assess the CLO(s) on a higher-level
 - C. Rubrics should be multi-level, with relevant weighted criteria, and containing concise level descriptions to accurately assess each criterion
 - D. Course Assessment Plans
- V. Break-Out**
 - A. Review and revise the designated mastery assessments
 - B. Review and revise course assessment plans
- VI. Recap / Finalize Action Items: Annette Austerman**
 - A. Instructor Assignment: Checking for Understanding

DAY 2: Friday the 20th (Math and Natural Science)

I. CALL TO ORDER: Annette Austerman

II. Student Learning Outcomes (CLOs) / Course Outlines: Todd Gervais

- A. CLOs are all accurate, well-developed, necessary, and 5 or fewer in total (if applicable)
- B. Objectives are all accurate, well-developed, necessary, and aligned to one CLO,

III. Break-Out

- A. Review and revise the designated course outlines

IV. Assessments: Patrick Krebs

- A. Questions should be higher-level questions; feedback is optional and 10+ questions per exam is recommended
- B. Projects should be authentic and assess the CLO(s) on a higher-level
- C. Rubrics should be multi-level, with relevant weighted criteria, and containing concise level descriptions to accurately assess each criterion
- D. Course Assessment Plans

V. Break-Out

- A. Review and revise the designated mastery assessments
- B. Review and revise course assessment plans

VI. Cengage Textbooks

- A. MTH 121 & 122: [Intermediate Algebra : A Guided Approach](#), 10th Edition, ISBN: 9781435462502
- B. NSC1: [An Introduction to Physical Science](#), 14th Edition, ISBN: 9781305079120

VII. Recap / Finalize Action Items: Annette Austerman

- A. Instructor Assignment: Checking for Understanding