

## **Learning Outcomes Task Force Notes**

### **12-13-04**

In attendance: Michael Ansell, Dale Boercher, Lisbeth Cenantes, Jackie Fitzgerald, Jim Gioia, Abby Hirashiki, Pam Luster, Amber Machamer, Natasha Mosset, Maureen O'Herin, Sameen Pourrahimi, Sophie Rheinheimer, Peggy Riley, Angella Ven John, Scott Vigallon, Cheryl Warren.

#### Critical Thinking:

Under critical thinking the committee changed a couple of words to clarify the main point. Mike Ansell suggested, and it was agreed upon by the committee, that sub topics concerning scientific principles and scientific method should be included under 2.4 (Solve Problems) of Critical Thinking. It was also decided that both mathematics and science should be stated in 2.5.c. The committee thanked the math and science departments for their invaluable help with the Critical Thinking section.

Creativity and Aesthetics: Peggy sent out an e-mail to the other departments, English, Humanities, and Performing Arts, to get their feedback on this topic. Peggy's goal was to have a rough draft of this heading and continue to work on it as the committee moves forward. The group agreed that this was a good start. The committee had some discussion about changes it would like to see for this topic. There were many thanks to Peggy for her work on this section.

#### Technology

The group went over an informative handout from John Gonder, We also reviewed information from other people in CIS, as well as input from Cheryl Warren. The group read over all the information and made small changes in the wording. There was a clarification about students knowing how to use new technology and being able to apply that knowledge to solve problems, i.e., knowing when to use a program they may have learned. It was agreed that 5.1-4 under Technology emphasize this skill, as well as, 1.2c, 1.3.a, 2.1a+b, 2.2a+b, 2.4.f, and 2.5b (Communication and Critical Thinking).

#### Personal and Ethical Development

##### Respect and responsibilities

It was agreed that these two documents from the previous meeting/draft should be merged under one heading, Respect and Responsibility. Amber relayed that she received some concerns that this topic was in a large part, non-academic. This was acknowledged as a concern; however, other core competency statements and accreditation standards suggest that affective learning must be assessed as a learning outcome. Although it may be fine tuned in the future, this heading must address affective learning that is not covered under the other headings. Someone voiced a concern about the Diversity subtopic; Amber noted that there is a focus on different aspects of Diversity except "lifestyle choices". The group decided either we spell every aspect of diversity out or make it a

broader topic. The committee decided to leave the Diversity subheading (4.5) as it is for now. The committee thanked Amber, Jackie, Angella and Jim Gioia for their work on this section of the competencies.

There was a lot of discussion regarding minimal changes in terms of words. The overall structure of the document wasn't changed.

The Task Force agreed that this draft (with alterations as discussed) would be submitted to Dr. Cota and presented to the Faculty Senate at their February meeting.