

General Studies General Education
A.A. Degree: General Studies, emphasis in Language Rationality

PLOs:
 Upon satisfactory completion of the course requirements for the General Studies, Emphasis in Language & Rationality Associate of Arts Degree the student will be able to:

COURSE ID	CLO#: Students successfully completing this course will be able to:	Demonstrate awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrate critical thinking in the analysis and production of communication.	Demonstrate the ability to find, evaluate, and use information in a variety of formats.
AGEC 225	1. Apply spreadsheets to calculate business mathematical problems such as volume, area, ratio, and proper mixture proportions.			X
AGEC 225	2. Evaluate, predict, report and defend the findings of basic statistical calculations and trends from supplied agricultural data, supported by formulas, graphs, and charts. S11		X	X
AGEC 225	3. Evaluate and compare computer hardware systems against minimum requirements, then propose a choice, and support by writing.		X	X
AGEC 225	4. Create an original application for data collection and analysis, which can solve a business need such as calculating feed mixtures or price selling points. Students will also be able to create end user documentation describing how to employ their application. S11	X	X	X
AGEC 225	5. Demonstrate how to reach a specific market by preparing focused sales communications, advertising pieces, and multimedia sales presentations. S11	X		
AGEC 225	6. Evaluate and compare computer hardware systems against minimum requirements, then propose a choice, and support by writing. S11			
AGEC 225	7. demonstrate how to calculate and find averages, highest selling items, selling trends, extended pricing, profit margin, and create graphs and charts.		X	X
AGEC 225	8. be able to evaluate current computer advertisements. From this, write a recommendation of which system to purchase, why, and what the components are of said system.	X	X	X

Duplicate

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AGEC 225	9. demonstrate how to find prospective clients using the internet. With this target market, students will then create a customized mass mailing sales correspondence, construct a brochure or newsletter to this market, build a multimedia presentation that explains their services, then present the sales presentation in front of an audience.	X	X	
BUSAD 210	1. Apply the direct and indirect reasoning processes as well as creative approaches to effectively compose and format business documents using specific style guidelines.	X	X	
BUSAD 210	2. Prepare and write a personal resume and cover letter that lists education, work experience, personal references, and other topics unique to each student.	X	X	
BUSAD 210	3. Demonstrate report-writing techniques to research, organize, and develop an informative or investigative report that reaches conclusions or makes recommendations.	X	X	X
CMPGR 264	1. Identify and describe the basic structure of HTML tags.		X	
CMPGR 264	2. Demonstrate the ability to compose a Web document using basic HTML tags.		X	
CMPGR 264	3. Prepare images for use in a Web document, including choosing the best format, employing the use of a transparent background, using interlacing, and choosing a Web safe color palette.	X		
CMPGR 265	1. Categorize the hardware components used in a multimedia system and analyze equipment needs to produce various forms within specified physical and economical constraints.			X

Objectives

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CMPGR 265	2. Select appropriate software to use in the creation, formatting and delivery of multimedia on the web.			X
CMPGR 265	3. Select or generate multimedia files, including audio, video and animated graphics capable of delivery and playing on the Internet.			
CMPSC 103	1. Analyze and evaluate the terms and typical problems applicable to analysis using symbolic logic.		X	X
CMPSC 103	2. Synthesize, analyze, and evaluate the various justifications given in the development of the rules of both sentential logic and predicate logic.		X	X
CMPSC 103	3. Translate into symbolic notation arguments from everyday discourse.	X	X	
CMPSC 103	4. Determine validity and soundness of arguments.	X	X	X
CMPSC 103	5. Critically analyze and evaluate arguments wherever they occur.		X	
CMPSC 201	1. Articulate the nomenclature of computers, computer activities, and types of computer users.	X		
CMPSC 201	2. Analyze the need for the computer's speed, economy, efficiency, and power.			X
CMPSC 201	3. Analyze computer problems with respect to the components of problem-solving procedures.			X
CMPSC 201	4. Construct one example of each of the three most frequently used applications: word processing, database management, and spreadsheet; and print the output from each.			
CMPSC 201	5. Evaluate and articulate uses of a graphical user interface-based operating system.	X		X
CMPSC 203	1. Evaluate fundamental differences in the structure and usage of data input, processed and output by the three primary general-purpose application programs.			X

BAD ?

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BAD
Outlines
this is an
outline

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Very objective-y outcomes

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CMPSC 203	2. Create, save, edit, format, print, and backup various types of word processing documents.	2	?	?
CMPSC 203	3. Formulate computations and relationships, enter data, save, edit, format, graph, and print spreadsheets.		X	
CMPSC 203	4. Design, edit, update, copy, format, sort, and index database files.		X	
CMPSC 203	5. Synthesize multiple data file formats into a comprehensive document.	X		
CMPSC 205	1. Analyze and evaluate the five steps for software engineering: definition, analysis, design, implementation and testing.			
CMPSC 205	2. Evaluate simple data requirements of a problem and select appropriate data types for their implementation in a high level language.			X
CMPSC 205	3. Create input/output control processes using a high-level programming language.	X	X	
CMPSC 205	4. Evaluate the implementation of sequence, selection, and iterative control processes using a high-level programming language.			X
CMPSC 205	5. Evaluate and implement the principles of top-down problem decomposition.			X
CMPSC 213	1. Articulate concepts of object oriented, event driven programming and design.		X	
CMPSC 213	2. Evaluate programming primitives such as counters, accumulators, and various sorting algorithms.			X
CMPSC 213	3. Articulate methods of data storage including sequential and direct disk-file access and database storage.			X
CMPSC 213	4. Construct TOE chart application plans, pseudocode and draw flowchart of algorithms.		X	X
CMPSC 213	5. Synthesize distribution strategies and create installation and distribution files.		X	
CMPSC 219	No CLO's in P-Net			

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COMPSC 241	1. Create conversions between and arithmetic operations on various number system representations.			X
COMPSC 241	2. Articulate the hardware architecture and component functions for a modern microprocessor and systems board.			X
COMPSC 241	3. Evaluate the purpose of editors, assemblers, linkers, loaders, and operating systems runtime requirements.			X
COMPSC 241	4. Articulate and utilize a processor instruction set to construct assembly language programs.	X	X	X
COMPSC 241	5. Construct basic and advanced data manipulation and I/O processes within assembly language programs.			X
COMPSC 261	1. Construct and evaluate advanced algorithmic solutions to moderately complex problems.			X
COMPSC 261	2. Evaluate the computational complexity of an algorithm using mathematical formulation and Big-O notation.			X
COMPSC 261	3. Evaluate and construct static lists, stacks, and queues using a high-level language.	X	X	X
COMPSC 261	4. Construct and evaluate dynamic binary search trees using a high-level language.	X	X	X
COMPSC 261	5. Evaluate and construct recursive algorithms and explain how the run-time stack makes this possible.		X	X
COMPSC 264	1. Evaluate workgroup networking and domain networking.			X
COMPSC 264	2. Build Server installations using different methods and troubleshoot installation problems.			
COMPSC 264	3. Evaluate and create an Active Directory bases domain and construct a system security.		X	X
COMPSC 264	4. Construct server storage, backup, and performance processes.		X	

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CMPS 264	5. Evaluate and construct a problem solving strategy and demonstrate the use of server resources for troubleshooting.	X	X	X
CMPS 275	1. Analyze and synthesize Database Management Systems (DBMS) capabilities, cost, and convenience.		X	
CMPS 275	2. Articulate typical database operations and applications.		X	
CMPS 275	3. Evaluate, construct and modify data tables.		X	X
CMPS 275	4. Articulate and evaluate modifications to data sets.		X	X
CMPS 275	5. Evaluate how to use relationships to create multiple table queries, forms, and reports.	X	X	X
CMPS 276	1. Evaluate star-schemas and other data warehouse objects.			X
CMPS 276	2. Create and evaluate materialized views to enhance ad-hoc query performance.	X		X
CMPS 276	3. Create and evaluate dimensions to enhance ad-hoc query performance.	X		X
CMPS 276	4. Perform dimensional analysis of data warehouse information.		X	
CMPS 291	1. Evaluate and construct programming solutions using object-oriented programming methodology.	X	X	X
CMPS 291	2. Create and evaluate dialogs, controls, messages, and commands as applied to Windows programming.	X	X	X
CMPS 291	3. Articulate and construct persistence and file input/output processes.		X	
CMPS 291	4. Construct user interfaces.	X	X	
CMPS 291	5. Evaluate and construct advanced programming techniques.		X	
ENGL 101	1. Write papers that demonstrate competent control over written language, academic form, style and tone;	X	X	
ENGL 101	2. Demonstrate the ability to read and think critically;	X	X	X
ENGL 101	3. Demonstrate the ability to select credible sources; and		X	X

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ENGL 101	4. Demonstrate the legitimate use of scholarly sources by (a) summarizing, paraphrasing, quoting, and documenting according to MLA conventions, (b) integrating source ideas with their own ideas, and (c) avoiding plagiarism.	X	X	X
ENGL 103	1. Demonstrate the ability to analyze and evaluate the major parts of an argument, such as claim, support, and counterargument;	X	X	X
ENGL 103	2. Establish and defend an argumentative thesis in essays that (a) demonstrate advanced, argumentative forms of writing; (b) demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling; and (c) demonstrate avoidance of common logical fallacies.	X	X	X
LIBR 100	1. Find information to support college-level research assignments and enhance life-long learning;	X	X	X
LIBR 100	2. Evaluate information in terms of its relevancy, accuracy, authority, objectivity, and currency;	X	X	X
LIBR 100	3. Use information effectively and ethically to support college-level research assignments and life-long learning.	X	X	X
MATH 80	1. Solve applied and theoretical problems involving geometry and right triangular trigonometry.		X	X
MATH 80	2. Demonstrate understanding of basic logic and mathematical proof		X	X
MATH 88	1. Apply concepts of probability in real world applications	X	X	X
MATH 88	2. Use algebraic techniques to solve real world applications	X	X	X
MATH 90	1. Succeed in a transfer level math course	X	X	X
MATH 90	2. Demonstrate understanding of functions and relations		X	
MATH 90	3. Demonstrate proficiency with multivariate systems		X	

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MATH 101	1. Demonstrate understanding of formal systems of logic		X	
MATH 101	2. Demonstrate familiarity with an overview of the history of mathematics		X	
MATH 105	1. Succeed in Math 106			
MATH 105	2. Demonstrate proficiency with mathematical problem solving		X	X
MATH 105	3. Demonstrate familiarity with mathematical pedagogy for elementary school students		X	
MATH 106	1. Demonstrate expertise with mathematical problem solving.		X	
MATH 106	2. Demonstrate familiarity with mathematical pedagogy for middle school students		X	
MATH 111	1. Use mathematical techniques to solve real world business applications		X	X
MATH 111	2. Use appropriate technology to model and solve real world applications	X	X	X
MATH 121	1. Succeed in Math 122	X	X	X
MATH 121	2. Demonstrate mastery of functions and relations		X	
MATH 121	3. Demonstrate mastery of multivariate systems		X	
MATH 121	4. Demonstrate understanding of mathematical proof		X	
MATH 122	5. Demonstrate understanding of mathematical proof		X	
MATH 122	6. Demonstrate understanding of trigonometric functions		X	
MATH 122	7. Solve advanced geometric real world applications		X	X
MATH 130	1. Solve Linear programming problems		X	X
MATH 130	2. Apply concepts of probability to real world applications		X	X
MATH 134	1. Use descriptive statistics to analyze data	X	X	X
MATH 134	2. Use inferential statistics to analyze data			
MATH 138	1. Use derivatives to solve real world business and social science applications	X	X	X
MATH 138	2. Use integrals to solve real world business and social science applications	X	X	X
MATH 171	1. Succeed in Math 172	X	X	X

Applied?

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MATH 171	2. Demonstrate understanding of the mathematic concept of limits		X	
MATH 171	3. Demonstrate understanding of the theory and application of differentiation		X	X
MATH 171	4. Demonstrate understanding of the theory and application of integration		X	X
MATH 172	1. Succeed in Math 173			
MATH 172	2. Demonstrate mastery of the theory and application of integration		X	X
MATH 172	Demonstrate understanding of the theory and application of infinite series		X	X
MATH 173	1. Succeed in Math 174			
MATH 173	2. Demonstrate understanding of the theory and application of multivariate differentiation		X	X
MATH 173	3. Demonstrate understanding of the theory and application of multivariate integration		X	X
MATH 173	4. Demonstrate understanding of vector calculus		X	
MATH 174	1. Demonstrate understanding of the theory and applications of first and second order differential equations.		X	X
MATH 174	2. Demonstrate understanding of the theory of linear algebra		X	
MATH 174	3. Demonstrate proficiency with techniques for solving differential equations		X	X
PHILO 103	1. Describe the nature, function, and practical applications of first order logic.	X	X	X
PHILO 103	2. Distinguish major systems of modern deductive logic.	X	X	X
PHILO 103	3. Translate ordinary language statements into symbolic form.	X	X	X
PHILO 103	4. Evaluate validity of formal arguments.	X	X	X
PHILO 103	5. Identify and utilize logical rules of inference and rules of replacement in developing formal proofs.	X	X	X
PHILO 103	6. Analyze and critically evaluate arguments wherever they appear.	X	X	X

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PHILO 103	7. Construct arguments with careful attention to language and subtleties of reasoning.	X	X	X
PHILO 105	2. Define and recognize in application major argument patterns and their components.	Y	X	X
PHILO 105	3. Analyze and clearly articulate the structure and meanings of various common types of argument.	Y	X	Y
PHILO 105	4. Define and identify the appearance of illegitimate rhetorical devices as they appear in arguments.	X	X	X
PHILO 105	5. Apply the fundamental concepts and techniques of both deductive and inductive logic to the evaluation of arguments.	X	X	X
PHILO 105	6. Construct logically effective arguments in a variety of situation.	Y	X	X
PHILO 105	1. Understand and articulate the importance of thinking critically in scientific pursuits as well as in everyday life.	Y	X	X
PHILO 107	2. Define and recognize in application major argument patterns and their components as utilized in the sciences.	X	X	X
PHILO 107	3. Analyze and clearly articulate the structure and meanings of various common types of argument in scientific discourse.	Y	X	X
PHILO 107	4. Comprehend and critically evaluate arguments utilized in the sciences, not in the technical sense, but in the philosophical sense of correct methodology and sound critical thinking practices.	Y	X	Y
PHILO 107	5. Identify the differences in methodology between science and pseudoscience, including the fallacies of theory testing displayed in the pseudosciences.	X	X	Y
PHILO 107	6. Articulate key philosophical controversies and interpretations of the nature and structure of scientific inquiry.	Y	X	Y

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PHILO 107	7. Identify and compare scientific paradigms and the development of logical systems as used in the sciences.	X	X	X
PHILO 107	1. create, and effectively deliver, professional and engaging speeches that are cogent, clear and concise.	Y	X	X
SPCOM 100	2. construct a speech outline demonstrating clarity of ideas, proper source citation, awareness of audience and proper outlining techniques.	X	X	
SPCOM 100	3. evaluate speeches in written and verbal forms.	X	X	X
SPCOM 100	4. identify and apply effective listening techniques.	X		
SPCOM 100	5. use the library and other modalities for effective research.			X
SPCOM 100	1. prepare and deliver speeches which demonstrate adaptation to audience and correct use of research, organizational, and delivery skills.	X	X	X
SPCOM 102	1. prepare and deliver speeches which demonstrate adaptation to audience and correct use of research, organizational, and delivery skills.	X	X	X
SPCOM 102	2. (a) identify the various roles occurring in a small group and (b) respond and adapt to the roles displayed in the group.	X		
SPCOM 102	3. utilize appropriate verbal and nonverbal messages to promote effective interpersonal relationships.	X		
SPCOM 104	1. recognize the moral, as well as logical, dimensions of rational discourse.	X	X	
SPCOM 104	2. differentiate between advocates' and critics' roles in argumentation, recognizing and applying basic logical requirements for a case to prove a proposition/thesis or refute or defend such a case.		X	

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SUPR 106	2. identify, research, and analyze ineffective organizational and group communication and make recommendations for improvement.	X	X	X
SUPR 106	3. deliver an individual and/or group presentation effectively using various public speaking techniques.	X		

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SPCOM 104	3. differentiate between types of propositions and the discovery of issues inherent to their analysis.	X		
SPCOM 104	4. find, evaluate, and incorporate research materials into written and oral argumentation, as well as cite sources correctly.		X	X
SPCOM 104	5. create logically strong arguments and apply principles of fair-minded argument (including how to identify and respond to bias, fallacious reasoning, and propaganda).		X	X
SPCOM 104	6. write evidence-based analysis papers, including essays, demonstrating logical reasoning and argumentation skills.	X	X	X
SPCOM 106	1. demonstrate an understanding of organizational and group communication theories and concepts.	X		
SPCOM 106	2. identify, research, and analyze ineffective organizational and group communication and make recommendations for improvement.		X	X
SPCOM 106	3. deliver an individual and/or group presentation effectively using various public speaking techniques.	X		
SPCOM 107	1. demonstrate increased critical thinking.		X	
SPCOM 107	2. demonstrate logical arguments and responses to arguments.	X		
SPCOM 107	3. successfully adapt to judging paradigms in debate.	X		
SPCOM 110	1. demonstrate knowledge of past and present theories of persuasion.	X		
SPCOM 110	2. demonstrate knowledge by performing three persuasive speeches.	X	X	X
SPCOM 110	3. apply persuasive theories to real world persuasive events in the form of a five page communication analysis.	X	X	X
SUPR 106	1. demonstrate an understanding of organizational and group communication theories and concepts.	X	X	

Associate of Arts Degree: General Studies, Emphasis in Language and Rationality
Qualitative Analysis and Reflection on Program PLOs WORKSHEET

Faculty Members Present:

K. Ennis		

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

Many outcomes still read as objectives. I understand many divisions are in the process of revisiting and refining their CLOS.

2. Do the program learning outcomes (PLOs) represent the overall purpose(s) of the program? Please explain why or why not.

I think, perhaps, a PLO that more directly reflects mathematical computations would be helpful. Another way to put it: including a PLO that isn't so focused on verbal communication, but also includes analysis of numbers; computation.

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the program learning outcomes (PLOs)? Please explain.

Pretty well. Biggest problem I perceived were the CLOS that read like objectives. It was hard to place tasks such as "print the output of a word processing document" under an outcome.

Associate of Arts Degree: General Studies, Emphasis in Language and Rationality
Qualitative Analysis and Reflection on Program PLOs WORKSHEET

4. You've mapped your CLOs to PLOs. You've also been provided CLO assessment data in your packet; now, take some time to reflect on, consider and analyze the data you have. What does your CLO data tell you about your PLOs?

Since we constructed our PLOs, largely, after we constructed our CLOs, I feel some revision of CLOs are in order across the various disciplines. There is still some disconnect between CLOs & PLOs, at least in terms of wording. Aligning concepts/language between CLOs & PLOs will make the data more directly applicable and useful in terms of course/program improvement.

5. In reviewing the questions above, please identify an action plan.

Action Plan:

I recommend all divisions set aside some time to examine their CLOs & PLOs with the following goals:

1. Ensure CLOs are not being confused with objectives.
2. Ensure PLOs are not being confused with objectives.
3. Ensure CLOs align clearly with PLOs. Discuss any misalignment in terms of where changes need to take place -- course or program?
4. Have a meaningful discussion on how to create CLO assessments that clearly measure not only 1 or more CLOs, but a PLO.

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A.A. Degree: General Studies, Emphasis in Social Behavioral Science

PLOs:
 Upon satisfactory completion of the course requirements for the General Studies, Emphasis in Social & Behavioral Science Associate of Science Degree the student will be able to:

COURSE ID	CLOs: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
ADJU 201	1. -identify a career in the Administration of Justice field.	✓	✓
ADJU 201	2. -describe how the CJ system works.	✓	✓
ADJU 202	1. -differentiate between consensual contact, detention and probable cause to arrest.		
ADJU 202	2. -identify unethical conduct.		✓
ADJU 202	3. -describe the steps leading to a trial.		✓
ADJU 203	1. -understand corpus delicti of California Criminal Statutes.		✓
ADJU 203	2. -analyze case law.		✓
ADJU 235	1. -Identify the purpose of different types of correctional facilities.		✓
ADJU 235	2. -identify possible careers in the correctional field.		
AGEC 146	No CLO's in P-Net		
AGEC 210	1. -construct a graph of the production function, its derivatives and identify the three stages of production.		
AGEC 210	2. -explain the characteristics of various types of market structures, how each type of market allocates price and the efficiency of each market structure.		
ANTHR 102	1. -describe the basic concepts, methods of inquiry, and the theories of sociocultural anthropology.	✓	
ANTHR 102	2. -apply the above in comparative studies of sociocultural systems, and especially to explain observed variation, change and adaptation.		
ANTHR 102	3. -use anthropological perspectives to describe and explain contemporary issues.		✓

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1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.
 2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.

COURSE ID	CLO: Students successfully completing this course will be able to:		
ANTHR 104	1. -describe the basic concepts, methods of inquiry, and the theories of anthropological linguistics.	✓	
ANTHR 104	2. -identify significant data and models that contribute to our knowledge of human language.		
ANTHR 130	No CLO's in P-Net	✓	
ANTHR 140	No CLO's in P-Net	✓	
ANTHR 140	No CLO's in P-Net		
ANTHR 140	No CLO's in P-Net		
ANTHR 150	No CLO's in P-Net	✓	
BUSAD 240	1. -identify the qualities and personal characteristics of an effective manager.		✓
BUSAD 240	2. -plan well enough so as to recognize the need to make a timely, enforceable management decision.		✓
BUSAD 240	3. -recognize the need, when necessary, to apply special management techniques, e.g., JIT ("Just in time" inventory control), MBO ("Management by Objectives"), and SWOT (analysis of a business' strengths, weaknesses, opportunities and threats).		✓
BUSAD 240	4. -identify the ethical implications of every management decision upon individuals within a business, the business itself, and the larger surrounding community.		✓
CLDDV 103	No CLO's in P-Net		
CLDDV 104	No CLO's in P-Net		
CLDDV 105	No CLO's in P-Net		
CLDDV 160	No CLO's in P-Net		
CLDDV 262	No CLO's in P-Net		
ECON 101	1. -describe, analyze and evaluate economic concepts, mathematical models, and theories of the macroeconomy.		

General Studies General Education
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PLOs:
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COURSE ID	CLOs: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
ECON 101	2. -Identify major current economic problems and use economic theory to analyze and evaluate the problems.		
ECON 101	3. -Identify current governmental policies to remedy the macroeconomic problems and assess the effectiveness of these policies.		
ECON 101	4. -evaluate the impact of macroeconomic policies on such issues as: the distribution of wealth and income, economic growth, economic development, comparative economics, and the global economy.		
ECON 102	1. -describe, analyze and evaluate economic concepts, mathematical models, and theories of the microeconomy.		
ECON 102	2. -Identify major current microeconomic problems and use economic theory to analyze and evaluate the problems.		
ECON 102	3. -Identify current governmental policies to remedy the microeconomic problems and assess the effectiveness of these policies.		
ECON 102	4. -evaluate the impact of microeconomic policies on such issues as: the distribution of wealth and income, consumer income, the environment, degree of competition, and the global economy.		
ECON 115	1. -describe, analyze, and evaluate the economic history of the US in terms of major sectors of the economy and economic policy.		
ECON 115	2. -demonstrate a basic mastery of research techniques that historians use, and critical use and proper citation of primary and secondary sources.		

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COURSE ID	CLOs: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
ECON 115	3. -demonstrate an understanding of historiography.	✓	✓
ECON 115	4. -describe, analyze, and evaluate the roles of race, class, gender, or ethnicity in economic history.	✓	✓
ENSCI 110	No CLO's in P-Net		
GEOG 102	1. -describe and demonstrate the geographical approach as it applies to cultural studies.	✓	✓
GEOG 102	2. -identify, describe and demonstrate the origin and diffusion of cultural traits on a global basis.	✓	✓
GEOG 102	3. -explain the interrelationships between culture and development found on a global basis.	✓	✓
GEOG 104	No CLO's in P-Net		✓
GEOG 104	No CLO's in P-Net		
GEOG 105	1. -describe and demonstrate the geographical approach as it applies to economic activities found on a global basis.	✓	✓
GEOG 105	2. -describe and demonstrate causal factors for global patterns of economic behavior.	✓	✓
GEOG 105	3. -predict the movement of economic activities on a global basis based upon patterns of economic behavior.	✓	✓
GEOG 110	1. -describe and demonstrate the geographical approach as it applies to regional studies.	✓	✓
GEOG 110	2. -identify and describe the major world regions based upon similarities and differences in culture, politics, history, economics, and the physical environment.	✓	✓

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COURSE ID	CLO#: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
GEOG 110	3. -analyze regional differences, predict areas of crisis, and propose policies appropriate to the region to reduce conflict.	✓	✓
HIST 101	1. -analyze the development of the American colonies in terms of their economic, social, cultural, and political development.	✓	✓
HIST 101	2. -explain the causes and consequences of the American Revolution, including the economic, political, and societal changes taking place.	✓	✓
HIST 101	3. -explain the impact of race, gender, and class in Pre-Civil War America.	✓	✓
HIST 101	4. -compare and contrast regional identities during the antebellum period, including migration, economic and political ideologies, social and cultural transformations.	✓	✓
HIST 101	5. -analyze the causes and consequences of the Civil War, including the economic, political and social influences on this conflict.	✓	✓
HIST 102	1. -explain the development of American Industrialization and its economic, political, and social impact (1860-1945).	✓	✓
HIST 102	2. -analyze the rise of the United States as a global power from the Spanish-American War to World War II.	✓	✓
HIST 102	3. -explain the impact of race, gender, and class in Post-Civil War America.	✓	✓
HIST 102	4. -explain the rise and development of social justice movements in Post-World War II America.	✓	✓
HIST 102	5. -analyze and explain the Cold War at home and abroad.	✓	✓
HIST 104	1. -analyze the defining characteristics of the origin of civilizations.	✓	✓

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COURSE ID	CLO#: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
HIST 125	4. Demonstrate knowledge of the impact of the Wars for Independence, including the fragmentation of the colonial space, the colonial legacy, problems of nations building, and post-colonial relations to the outside world.	✓	✓
HIST 125	5. Explain the reasons and impact of the Mexican Revolution.	✓	✓
HIST 128	1. Demonstrate understanding of the diverse Native American populations/cultures inhabiting the North American southwest in the 19th century.	✓	/
HIST 128	2. Demonstrate knowledge of the United States government effort at "Indian removal" from east to west in the early 19th century.	/	/
HIST 128	3. Describe the goals, accomplishments and impact of the Lewis and Clark expedition on the American west in the early 19th century.	/	/
HIST 129	4. Demonstrate understanding of the causes, strategies and results of the Mexican-American war (1846-1848) in relation to their impacts on societies in the American west in the mid 19th century.	✓	✓
HIST 129	5. Demonstrate knowledge of the content of two important pieces of Native American related congressional legislation in the late 19th century and the impact on Native Americans.	✓	✓
HIST 145	1. Demonstrate knowledge of periodization, geographical extent, major characteristics, and differences of pre-Columbian civilizations.	✓	✓
HIST 145	2. Demonstrate knowledge of the demographic, economic, social, and religious impact of European colonization on Mesoamerican and Andean indigenous groups.	✓	✓
HIST 145	3. Demonstrate knowledge of the major reasons leading to the Wars for Latin American Independence, and the regional variations in the struggle for decolonization.	✓	✓

Needs
REVISION

General Studies General Education
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COURSE ID	CLOs: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
HIST 145	4. Demonstrate knowledge of the impact of the Wars for Independence, including the fragmentation of the colonial space, the colonial legacy, problems of nation building, and post-colonial relations to the outside world.	✓	✓
HIST 145	5. Define and show knowledge of the reasons for Latin America's continued underdevelopment.	✓	✓
HIST 154	1. Analyze the diversity of pre-colonial African culture and the rise of hybrid cultures as the result of European colonial enslavement of Africans.	✓	✓
HIST 154	2. Evaluate the social institutions of slavery.	✓	✓
HIST 154	3. Analyze the significances of the American Civil War.	✓	✓
HIST 154	4. Demonstrate knowledge of the development of free African American society and culture.	✓	✓
HIST 155	1. Analyze the diversity of African American culture and identities as the result of European immigration and Black immigration.	✓	✓
HIST 155	2. Evaluate the biographies of Black identities of power and influence.	✓	✓
HIST 155	3. Analyze the significances of gender to race in African American history.	✓	✓
HIST 155	4. Demonstrate knowledge of the development of Civil Rights and Human Rights in the second half of the 20th century and beginning of the 21st century.	✓	✓
HUMSR 101	1. Identify the wide varieties of paraprofessional positions		
HUMSR 101	2. Describe the public welfare system, its relation to the industrial state, and the impact on individuals, families, communities, and groups.		
HUMSR 101	3. Create a Human Services portfolio.		
HUMSR 101	4. Complete an agency information data sheet.		
HUMSR 114	1. Demonstrate understanding of the historical, contemporary, philosophical, social, cultural mediums, and theoretical perspectives with regard to death, dying, and bereavement.		

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COURSE ID	CLO#: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
HUMSR 114	2. Detail two practice issues, concerns, or other relevant issues that emerge when working with individuals that are dying, and or terminally ill.		
HUMSR 114	3. Explain end of life planning, suicide, and euthanasia across selected culture groups.		
HUMSR 142	No CLO's in P-Net		
HUMSR 143	No CLO's in P-Net		
POLSC 101	1. describe the structure, powers, and operation of the three branches of government.		
POLSC 101	2. analyze the main principles of the Constitution.		
POLSC 101	3. explain the extent to which the American political system is democratic.		
POLSC 101	4. evaluate the presidential selection process.		
POLSC 101	5. assess the U.S. role in world affairs.		
POLSC 101	6. explain how individuals can make a difference in politics.		
POLSC 102	1. answer correctly multiple choice questions on the powers, structure, and operation of the U.S. Supreme Court.		
POLSC 102	2. write an in-class essay on civil liberties and civil rights of U.S. citizens under the Constitution.		
POLSC 102	3. write a 1000 word essay that discusses and assesses a landmark Supreme Court case on a civil liberties or civil rights issue.		
POLSC 110	1. correctly answer multiple-choice questions on the various methodologies for studying international relations.		
POLSC 110	2. correctly answer multiple-choice questions on the realist, liberal, and radical theories of international relations.		
POLSC 110	3. correctly answer multiple-choice questions on political, economic, psychological, social-cultural causes on conflict.		
POLSC 110	4. correctly answer multiple-choice questions on the role of international trade and outsourcing in international politics.		
POLSC 110	5. correctly answer multiple-choice questions on the impact of economic on the role of the nation-state.		

General Studies General Education
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COURSE ID	CLOs: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
POLSC 110	6. correctly answer multiple-choice questions on the role and functioning of the United Nations.		
POLSC 110	7. correctly answer multiple-choice questions on the various theories of economic and political development.		
POLSC 110	8. correctly answer multiple-choice questions on the various paths to peace and the proper role of the United States in foreign affairs.		
POLSC 111	1. Apply the methods and theories of political science to develop lessons of history relevant to the study of international relations.		
POLSC 111	2. Evaluate the various explanations for the origins of WW2, The Cold War, Korea and Vietnam.		
POLSC 111	3. Evaluate goals/strategies and tactics of Stalin, Churchill, and FDR in the conduct of the war against Germany, Japan and Italy.		
POLSC 111	4. Assess the role and influence of leaders (Lenin, Stalin, FDR, Truman, Hitler) on the conduct of international politics.		
POLSC 111	5. Evaluate the contending explanations for the origins and demise of the Cold War.		
POLSC 111	6. Evaluate the various explanations for the rise of the New Terrorism.		
POLSC 111	7. Assess the value on contending.		
POLSC 120	1. analyze the California governorship, legislature, and judiciary.		
POLSC 120	2. discuss whether California's political system is democratic.		
POLSC 120	3. explain factors influencing the selection of California political representatives.		
POLSC 120	4. analyze the extent to which California government has been responsive to the needs of its residents.		
POLSC 120	5. explain the financing of California government.		
POLSC 130	1. describe the historical development of political theory.		
POLSC 130	2. compare and contrast two major political theorists.		
POLSC 130	3. analyze a fundamental political concept.		
POLSC 131	1. analyze the historical development of American political thought.		

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POLSC 131	2. evaluate political theories about the U.S. Constitution.		
POLSC 131	3. discuss several major issues in American political thought.		
POLSC 140	1. write an essay distinguishing between description, classification, and the comparison of political systems.		
POLSC 140	2. write an essay explaining the problems inherent in comparing political systems at different levels of economic and political development.		
POLSC 140	3. write an essay analyzing the relationship between democracy, industrialization, and a free market economy.		
POLSC 140	4. answer multiple-choice questions or write an essay comparing and contrasting political cultures and their impact on political systems.		
POLSC 140	5. compare and contrast different forms of political participation.		
POLSC 140	6. answer multiple-choice questions or write an essay explaining the processes of political recruitment, including the roles played by individual citizens in various political regimes.		
POLSC 140	7. write an essay comparing and contrasting the functions and tactics of interest groups and parties in different political systems.		
POLSC 140	8. write an essay comparing and contrasting confederate, federal, and unitary systems of government.		
PSYCH 51	1. Identify various types of psychologists and what they do.	X	X
PSYCH 51	2. Identify and describe the impact of parental attitude and behavior on self-concept and personality.	X	X
PSYCH 51	3. Analyze why some statements of evidence are more convincing than others.	X	
PSYCH 51	4. Create a behavior modification plan to successfully change an unwanted behavior or habit.	X	X
PSYCH 51	5. Apply basic concepts of psychology to everyday life.	X	X
PSYCH 101	1. Describe the humanistic, behavioral, psychoanalytic, cognitive and neuroscience perspectives.	X	X

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PSYCH 101	2. describe the functions of neurochemistry, the hemispheres, the lobes, limbic system, and endocrine system.	<i>CLOS Updated F2010</i>	
PSYCH 101	3. describe the memory process.		
PSYCH 101	4. write a preparation and response to debates on four controversial topics.		
PSYCH 101	5. present three points supporting one side of a debate on a controversial topic.		
PSYCH 104	1. Given lecture and text material on research methods in social psychology, students will be able to correctly answer multiple-choice questions on the experimental method, the survey method, archival research, and observation.		<i>CLOS Updated F2010</i>
PSYCH 104	2. Given a "Concept Review Chart", students will be able to correctly answer multiple-choice questions on social psychology's connections to other areas of psychology and to other disciplines.		
PSYCH 104	3. Given lecture and text material on the correlates of high self-esteem, students will be able to correctly answer multiple-choice questions on the definition of self-esteem and main attributes associated with high levels of self-esteem.		
PSYCH 104	4. Given a table on the four basic categories of helping behaviors, students will be able to correctly answer multiple-choice questions on the four main categories, and apply these categories to actual behaviors.		
PSYCH 105	1. Given lecture, video, and text material on theoretical orientations in psychology students will apply a theoretical orientation of their choice to four cases of people experiencing mental illness by describing the cause and treatment from that theoretical perspective.	<i>not current</i>	X
PSYCH 105	2. Given lecture and text material on diagnosis of mental disorders students will identify the criteria for abnormality on multiple choice questions.	X	X

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COURSE ID	CLOs: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
PSYCH 105	3. identify three symptoms of depression, anxiety, somatoform, factitious, organic, stress, mood, eating, substance, sexual, gender identity, schizophrenia, personality, childhood, adolescence, aging, and cognitive disorders on their presenter response paper.	X	X
PSYCH 105	4. Given lecture on the stigma of labeling people with mental illness, students will demonstrate their mastery of this important verbal behavior in class when they speak.	not current	
PSYCH 111	1. Analyze major theoretical perspectives in psychology that attempt to explain gender differences.	X	
PSYCH 111	2. Describe and evaluate psychological research on gender related topics.	X	X
SOCIO 101	1. Recognize and apply the basic terminology used in sociology.	✓	✓
SOCIO 101	2. Define and apply the "sociological perspective" to an understanding of the patterns of human social behavior.	✓	
SOCIO 101	3. Recognize how the discipline of sociology has been developed historically and how it is relevant to the study of contemporary society.	✓	
SOCIO 101	4. Describe the steps in the research process and recognize how the scientific method is used in the field of sociology.	✓	
SOCIO 101	5. Describe the impact of culture and the various effects it has for individuals, groups, and society-at-large.		✓
SOCIO 101	6. Recognize the impact that the social structure including socio-economic status, gender, and race/ethnicity has upon social behavior.	✓	✓
SOCIO 101	7. Describe the impact that ecological factors, including population and the physical environment has upon social behavior.	✓	✓
SOCIO 101	8. Apply the major sociological theoretical paradigms to an analysis of social institutions, social structures, and societal issues.	✓	✓
SOCIO 102	1. Identify and apply the sociological perspective to an interpretation of social problems.	✓	✓

General Studies-General Education
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SOCIO 102	2. Describe the steps in the research process and recognize how the scientific method is used to analyze social problems.	✓	✓
SOCIO 102	3. Identify and apply the major sociological paradigms to an understanding of social problems.	✓	✓
SOCIO 102	4. Demonstrate knowledge about current social problems, including the ability to describe their effects on individuals as well as society at large.		✓
SOCIO 102	5. Critically analyze current societal level problems impacting various nations, including the United States.		✓
SOCIO 125	1. Identify and apply the sociological perspective to the study of intimate relationships and families.	✓	✓
SOCIO 125	2. Utilize and apply sociological theoretical paradigms to an understanding of marriage and family.	✓	✓
SOCIO 125	3. Recognize the diversity (cross-culturally, historically, and currently within the United States) contained within the institution of the family.		✓
SOCIO 125	4. Demonstrate knowledge of and the ability to critically analyze topics related to intimate relationships and family life.		✓
SOCIO 125	5. Explain the effects on individuals and society of the conflicts and transitions in families, including domestic violence, marital dissolution, remarriage and blended families.		✓
SOCIO 131	No CLO's in P-Net		
SOCIO 150	1. Formulate arguments to underline the importance of race, ethnicity and diversity and their relevance in the contemporary United States, multicultural society with regard to social dominance.		✓
SOCIO 150	2. Define and describe the concept of identity as related to ethnicity with regard to social dominance, using insights from sociological literature.	✓	✓
SOCIO 150	3. Compare their own identity(ies) within the context of their own culture(s) and in contrast to the identities of others.		✓

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SOCIO 150	4. Utilize and apply the sociological theoretical paradigms to analyze the concepts of power relations, equity, and social justice in relationship to the concepts of race and ethnicity and find examples of each concept in United States society and/or non-western societies.	✓	✓
SOCIO 150	5. Synthesize information and engage in critical analysis by investigating and/or evaluating the implications of an issue involving cultural identity construction and/or dominant/non-dominant social group interactions.		✓
SOCIO 154	1. Develop an understanding of the unique history of African-Americans in the United States.		✓
SOCIO 154	2. Analyze the part identity formation plays in the African-American experience and the impact of the African-American family unit on managing one's personal identity.		✓
SOCIO 154	3. Analyze the political and economic stakes involved for the African-American community in the United States as population demographics begin to shift in favor of Southeast Asians and Hispanics.		✓
SOCIO 154	4. Trace the evolving relationship of African-Americans to the political and economic structures of United States society.		✓
SOCIO 154	5. Articulate how African-American literature, film, art and music have helped to shape United States culture and define the African-American community.		✓
SOCIO 156	1. Develop an understanding of the unique history of Mexican-Americans.		✓
SOCIO 156	2. Recognize the part identity formation plays in the Mexican-American experience and the significant role of language in this process.		✓
SOCIO 156	3. Analyze the political and economic stakes involved in the formation of the Chicano/a movement and the organization of migrant labor.		✓

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COURSE ID	CLOs: Students successfully completing this course will be able to:	1. Describe and demonstrate the methodology and approach employed in the study of Behavioral and Social Sciences.	2. Critically examine local, national, and global issues as they pertain to the study of Behavioral and Social Sciences.
SOCIO 156	4. Analyze the ways in which the border between Mexico and the U.S. acts as a space of negotiation between two worlds thereby appreciating the status that being a U.S. citizen affords the Mexican-American.		
SOCIO 156	5. Trace the evolving relationship between Mexican-Americans and local, state, and national authorities.		
SOCIO 156	6. Analyze how and why the immigration question polarizes Euro-American and Mexican-American communities.		
SOCIO 156	7. Articulate shifts in family and gender within the Mexican-American community.		
SOCIO 156	8. Articulate how Mexican-American literature, film, art and music have helped to shape United States culture.		
SOCSC 105	1. define the term feminism both personally and historically by referencing important historic and textual definitions as well as providing rational argumentation for their personal position.		
SOCSC 105	2. define the term gender both personally and historically by referencing important historic and textual definitions as well as providing rational argumentation for their personal position.		
SOCSC 105	3. comparatively analyze the differences in global, national, and local women's issues.		
SOCSC 105	4. demonstrate factual knowledge of key political, economic, social and cultural issues related to the discipline of Women's Studies.		
SOCSC 110	1. Complete and summarize 30 hours of direct observation in a K-12 classroom	✓	✓
SOCSC 110	2. Create and maintain portfolio including classroom observations and subject matter competencies.	✓	✓
SOCSC 110	3. Identify and describe multiple learning styles, learning modalities, and intelligences, and propose appropriate lessons based upon student aptitudes.	✓	✓

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SOCSC 110	4. Identify components of a lesson plan; create, deliver and analyze a lesson plan suitable for k-12 students.	✓	✓
SOCSC 110	5. Identify and describe the credentialing process required to become a K-12 teacher in the state of California.	✓	✓
SPCOM 103	1. identify and apply principles of interpersonal communication theory to build functional relationships.	✓ yes	✓
SPCOM 103	2. utilize appropriate verbal and nonverbal messages to promote functional interpersonal relationships.	✓	✓
SPCOM 103	3. participate in and report on a variety of exercises highlighting individual introspection and dyadic encounters.	✓	✓
SPCOM 130	1. identify, explain, and demonstrate the eight BASIC tools of intercultural competence.	✓	✓
SPCOM 130	2. distinguish between intercultural taxonomies.	✓	✓
SPCOM 130	3. describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.	✓	✓
SPCOM 130	4. access and evaluate intercultural situations and identify obstacles to effective communication.	✓	✓

Qualitative Analysis and Reflection on Program PLOs WORKSHEET

Faculty Members Present:

Bruce Maxwell	Cece Hudelson	Todd [Signature]
AL SMITH	Sandra Woodside	
Curtis Martin	GREG HAUSMANN	
Shelly Fichtennolt	NANCY SILL	
Debra Bolter	Eileen Kerr	

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

History yes - relevant to educational studies to diverse popular contributions in American history

Anthro CLOs adequately reflect purpose of course(s)

ALL HISTORY CLO'S HAVE BEEN (RECENTLY) RE-WRITTEN TO DOVE-TAIL WITH COURSE OBJECTIVES.

Psych CLOs were updated Fall 2010 to accurately represent the purpose(s) of the course(s).

2. Do the program learning outcomes (PLOs) represent the overall purpose(s) of the program? Please explain why or why not.

- NO, They need to be updated.

HIST. 12B - INTEGRATED + DOVE-TAIL IN COMPATIBILITY

HISTORY PLO'S REFLECT THE FACT THAT THE OVERWHELMING BULK OF HISTORY COURSES ARE DEGREE TRANSFER-ABLE.

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the program learning outcomes (PLOs)? Please explain.

HIST. 12E - Very well in coordination & implementation of pertinent data.

THEY DIRECTLY ARTICULATE WITH THE PLO'S.

The correct CLOs for psychology support PLO #1, but both PLOs need to be updated.

Same for anthro.

Associate of Arts Degree: General Studies, Emphasis in Social and Behavioral Science
Qualitative Analysis and Reflection on Program PLOs WORKSHEET

4. You've mapped your CLOs to PLOs. You've also been provided CLO assessment data in your packet; now, take some time to reflect on, consider and analyze the data you have. What does your CLO data tell you about your PLOs?

CLO DATA DEMONSTRATES THAT
PLOs ARE APPROPRIATELY RIGOROUS
ACADEMICALLY AND THAT THEY
CONTRIBUTE TO STUDENT DEVELOPMENT

5. In reviewing the questions above, please identify an action plan.

Action Plan:

- If these PLOs are correct, they need to be updated with input from all departments and programs represented in this AA-degree.
- History & Psychology do not recognize these PLOs and do not recall being involved in writing them.
- Sociology reducing # of CLOs for some courses & may better link at that point to PLOs.

MJC-GE:A CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE A)

Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Natural Sciences by course in MJC-GE:A a student will be prepared to:

COURSE ID	CLO's	Explain how the scientific method is used to solve problems	Describe how scientific discoveries and theories affect human activities
AG 376 ✓	1. identify and/or define the terminology on a written or practical exam.		
AG 376 ✓	2. identify these items and provide an explanation of their use in a practical lab setting.		
ANAT 125 ✓	1. describe the parts, from cells to tissues to organs, that the body uses to protect itself and produce movement after studying the integumentary, skeletal and muscular systems		
ANAT 125 ✓	2. demonstrate the parts, from cells to tissues to organs, that the body uses to intake nutrients and gases and to transport substances around the body and release wastes after studying the digestive, respiratory, cardiovascular and lymphatic systems		
ANSC 200 ✓	1. identify and state the function of the major body systems on a written test. F10		
ANSC 200 ✓	2. identify and quantify the nutritional needs of animals on a written test and term project. F10		
ANSC 200 CLO 1 ✓	3. After a student is given instruction on the scientific method to collect data, calculate production parameters and make scientifically-based management decisions the student will complete a term project that will incorporate the above knowledge and skill. F10		
ANSC 200 CLO 1 ✓	4. After student is given instruction on analysis of genetic change through artificial and natural selection the student will provide evidence of that knowledge.		
ANSC 200 ✓	5. After student is given instruction on animal behavior as it relates to animal domestication, health and performance the student will provide evidence of that knowledge.		
ANTHR 101 ✓	1. Describe the basic concepts, methods of inquiry, and the theory of biological evolution;	✓	✓
ANTHR 101 ✓	2. Apply the above to the human species to explain observed change and adaptation; and		✓
ANTHR 101 ✓	3. Explain how the scientific method serves as a foundation for such anthropological understandings.	✓	✓

MJC-GE:A CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE A) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Natural Sciences by course in MJC-GE:A a student will be prepared to:			
COURSE ID	CLO's	Explain how the scientific method is used to solve problems	Describe how scientific discoveries and theories affect human activities
AG 376	1. identify and/or define the terminology on a written or practical exam.		
AG 376	2. identify these items and provide an explanation of their use in a practical lab setting.		
ANAT 125	1. describe the parts, from cells to tissues to organs, that the body uses to protect itself and produce movement after studying the integumentary, skeletal and muscular systems		
ANAT 125	2. demonstrate the parts, from cells to tissues to organs, that the body uses to intake nutrients and gases and to transport substances around the body and release wastes after studying the digestive, respiratory, cardiovascular and lymphatic systems		
ANSC 200	1. identify and state the function of the major body systems on a written test. F10		
ANSC 200	2. identify and quantify the nutritional needs of animals on a written test and term project. F10		
ANSC 200 CLO 1	3. After a student is given instruction on the scientific method to collect data, calculate production parameters and make scientifically-based management decisions the student will complete a term project that will incorporate the above knowledge and skill. F10		
ANSC 200 CLO 1	4. After student is given instruction on analysis of genetic change through artificial and natural selection the student will provide evidence of that knowledge.		
ANSC 200	5. After student is given instruction on animal behavior as it relates to animal domestication, health and performance the student will provide evidence of that knowledge.		
ANTHR 101	1. Describe the basic concepts, methods of inquiry, and the theory of biological evolution;		
ANTHR 101	2. Apply the above to the human species to explain observed change and adaptation; and		
ANTHR 101	3. Explain how the scientific method serves as a foundation for such anthropological understandings.		

MJC-GE:A CLO's to GELO's/ILO's:

ANTHR 105 ✓	1. Demonstrate an understanding of the scientific method and practical experience concepts of physical anthropology.	✓	✓
AP 150 ✓	1. Identify the major structures of cells and <u>explain</u> their role in metabolism, cellular transport and communication		
AP 150 ✓	2. Identify the major tissues and structures of skin and <u>explain</u> their inter-relationship and function		
AP 150 ✓	3. Identify the major bones of the skeleton and <u>explain</u> their structure and role in movement		
AP 150 ✓	4. Identify the major muscle and <u>explain</u> their structure and role in movement		
AP 150 ✓	5. Identify the major features of the nervous system; <u>explain</u> how neurons communicate and explain their role in control of movement and the functioning of internal organs		
AP 150 ✓	6. Identify the major structures of the cardiovascular organs and <u>explain</u> their role in control of blood movement, hemostasis, and immunity		
AP 150 ✓	7. Identify the major structures of the respiratory, digestive and renal organs and <u>explain</u> their role in control of blood oxygen and carbon dioxide levels, nutrient levels, acid-base balance, and fluid and electrolyte balance. +		
AP 150 ✓	8. Identify the major endocrine glands and <u>explain</u> their role in control of blood pressure, metabolism, fluid and electrolyte balance, and reproduction		
AP 50 ✓	1. Use the basic language of anatomy and physiology, as related to body orientation, body planes and sections, surface anatomy, body cavities, and homeostatic mechanisms		
AP 50 ✓	2. Describe the basic structure and function of cells		
AP 50 ✓	3. List, identify and describe the major categories of tissues in the body		
AP 50 ✓	4. Identify and locate the major organ systems of the body		
AP 50 ✓	5. List and describe the basic structure and function of each of the major organ systems		
AP 50 ✓	6. Describe the basic integrative function of each organ system in relation to the other organ systems		
ASTRO 141 ✓	No CLO's Found		
ASTRO 151 ✓	No CLO's Found		
ASTRO 160 ✓	No CLO's Found		

MJC-GE:A CLO's to GELO's/ILO's:

BIO 116	✓	1. Student will be able to understand basic structure and function of humans and living organisms	✓	
BIO 116	✓	2. Student will understand genetic, molecular, biochemical, and evolutionary aspects of human biology		✓
BIO 116	✓	3. Student will understand the scientific method, physiology, and environment aspects of human biology.		
BIO 140	✓	1. Identify the general characteristics of the major groups of marine organisms		
BIO 140	✓	2. identify by common names the more abundant organisms		
BIO 140	✓	3. categorize and interrelate the general physical nature, biological characteristics and		
BIO 140	✓	4. identify and analyze the complex interacting physical forces that make up the marine		
BIO 140	✓	5. analyze how food chains and energy cycles work		
BIO 140	✓	6. interpret relationships in complex habitats of the oceanic and in shore regions		
BIO 140	✓	7. develop the skill of inquiry as it relates to the complex series of ecosystem		
BIO 145 CLO 1	✓	No CLO's Found		
BOT 101	✓	1. students will be able to identify and state the function of plant cell structures		
BOT 101	✓	2. students will be able to determine whether an unknown plant is either a monocot or dicot based on the vascular arrangement patterns in both roots and stems		
BOT 101	✓	3. students will be able to describe the role of the light dependent phase and light independent phase of photosynthesis		
BOT 110	✓	No CLO's Found		
CHEM 101	✓	1. the student will compute the probability of finding an electron at a certain location in an atom relative to finding the electron at the nucleus,		
CHEM 101	✓	2. the student will compute the fraction of molecules of a gas within a given range of speeds at a specific temperature .		
CHEM 102	✓	1. The student will determine the rate law, rate constant and reaction order for experimental data		
CHEM 102	✓	2. the student will determine equilibrium values for a reversible reaction given initial concentration(s)/pressure(s) and the equilibrium constant		
CHEM 112	✓	1. the student will determine the stereochemistry and nomenclature of an alkene with the double bond(s) attached to a minimum of 3 different groups		

MJC-GE:A CLO's to GELO's/ILO's:

CHEM 112 ✓	2. the student will identify stereochemical relationships between stereoisomers containing 2 asymmetric carbons		
CHEM 113 CLO 1 ✓	1. the student will predict the outcome of a nucleophilic acyl substitution reaction of a Class I carbonyl compound		
CHEM 113 CLO 2 ✓	2. the student will write the mechanism for a nucleophilic acyl substitution reaction involving a Class I carbonyl compound and a negatively charged nucleophile (as opposed to a neutral nucleophile)		
CHEM 142 ✓	1. the student will be able to convert between grams and moles for any element or compound		
CHEM 142 ✓	2. the student will be able to apply the ideal gas law under a given set of conditions		
CHEM 142 ✓	3. the student will be able to balance and classify chemical equations		
CHEM 143 ✓	1. the student will be able to convert between grams and moles for any element or compound		
CHEM 143 ✓	2. the student will be able to apply the ideal gas law under a given set of conditions		
CHEM 143 ✓	3. the student will be able to balance and classify chemical equations		
CHEM 144	1. the student will identify and name aldehydes, ketones, carboxylic acids, esters, and amides at the 70% level of proficiency		
CHEM 144	2. the student will predict or identify products of addition to alkenes at the 70% level of proficiency		
CHEM 144	3. the student will draw a tri- or tetra-peptide with the correct protonation state at the given pH		
CHEM 150 ✓	1. the student will be able to convert between grams and moles for any element or compound		
CHEM 150 ✓	2. the student will be able to identify ionic and molecular compounds given the formula or name of the compound		
CHEM 150 ✓	3. the student will be able to identify the key components of environmental topics such as global warming, acid rain or ozone depletion		
CHEM 164 ✓	1. the student will graph data and include a best-fit line		
CHEM 164 ✓	2. the student will measure a liquid using a graduated cylinder		
EASCI 161 ✓	1. Identify physical features of the earth system and relate them to processes operating within the earth system.	✓	✓

MJC-GE:A CLO's to GELO's/ILO's:

EASCI 162 ✓	2. explain and predict oceanographic phenomena by accessing and analyzing a wide array of oceanographic information and using basic oceanographic concepts	✓	✓
ELTEC 208 ✓	1. Properly use a digital multimeter to measure voltages, currents, and resistances in circuits.		
ELTEC 208 ✓	2. Correctly calculate and predict voltages, currents, and resistances in circuits, simulated or real.	✓	✓
ENSCI 108 ✓	1. debate the viability of a choosing a future primary power source for the United States while addressing equally weighted evaluation criteria.		
ENSCI 108 ✓	2. write a reflective essay evaluating their lifestyle in terms of meeting the tenets for creating a sustainable future.		
ENSCI 108 ✓	3. demonstrate, or investigate an environmental conservation practice. S10		
FDNTR 219 CLO 1 ✓	1. Evaluate personal dietary intake for nutritional adequacy using diet analysis software.		
FDNTR 351 CLO 1 ✓	No CLO's Found		
GEOG 101 ✓	1. Describe and demonstrate the geographical approach as it applies to Earth systems.	✓ ✓	✓
GEOG 101 ✓	2. Describe the dominant processes within Earth systems (atmosphere, biosphere, lithosphere, and hydrosphere) and locate where these processes occur globally.	✓	✓
GEOG 101 ✓	3. Describe natural adaptation and assess human impact upon Earth systems.		
GEOGL 160 ✓	1. Analyze the elements of the scientific method and explain how these principles apply to the study of the earth	✓	✓
GEOGL 160 ✓	2. Explain the geologic processes of tectonism, erosion, and mineral and rock formation	✓	✓
GEOGL 160 ✓	3. Use the basic geologic principle of uniformitarianism and the examples of present-day geologic processes to explain the formation and evolution of the features of the earth	✓	✓
GEOGL 160 ✓	4. Assess and evaluate competing hypotheses regarding the concept of geologic time, the origin of the earth and solar system, and plate tectonics.	✓	✓
GEOGL 160 ✓	5. Explain the necessary role of the geologist in the modern technological society in areas such as urban planning, the search for new energy resources, and environmental research.	✓	✓

MJC-GE:A CLO's to GELO's/ILO's:

GEOGL 160 /	6. Explain how to test for the physical and chemical properties of minerals, and identify the most common minerals and igneous, sedimentary and metamorphic rocks.	✓	✓
GEOGL 160 /	7. Interpret geologic features and landforms from aerial photographs and topographic maps	✓	
GEOGL 160 /	8. Distinguish three-dimensional rock structures and faults from geologic maps.	✓	
GEOGL 161 /	1. Analyze the elements of the scientific method and explain how these principles apply to the study of the earth	✓	✓
GEOGL 161 /	2. Explain the geologic processes of tectonism, erosion, and mineral and rock formation	✓	✓
GEOGL 161 /	3. Use the basic geologic principle of uniformitarianism and the examples of present-day geologic processes to explain the formation and evolution of the features of the earth	✓	✓
GEOGL 161 /	4. Assess and evaluate competing hypotheses regarding the concept of geologic time, the origin of the earth and solar system, and plate tectonics.	✓	✓
GEOGL 161 /	5. Explain the necessary role of the geologist in the modern technological society in areas such as urban planning, the search for new energy resources, and environmental research.	✓	✓
GEOGL 161 /	6. Test for the physical and chemical properties of minerals, and identify the most common minerals and igneous, sedimentary and metamorphic rocks	✓	
GEOGL 161 /	7. Interpret geologic features and landforms from aerial photographs and topographic maps	✓	✓
GEOGL 161 /	8. Distinguish three-dimensional rock structures and faults from geologic maps.	✓	
GEOGL 165 /	1. distinguish the elements of the scientific method and discover how these principles apply to the study of California geology.	✓	✓
GEOGL 165 /	2. demonstrate the ability to use basic geologic principles and the examples of present-day geologic processes to explain geologic events of the past, as revealed by fossils and rocks.	✓	✓
GEOGL 165 /	3. reconstruct and summarize the major geologic events in the history of the California region and each of its provinces	✓	✓
GEOGL 165 /	4. explain volcanism, faulting, stream and glacial erosion, mass-wasting, and other geologic processes active in California	✓	✓

MJC-GE:A CLO's to GELO's/ILO's:

GEOGL 165 ✓	5. assess and criticize competing hypotheses regarding the origin and tectonic history of the different provinces of California	✓	✓
GEOGL 165 ✓	6. analyze and assess geologic hazards that threaten inhabitants of California	✓	✓
GEOGL 166 ✓	1. Analyze the elements of the scientific method and explain how these principles apply to the study of the earth.	✓	✓
GEOGL 166 ✓	2. Use the basic geologic principles of uniformitarianism, original horizontality, lateral continuity, superposition, cross-cutting relationships, and biologic succession and the examples of present-day geologic processes to explain the formation and evolution of the features of the earth	✓	
GEOGL 166 ✓	3. Assess and evaluate competing hypotheses regarding the concept of geologic time, the origin of the earth and solar system, patterns of evolution and paleobiology, and the development and movement of continents through time	✓	
GEOGL 166 ✓	4. Test for the physical and chemical properties of minerals, and identify the most common minerals and igneous, sedimentary and metamorphic rocks	✓	
GEOGL 166 ✓	5. Interpret geologic features and landforms from geologic and paleogeographic maps	✓	
GEOGL 166 ✓	6. Identify and interpret the evolution of life through time	✓	✓
GEOGL 166 ✓	7. Explain the necessary role of the historical geologist in the modern technological society in areas such as urban planning, the search for new energy resources, and environmental research	✓	✓
METEO 161 ✓	1. Explain and predict weather/climate phenomena by accessing and analyzing a wide array of meteorological information and using basic meteorological concepts		✓
MICRO 101 ✓	1. The student will understand the differences between different types of microorganisms.		
MICRO 101 ✓	2. The student will understand the principles of microbial metabolism and genetics.		
MICRO 101 ✓	3. The student will understand how microorganisms grow and what factors influence their growth.		
MICRO 101 ✓	4. The student will understand how the host's immunity works to prevent disease and how the microorganisms interact with host cells.		

MJC-GE:A CLO's to GELO's/ILO's:

NR 200 ✓	1. determine and analyze how one would use the findings of the following to manage the soils they live on or work on: textures (two methods), use of texture triangle, bulk density, particle density, pore space, organic content, color, pH, structure, conductivity, and reactivity.		
NR 200 ✓	2. discuss this on a written exam.		
NR 200 ✓	3. discuss practical soil management on a written exam.		
NR 215 ✓	1. complete a booklet containing information on common wildlife species of the Sierra Nevada's, designed to show the student's knowledge of common wildlife identification and needs. F10		
NR 215 ✓	2. complete an evaluation of several habitat sites specifically chosen to show the students knowledge and use of various wildlife management evaluation techniques involved in habitat modification and wildlife management concepts. F10		
NR 220 CLO 1 ✓	1. complete textbook assignments, a Forest laws and regulations presentation, employment opportunities presentation, and fieldtrip and lab reports, designed to develop student's skills and knowledge in the importance of forestry and the lumber industry to the community and individual, evaluate career opportunities in forestry and regulatory principles governing forest practices.		
NR 220 CLO 2 ✓	2. use selected forestry tools, and technology to complete Field and lab reports, showing a level of skill needed to evaluate and manage a forest site.		
PE 125 ✓	No CLO's Found		
PHSCI 52 ✓	1. The student will be able to explain and apply Bernoulli's principle in evaluating physical phenomena		
PHSCI 52 ✓	2. the student will be able to describe and distinguish between the three methods of heat transfer (conduction, convection and radiation) in explaining physical phenomena		
PHSCI 161 ✓	The student will be able to use the methods of science to analyze and evaluate data		
PHSCI 161 ✓	the student will be able to distinguish between scientific and pseudo-scientific claims		

MJC-GE:A CLO's to GELO's/ILO's:

PHSCI 161/164	1. The student will be able to describe and distinguish between charging by conduction and charging by induction in analyzing electrostatic phenomena.		
PHYS 101 CLO 1	1. The student will be able to apply two dimensional kinematical concepts in solving projectile problems		
PHYS 101 CLO 2	2. The student will be able to apply the law of conservation of linear momentum in solving problems in mechanics, as assessed by a graded laboratory activity and homework quiz		
PHYS 102	1. The student will be able to apply Snell's Law of refraction in solving problems in optics.		
PHYS 102	2. the student will be able to apply the concept of standing wave interference in solving problems in wave theory		
PHYS 103	1. The student will be able to apply Coulomb's Law in solving problems in electrostatics.		
PHYS 103	2. The student will be able to apply Ohm's Law in the analysis of series and parallel direct current circuits		
PHYS 142	1. The student will be able to apply Galileo's Law of Falling Bodies in solving kinematics problems in one dimension.		
PHYS 142	2. The student will be able to identify the relationships between net force, mass and acceleration as described by Newton's Second Law of motion.		
PHYS 143	1. The student will be able to apply the law of conservation of charge in solving problems in electrostatics.		
PHYS 143	2. The student will be able to describe the three factors affecting the capacitance of a parallel plate capacitor		
PHYS 160	1. The student will be able to apply the scientific method to everyday phenomena.		
PHYS 160	2. The student will be able to apply Newton's Second law to everyday phenomena		
PHYS 160/164	1. the student will be able to apply one-dimensional kinematical concepts for situations involving constant acceleration		
PHYS 160/164	2. The student will be able to identify the relationships between net force, mass and acceleration as described by Newton's Second Law of motion.		
PHYS 165	1. the student will be able to demonstrate the use of units and significant digits in making measurements		
PHYS 165	2. the student will be able to collect and analyze data in performing a controlled experiment to determine the relationship between two physical quantities		

MJC-GE:A CLO's to GELO's/ILO's:

PHYS 180 ✓	1. The student will be able to apply Galileo's Law of Falling Bodies in solving simple motion problems		
PHYS 180 ✓	2. the student will be able to apply Newton's three laws of motion in explaining everyday phenomena		
PHYSO 101 ✓	1. describe how the body protects itself using immunity and barriers		
PHYSO 101 ✓	2. demonstrate how the body, from cells to systems, uses nutrients and gases and releases waste products. This actually involves cell respiration, digestive system, respiratory system, urinary system, and the CV system		
PHYSO 101 ✓	3. explain how cells communicate with one another via the endocrine and nervous systems		
PHYSO 101 ✓	4. demonstrate how body movement is produced and muscle mechanics		
PHYSO 101 ✓	5. describe how reproduction occurs from cellular reproduction to maintenance of the species		
PHYSO 101 ✓	6. apply the scientific method to solving problems		
PHYSO 103 ✓	1. Identify the major structures of neurons and glia; explain the general functioning of cells, and explain the role of proteins, cellular transport and the neuronal membrane in cellular communication		
PHYSO 103 ✓	2. Explain the mechanisms responsible for the generation and conduction of action potentials and for synaptic communication using neurotransmitters		
PHYSO 103 ✓	3. Identify the sensory receptors responsible for the sensations of taste, smell, vision, hearing, balance and touch; explain how the nervous system is organized to process information from these sensory receptors.		
PHYSO 103 ✓	4. Explain how the spinal cord and brain is organized to control skeletal movement and the activity of internal organs.		
PHYSO 103 ✓	5. Explain the role of hormones and diffuse modulatory systems of the brain in the control of brain function		
PHYSO 103 ✓	6. Explain the role of brain structures, neurotransmitters, and hormones in the control of hunger, thirst, sexual behavior, emotional behavior, sleep and waking, and mental illness.		
PHYSO 103 ✓	7. Explain the role of brain structures in language processing, sensory awareness and attention		

MJC-GE:A CLO's to GELO's/ILO's:

PHYSO 103	8. Explain how the brain wires and rewires itself during embryonic and lifelong development and how the brain is able to remember and learn.		
PLSC 200 CLO 1	1. After the student is given instruction on the roles of higher plants in the living world they will be able to explain and give examples on a written test.		✓
PLSC 230	1. After the student is given instruction on how plants are affected by their surrounding environment and the changes to that environment in relationship to photosynthetic process within the plant on a written test.		✓
PLSC 230	2. design a nut or fruit tree plot plan for several different fruit and nut crop varieties.		✓
PLSC 230	3. go out into the laboratory setting and properly demonstrate the steps of proper pruning and training a young vine and tree.		
PSYCH 103	1. Outline and describe the divisions of the nervous system and major brain areas, and explain their functions.	updated Fall 2010 ✓	✓
PSYCH 103	2. Differentiate between neurons and glia in terms of structure and function.		
PSYCH 103	3. Detail the features of chemical and electrical synapses.		
PSYCH 103	4. Explain the generation and propagation of the action potential in terms of the ionic composition intra- and extra-cellularly.		
PSYCH 103	5. Categorize neurotransmitters by type, function, and action at the receptor level and describe basic drug effects at the synapse.		
PSYCH 103	6. Outline and describe the anatomy, physiology, and function of sensory systems.		
PSYCH 103	7. Describe muscle types, explain their neural and reflexive control, and identify central motor circuits.		
PSYCH 103	8. Compare and contrast movement disorders by type, symptoms, causes, and treatments.		
PSYCH 103	9. Describe the central regulation of temperature, hunger and thirst.		
PSYCH 103	10. Identify and discuss the role of hormones in sexual development and sexual orientation, and evaluate the causes and treatment of sexual dysfunction.		
PSYCH 103	11. Outline and evaluate sleep stages and associated EEG characteristics and describe the brain and biochemical mechanisms of sleep and arousal.		

*incorrect CLOS,
updated F2010*

MJC-GE:A CLO's to GELO's/ILO's:

PSYCH 103	12. Describe the process of long-term potentiation as it relates to the formation of long-term memories.		
PSYCH 103	13. Explain the role of the autonomic nervous system and limbic system structure activation in the experience of emotion, reward, and stress.	updated Fall 2010 ✓	✓
PSYCH 103	14. Compare and contrast neurological and psychological disorders by causes, symptoms, neuroanatomical and neurophysiological changes, and treatment options.		
ZOO 101 CLO 1	1. students will develop their knowledge of animal structure and function, as well as an understanding of how animals interact in their environments		

INSTITUTIONAL LEARNING OUTCOME: GELO, Area A

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

Faculty Members Present:

Susan Kerr	Gail Brumley	
Shelly Fichtenkoff	Mike Moralis	
Tim Vaughan		

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

Anthro: Yes, the CLOs reflect the scientific focus on the classes & the ways human beings are studied.

ELTEC: Yes, the CLOs support the Physical Science aspects of electrical phenomena in the universe.

PSYCH 103: The CLOs assessed represent the purpose of the course, however, the (14) CLOs on file are not correct and have been updated in 2010.

(Nat. Sci. degree)

2. Do the general education learning outcomes represent the overall purpose(s) of the program? Please explain why or why not.

Anthro: Yes, the outcomes support the purpose of the program in human biology + evolution theories + facts.

PSYCH: Yes, but see #1 above for accuracy of CLOs

ELTEC: Yes, the outcomes support the purpose of the program that has its basis in physics and mathematics.

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes? Please explain.

Anthro: The CLOs fit well - both focus on science, theory + how human biology can be studied using these concepts.

ELTEC: The CLOs fulfill the general education learning outcomes in the physical science and the application of the scientific method.

INSTITUTIONAL LEARNING OUTCOME: GELO, Area A

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

4. You've mapped your CLOs to general education learning outcomes. You've also been provided CLO assessment data in your packet; now, take some time to reflect on, consider and analyze the data you have. What does your CLO data tell you about your general education learning outcomes?

ANTH 101: The CLO data of ANTH 101 + 105 (success rates ranging between 84% - 97%) show that students who take these biological sciences courses fulfill successfully the GELOs for Area A.

PSYCH 103: The data indicating success rates of 70-86% support the meeting of GELOs for area A.

ELTEC 208: The data indicates a success rate of approx. 80% support of GELOs for Area A.

5. In reviewing the questions above concerning your CLOs and general education learning outcomes, please identify an action plan.

Action Plan: The (1) incorrect CLOs need to be updated to reflect current (2) CLOs.
PSYCH 103: We would like to reach 100% of students passing the class meeting the neuroanatomy CLO. Increased resources for brain models, dissection materials, and additional demonstration materials are needed.
ELTEC 208: We wish to reach all of our students passing the course meeting the basic skill CLOs. We wish to update and improve the hands-on laboratory activities with updated equipment and software.

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

6. It has been approved by AIE and College Council that our general education learning outcomes are our institutional learning outcomes (ILOs). Below are all of MJC's Institutional Learning Outcomes. Please take a moment to review them and answer the following question: taken as a group, do you think the ILO's accurately represent the overall learning outcomes for our college? What changes would you make to them, if any?

UPON COMPLETION OF AN ASSOCIATE'S DEGREE AT MODESTO JUNIOR COLLEGE, THE STUDENT WILL BE ABLE TO:

Demonstrate proficiency in **NATURAL SCIENCE** by:

- Explaining how the scientific method is used to solve problems.
- Describing how scientific discoveries and theories affect human activities.

Demonstrate proficiency in **SOCIAL AND BEHAVIORAL SCIENCE** by:

- Describing the method of inquiry used by the social and behavioral sciences.
- Describing how societies and social subgroups have operated in various times and cultures.

- Analyzing the ways that individuals act and have acted in response to their societies.

Demonstrate proficiency in the **HUMANITIES** by:

- Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.
- Demonstrating the ability to make well considered aesthetic judgments.

Demonstrate proficiency in **LANGUAGE AND RATIONALITY** by:

- Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.
- Demonstrating critical thinking in the analysis and production of communication.
- Demonstrating the ability to find, evaluate, and use information in a variety of formats.

Demonstrate proficiency in **HEALTH EDUCATION** by:

- Describing the integration of the physiological and psychological human being.
- Analyzing the development of self and making plans for lifelong learning.
- Evaluating the impact of daily decisions on life and health.

MJC-GE:B CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE B)
 Upon completion of an associate's degree at MIC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:

COURSE ID	CLO#	Describing the method of inquiry used by the social and behavioral sciences. <i>method</i>	Describing how societies and social subgroups have operated in various times and cultures. <i>culture/societies</i>	Analyzing the ways that individuals act and have acted in response to their societies. <i>individuals action</i>
ADJU 201	1. Identify a career in the Administration of Justice field.			
ADJU 201	2. Describe how the CJ system works.			
ADJU 202	1. Differentiate between consensual contact, detention and probable cause to arrest.			
ADJU 202	2. Identify unethical conduct			
ADJU 202	3. Describe the steps leading to a trial.			
ADJU 203	1. Understand corpus delicti of California Criminal Statutes.			
ADJU 203	2. Analyze case law.			
ADJU 235	1. Identify the purpose of different types of correctional facilities.			
ADJU 235	2. Identify possible careers in the correctional field.			
AGEC 210	1. construct a graph of the production function, its derivatives and identify the 3 stages of production. F09			✓
AGEC 210	2. explain the characteristics of various types of market structures, how each type of market allocates price and the efficiency of each market structure.			✓
AGGE 146 CLO 1	1. write an essay on the relationship between agriculture and society and the subsequent impact of that society's agriculture on the environment. F09		✓	

MJC-GE:B CLO's to GELO's/ILO's:

AGGE 146 CLO 2	2. In a small group of 4 to 5 students, research, prepare and present a current agricultural related problem, practice, or issue preferably one relevant to California's Central Valley. This research should take the form of an oral and poster presentation and include: an overview of the issue including an abbreviated history, sources and scope of the problem, key dilemmas associated with the issue, and possible solutions.	✓	✓	✓
ANTHR 102	1. Describe the basic concepts, methods of inquiry, and the theories of sociocultural anthropology;	✓	✓	✓
ANTHR 102	2. Apply the above in comparative studies of sociocultural systems, and especially to explain observed variation, change and adaptation; and		✓	✓
ANTHR 102	3. Use anthropological perspectives to describe and explain contemporary issues.		✓	✓
ANTHR 104	1. Describe the basic concepts, methods of inquiry, and the theories of anthropological linguistics; and	✓		
ANTHR 104	2. Identify significant data and models that contribute to our knowledge of human language.	✓	✓	✓
ANTHR 130	1. Describe the basic concepts, methods of inquiry, and the theories of anthropological archaeology; and	✓		
ANTHR 130	2. Identify significant data and models that contribute to our knowledge of the past.	✓	✓	✓
ANTHR 140	1. Describe the basic concepts, methods of inquiry, and the theories of sociocultural anthropology.	✓		

MJC-GE:B CLO's to GELO's/ILO's:

ANTHR 140	2. Apply the above in comparative studies of supernatural belief systems, and especially to explain observed variation, change and adaptation.		✓	✓
ANTHR 140	3. Use anthropological perspectives to describe and explain contemporary issues.		✓	✓
ANTHR 150	1. Describe the basic concepts, methods of inquiry, and the theories of sociocultural anthropology;	✓		
ANTHR 150	2. Apply the above in comparative studies of Native Peoples of North America, and especially to explain observed variation, change and adaptation; and		✓	✓
ANTHR 150	3. Use anthropological perspectives to describe and explain contemporary issues.		✓	✓
BUSAD 240	1. Identify the qualities and personal characteristics of an effective manager.			
BUSAD 240	2. Plan well enough so as to recognize the need to make a timely, enforceable management decision.			
BUSAD 240	3. Recognize the need, when necessary, to apply special management techniques, e.g., JIT ("Just in time" inventory control), MBO ("Management by Objectives"), and SWOT (analysis of a business' strengths, weaknesses, opportunities and threats).			
BUSAD 240	4. Identify the ethical implications of every management decision upon individuals within a business, the business itself, and the larger surrounding community.			

MJC-GE:B CLO's to GELO's/ILO's:

ECON 102	4. Evaluate the impact of microeconomic policies on such issues as: the distribution of wealth and income, consumer income, the environment, degree of competition, and the global economy.			
ECON 115	1. Describe, analyze, and evaluate the economic history of the US in terms of major sectors of the economy and economic policy.			
ECON 115	2. Demonstrate a basic mastery of research techniques that historians use, and critical use and proper citation of primary and secondary sources.			
ECON 115	3. Demonstrate an understanding of historiography.			
ECON 115	4. Describe, analyze, and evaluate the roles of race, class, gender, or ethnicity in economic history.			
ENSCI 110	1. research and write an essay and presentation (a) mapping the components of the systems, (b) describing the history and operation, and (c) comparing and contrasting the intended function, efficiency, environmental impact, and cost effectiveness of the California's federal and state water projects. \$10			
GEOG 102	1. Describe and demonstrate the geographical approach as it applies to cultural studies.			
GEOG 102	2. Identify, describe and demonstrate the origin and diffusion of cultural traits on a global basis.			
GEOG 102	3. Explain the interrelationships between culture and development found on a global basis.			
GEOG 104	1. Describe and demonstrate the geographical approach as it applies to regional studies.			

MJC-GE:B CLO's to GELO's/ILO's:

McLeod

Culham/Soc

KPL/ACLS

GEOG 104	2. Identify and describe the uniqueness of California in terms of culture, politics, history, economics, and the physical environment.			
GEOG 104	3. Propose appropriate activities and policies based upon geographical character of California.			
GEOG 105	1. Describe and demonstrate the geographical approach as it applies to economic activities found on a global basis.			
GEOG 105	2. Describe and demonstrate causal factors for global patterns of economic behavior.			
GEOG 105	3. Predict the movement of economic activities on a global basis based upon patterns of economic behavior.			
GEOG 110	1. Describe and demonstrate the geographical approach as it applies to regional studies.			
GEOG 110	2. Identify and describe the major world regions based upon similarities and differences in culture, politics, history, economics, and the physical environment.			
GEOG 110	3. Analyze regional differences, predict areas of crisis, and propose policies appropriate to the region to reduce conflict.			
HIST 101	1. Analyze the development of the American colonies in terms of their economic, social, cultural, and political development.	✓	✓	✓
HIST 101	2. Explain the causes and consequences of the American Revolution, including the economic, political, and societal changes taking place.	✓	✓	✓
HIST 101	3. Explain the impact of race, gender, and class in Pre-Civil War America.	✓	✓	✓

MJC-GE:B CLO's to GELO's/ILO's:

HIST 101	4. Compare and contrast regional identities during the antebellum period, including migration, economic and political ideologies, social and cultural transformations.	✓	✓	
HIST 101	5. Analyze the causes and consequences of the Civil War, including the economic, political and social influences on this conflict.	✓	✓	✓
HIST 102	1. Explain the development of American industrialization and its economic, political, and social impact (1860-1945).	✓	✓	✓
HIST 102	2. Analyze the rise of the United States as a global power from the Spanish-American War to World War II.	✓	✓	✓
HIST 102	3. Explain the impact of race, gender, and class in Post-Civil War America.	✓	✓	✓
HIST 102	4. Explain the rise and development of social justice movements in Post-World War II America.	✓	✓	✓
HIST 102	5. Analyze and explain the Cold War at home and abroad.	✓	✓	✓
HIST 104	1. Analyze the defining characteristics of the origin of civilizations.	✓	✓	
HIST 104	2. Compare the rise of organized religion in early Western Civilization.	✓	✓	✓
HIST 104	3. Explain the development of civilized warfare and organized militarism.	✓	✓	✓
HIST 104	4. Demonstrate knowledge of reasons, other than military defeats, that civilizations fall.	✓	✓	
HIST 104	5. Demonstrate knowledge of the significance of rise growth, and transformations of the judeo christian-Islamic faiths to Western Civilization.		✓	✓

HIST 105	1. Define and provide historical examples of the development and application of political ideals.	✓	✓	✓
HIST 105	2. Define and provide historical examples of the development and application of economic ideals.	✓	✓	✓
HIST 105	3. Define the concept of revolution, and analyze and interpret the history of major western political revolutions.	✓	✓	✓
HIST 105	4. Trace the cultural, social, political, and economic development of the nation-state and be able to analyze specific historical examples of nation building.	✓	✓	✓
HIST 105	5. Trace major intellectual, social, and cultural changes in the western world and analyze their impact.	✓	✓	✓
HIST 105	6. Trace and analyze the relationship between the West and the rest of the world.	✓	✓	✓
HIST 105	7. Describe and interpret contemporary events and issues in light of their roots in the past.	✓	✓	✓
HIST 106	1. Analyze the defining characteristics of the origin of civilizations.	✓	✓	✓
HIST 106	2. Evaluate the significance of organized religion in early World Civilization.	✓	✓	✓
HIST 106	3. Describe the intricate links between civilizations and war.	✓	✓	✓
HIST 106	4. Demonstrate knowledge of reasons why Europe colonized the world.	✓	✓	✓
HIST 107	1. Trace global economic connections between major societies and analyze the impact.	✓	✓	✓
HIST 107	2. Trace global political connections between major societies and analyze their impact.	✓	✓	✓

MJC-GE:B CLO's to GELO's/ILO's:

CLDDV 103	1. Identify the major theorists, including Piaget, Erikson, Vygotsky, and Bronfenbrenner, describe their theory, and provide examples of the principles of the theories. <i>new wording see attached</i>	✓	✓	✓
CLDDV 104	No CLO's Found	<i>course to be unactivated</i>		
CLDDV 105	No CLO's Found	<i>course to be unactivated</i>		
CLDDV 160	No CLO's Found	✓	✓	✓
CLDDV 262	No CLO's Found <i>see attached</i>	<i>there are two</i>		
ECON 101	1. Describe, analyze and evaluate economic concepts, mathematical models, and theories of the macroeconomy.			
ECON 101	2. Identify major current economic problems and use economic theory to analyze and evaluate the problems.			
ECON 101	3. Identify current governmental policies to remedy the macroeconomic problems and assess the effectiveness of these policies.			
ECON 101	4. Evaluate the impact of macroeconomic policies on such issues as: the distribution of wealth and income, economic growth, economic development, comparative economics, and the global economy.			
ECON 102	1. Describe, analyze and evaluate economic concepts, mathematical models, and theories of the microeconomy.			
ECON 102	2. Identify major current microeconomic problems and use economic theory to analyze and evaluate the problems.			
ECON 102	3. Identify current governmental policies to remedy the microeconomic problems and assess the effectiveness of these policies.			

MJC-GE:B CLO's to GELO's/ILLO's:

HIST 107	3. Trace technological and intellectual movement between major societies and analyze their impact.	✓	✓	✓
HIST 107	4. Analyze major human conflicts and trace their origins.	✓	✓	✓
HIST 107	5. Describe and interpret contemporary events and issues in light of their roots in the past.	✓	✓	✓
HIST 112	1. Identify the United States' role and experience in world shaping forces and events.	✓	✓	✓
HIST 112	2. Assess the political, economic, social and cultural differences between major periods.	✓	✓	
HIST 112	3. Describe the social construction of race and gender and connect them with political and social consequences.	✓	✓	✓
HIST 112	4. Describe and interpret contemporary events and issues in light of their roots in the past.	✓	✓	
HIST 113	1. Analyze the defining characteristics of the origin of colonial societies in early North America.	✓	✓	✓
HIST 113	2. Evaluate the social institutions and cultural values informing the early United States.	✓	✓	
HIST 113	3. Analyze the spread and disparate transformations of early U.S. social culture(s) during geographic expansion.	✓	✓	✓
HIST 113	4. Demonstrate knowledge of the significances of the American Civil War.		✓	✓
HIST 115	1. Describe, analyze, and evaluate the economic history of the US in terms of major sectors of the economy and economic policy.	✓	✓	✓
HIST 115	2. Demonstrate a basic mastery of research techniques that historians use, and critical use and proper citation of primary and secondary sources.	✓		

MJC-GE:8 CLO's to GELO's/ILO's:

HIST 115	3. Demonstrate an understanding of historiography.	✓		
HIST 115	4. Describe, analyze, and evaluate the roles of race, class, gender, or ethnicity in economic history.	✓	✓	✓
HIST 116	1. Define the term feminism both personally and historically by referencing important historic definitions and relevant events as well as providing rational argumentation for their personal position.	✓	✓	✓
HIST 116	2. Define the term gender both personally and historically by referencing important historic definitions and relevant events as well as providing rational argumentation for their personal position.	✓	✓	
HIST 116	3. Trace women's citizenship roles and rights in the nineteenth and twentieth centuries in light of American Revolutionary ideals and practices.	✓	✓	✓
HIST 116	4. Comparatively analyze the differences in women's experiences between major ethnic groups in the United States.	✓	✓	✓
HIST 116	5. Describe and interpret contemporary events and issues in light of their roots in the past.	✓	✓	
HIST 119	1. Analyze the rise of the United States as a member of the global community.	✓	✓	
HIST 119	2. Evaluate the social institutions and cultural values informing the early 20 th century United States.	✓	✓	✓
HIST 119	3. Analyze the significant increase in the frequency of war in the 20 th century.		✓	✓
HIST 119	4. Demonstrate knowledge of the significances of social justice movements in the 20 th century.	✓	✓	✓

MJC-GE:B CLO's to GELO's/ILO's:

HIST 125	1. Demonstrate knowledge of periodization, geographical extent, major characteristics, and differences of Mesoamerican civilizations.	✓	✓	
HIST 125	2. Demonstrate knowledge of the demographic, economic, social, and religious impact of European colonization on Mesoamerican indigenous groups.	✓	✓	✓
HIST 125	3. Demonstrate knowledge of the major reasons leading to the Wars for Mexican Independence and the characteristics of different stages of this civil war.	✓	✓	✓
HIST 125	4. Demonstrate knowledge of the impact of the Wars for Independence, including the fragmentation of the colonial space, the colonial legacy, problems of nations building, and post-colonial relations to the outside world.	✓	✓	✓
HIST 125	5. Explain the reasons and impact of the Mexican Revolution.		✓	✓
HIST 128	1. Demonstrate understanding of the diverse Native American populations/cultures inhabiting the North American southwest in the 19 th century.	✓	✓	
HIST 128	2. Demonstrate knowledge of the United States government effort at "Indian removal" from east to west in the early 19 th century.		✓	✓
HIST 128	3. Describe the goals, accomplishments and impact of the Lewis and Clark expedition on the American west in the early 19 th century.		✓	✓
HIST 128	4. Demonstrate understanding of the causes, strategies and results of the Mexican-American war (1846-1848) in relation to their impacts on societies in the American west in the mid 19 th century.	✓	✓	✓

MJC-GE:B CLO's to GELO's/ILO's:

HIST 128	5. Demonstrate knowledge of the content of two important pieces of Native American related congressional legislation in the late 19 th century and the impact on Native Americans.		✓	
HIST 129	1. Demonstrate knowledge of periodization, geographical extent, major characteristics, and differences of the California indigenous culture areas.	✓	✓	✓
HIST 129	2. Demonstrate knowledge of the mission period and its impact on native Californians.	✓	✓	
HIST 129	3. Demonstrate knowledge of the profound transformations brought about by the conquest of California by the United States and the Gold Rush.	✓	✓	✓
HIST 129	4. Demonstrate knowledge of the development of commercial agriculture in California, including a discussion of its main characteristics, of water issues, and labor.		✓	✓
HIST 129	5. Explain the profound transformations to California since World War II.	✓	✓	✓
HIST 145	1. Demonstrate knowledge of periodization, geographical extent, major characteristics, and differences of pre-Columbian civilizations.	✓	✓	
HIST 145	2. Demonstrate knowledge of the demographic, economic, social, and religious impact of European colonization on Mesoamerican and Andean indigenous groups.		✓	✓
HIST 145	3. Demonstrate knowledge of the major reasons leading to the Wars for Latin American Independence, and the regional variations in the struggle for decolonization.	✓	✓	✓

HIST 145	4. Demonstrate knowledge of the impact of the Wars for independence, including the fragmentation of the colonial space, the colonial legacy, problems of nation building, and post-colonial relations to the outside world.	✓	✓	✓
HIST 154	1. Analyze the diversity of pre-colonial African culture and the rise of hybrid cultures as the result of European colonial enslavement of Africans.	✓	✓	
HIST 154	2. Evaluate the social institutions of slavery.	✓	✓	
HIST 154	3. Analyze the significances of the American Civil War.	✓	✓	✓
HIST 154	4. Demonstrate knowledge of the development of free African American society and culture.	✓	✓	✓
HIST 155	1. Analyze the diversity of African American culture and identities as the result of European immigration and Black in-migration.	✓	✓	
HIST 155	2. Evaluate the biographies of Black identities of power and influence.			✓
HIST 155	3. Analyze the significances of gender to race in African American history.	✓	✓	
HIST 155	4. Demonstrate knowledge of the development of Civil Rights and Human Rights in the second half of the 20 th century and beginning of the 21 st century.	✓	✓	✓
HUMASR 101	1. Identify the wide varieties of paraprofessional positions			
HUMASR 101	2. Describe the public welfare system, its relation to the industrial state, and the impact on individuals, families, communities, and groups.			
HUMASR 101	3. Create a Human Services portfolio.			
HUMASR 101	4. Complete an agency information data sheet.			

MJC-GE:B CLO's to GELO's/ILO's:

HUMASR 114	1. Demonstrate understanding of the historical, contemporary, philosophical, social, cultural mediums, and theoretical perspectives with regard to death, dying, and bereavement.			
HUMASR 114	2. Detail two practice issues, concerns, or other relevant issues that emerge when working with individuals that are dying, and or terminally ill.			
HUMASR 114	3. Explain end of life planning, suicide, and euthanasia across selected culture groups.			
HUMASR 142	No CLO's Found			
HUMASR 143	No CLO's Found			
POLSC 101	1. describe the structure, powers, and operation of the three branches of government.			✓
POLSC 101	2. analyze the main principles of the Constitution.	✓		
POLSC 101	3. explain the extent to which the American political system is democratic.			✓
POLSC 101	4. evaluate the presidential selection process.			✓
POLSC 101	5. assess the U.S. role in world affairs.		✓	✓
POLSC 101	6. explain how individuals can make a difference in politics.			✓
POLSC 102	1. answer correctly multiple choice questions on the powers, structure, and operation of the U.S. Supreme Court.			✓
POLSC 102	2. write an in-class essay on civil liberties and civil rights of U.S. citizens under the Constitution.		✓	✓
POLSC 102	3. write a 1000 word essay that discusses and assesses a landmark Supreme Court case on a civil liberties or civil rights issue.		✓	✓
POLSC 110	1. correctly answer multiple-choice questions on the various methodologies for studying international relations.	✓		

MJC-GE:B CLO's to GELO's/ILO's:

POLSC 110	2. correctly answer multiple-choice questions on the realist, liberal, and radical theories of international relations.	✓		✓
POLSC 110	3. correctly answer multiple-choice questions on political, economic, psychological, social-cultural causes on conflict.		✓	
POLSC 110	4. correctly answer multiple-choice questions on the role of international trade and outsourcing in international politics.			✓
POLSC 110	5. correctly answer multiple-choice questions on the impact of economic on the role of the nation-state.		✓	
POLSC 110	6. correctly answer multiple-choice questions on the role and functioning of the United Nations.		✓	✓
POLSC 110	7. correctly answer multiple-choice questions on the various theories of economic and political development.	✓	✓	✓
POLSC 110	8. correctly answer multiple-choice questions on the various paths to peace and the proper role of the United States in foreign affairs.	✓	✓	✓
POLSC 111	1. Apply the methods and theories of political science to develop lessons of history relevant to the study of international relations.	✓		
POLSC 111	2. Evaluate the various explanations for the origins of WW2, The Cold War, Korea and Vietnam.		✓	✓
POLSC 111	3. Evaluate goals/strategies and tactics of Stalin, Churchill, and FDR in the conduct of the war against Germany, Japan and Italy.		✓	✓
POLSC 111	4. Assess the role and influence of leaders (Lenin, Stalin, FDR, Truman, Hitler) on the conduct of international politics.		✓	✓

MJC-GE:B CLO's to GELO's/ILO's:

method

culture

acti

POLSC 111	5. Evaluate the contending explanations for the origins and demise of the Cold War.	✓		
POLSC 111	6. Evaluate the various explanations for the rise of the New Terrorism.			✓
POLSC 111	7. Assess the value on contending.			
POLSC 120	1. analyze the California governorship, legislature, and judiciary.			✓
POLSC 120	2. discuss whether California's political system is democratic.	✓		✓
POLSC 120	3. explain factors influencing the selection of California political representatives.			✓
POLSC 120	4. analyze the extent to which California government has been responsive to the needs of its residents.	✓		✓
POLSC 120	5. explain the financing of California government.			✓
POLSC 130	1. describe the historical development of political theory.		✓	✓
POLSC 130	2. compare and contrast two major political theorists.	✓		✓
POLSC 130	3. analyze a fundamental political concept.	✓		
POLSC 131	1. analyze the historical development of American political thought.		✓	✓
POLSC 131	2. evaluate political theories about the U.S. Constitution.	✓		✓
POLSC 133	3. discuss several major issues in American political thought.		✓	✓
POLSC 140	1. write an essay distinguishing between description, classification, and the comparison of political systems.	✓	✓	
POLSC 140	2. write an essay explaining the problems inherent in comparing political systems at different levels of economic and political development.	✓	✓	

MJC-GE:B CLO's to GELO's/ILO's:

POLSC 140	3. write an essay analyzing the relationship between democracy, industrialization, and a free market economy.	✓		✓
POLSC 140	4. answer multiple-choice questions or write an essay comparing and contrasting political cultures and their impact on political systems.	✓	✓	
POLSC 140	5. compare and contrast different forms of political participation.	✓	✓	✓
POLSC 140	6. answer multiple-choice questions or write an essay explaining the processes of political recruitment, including the roles played by individual citizens in various political regimes.		✓	✓
POLSC 140	7. write an essay comparing and contrasting the functions and tactics of interest groups and parties in different political systems.	✓		✓
POLSC 140	8. write an essay comparing and contrasting confederate, federal, and unitary systems of government.	✓		
PSYCH 51	1. Identify various types of psychologists and what they do.			
PSYCH 51	2. Identify and describe the impact of parental attitude and behavior on self concept and personality.			
PSYCH 51	3. Analyze why some statements of evidence are more convincing than others.			
PSYCH 51	4. Create a behavior modification plan to successfully change an unwanted behavior or habit.			
PSYCH 51	5. Apply basic concepts of psychology to everyday life.			
PSYCH 10 <i>Psych</i>	1. Describe the humanistic, behavioral, psychoanalytic, cognitive and neuroscience perspectives.			

MJC-GE:B CLO's to GELO's/ILO's:

<p>PSYCH PYSCH 101</p>	<p>2. describe the functions of neurochemistry, the hemispheres, the lobes, limbic system, and endocrine system.</p>			
<p>PYSCH 101</p>	<p>3 describe the memory process.</p>			
<p>PYSCH 101</p>	<p>4. write a preparation and response to debates on four controversial topics.</p>			
<p>PYSCH 104</p>	<p>1. Given lecture and text material on research methods in social psychology, students will be able to correctly answer multiple-choice questions on the experimental method, the survey method, archival research, and observation.</p>			
<p>PYSCH 104</p>	<p>2. Given a "Concept Review Chart", students will be able to correctly answer multiple-choice questions on social psychology's connections to other areas of psychology and to other disciplines.</p>			
<p>PYSCH 104</p>	<p>3. Given lecture and text material on the correlates of high self-esteem, students will be able to correctly answer multiple-choice questions on the definition of self-esteem and main attributes associated with high levels of self-esteem.</p>			
<p>PYSCH 104</p>	<p>4. Given a table on the four basic categories of helping behaviors, students will be able to correctly answer multiple choice questions on the four main categories, and apply these categories to actual behaviors.</p>			

SOCIO 101	<p>1. Define and apply the sociological perspective to an understanding of the patterns of human social behavior.</p>			
SOCIO 101	<p>1. Recognize and apply the basic terminology used in sociology.</p>			
PSYCH 111	<p>2. Describe and evaluate psychological research on gender related topics.</p>			
PSYCH 111	<p>1. Analyze major theoretical perspectives in psychology that attempt to explain gender differences.</p>			
PSYCH 105	<p>4. Given lecture on the stigma of labeling people with mental illness, students will demonstrate their mastery of this important verbal behavior in class when they speak.</p>			
PSYCH 105	<p>3. Identify three symptoms of depression, anxiety, somatoform, factitious, organic, stress, mood, eating, substance, sexual, gender identity, schizophrenia, personality, childhood, adolescence, aging, and cognitive disorders on their presenter response paper.</p>		7	
PSYCH 105	<p>2. Given lecture and text material on diagnosis of mental disorders students will identify the criteria for abnormality on multiple choice questions.</p>			
PSYCH 105	<p>1. Given lecture, video, and text material on theoretical orientations in psychology students will apply a theoretical orientation of their choice to four cases of people experiencing mental illness by describing the cause and treatment from that theoretical perspective.</p>			

MJC-GE-B CLO'S TO GELO'S/LO'S:
 Describes method & various subtypes given
 varying method
 the fulfills
 Analyze when other
 regions to establish

MJC-GE:B CLO's to GELO's/ILO's:

Method

Cultures

Individual Heres

		Method	Cultures	Individual Heres
SOCIO 101	3. Recognize how the discipline of sociology has been developed historically and how it is relevant to the study of contemporary society.	✓		
SOCIO 101	4. Describe the steps in the research process and recognize how the scientific method is used in the field of sociology.	✓		
SOCIO 101	5. Describe the impact of culture and the various effects it has for individuals, groups, and society-at-large.		✓	
SOCIO 101	6. Recognize the impact that the social structure including socio-economic status, gender, and race/ethnicity has upon social behavior.			✓
SOCIO 101	7. Describe the impact that ecological factors, including population and the physical environment has upon social behavior.			✓
SOCIO 101	8. Apply the major sociological theoretical paradigms to an analysis of social institutions, social structures, and societal issues.	✓		✓
SOCIO 102	1. Identify and apply the sociological perspective to an interpretation of social problems.			✓
SOCIO 102	2. Describe the steps in the research process and recognize how the scientific method is used to analyze social problems.	✓		
SOCIO 102	3. Identify and apply the major sociological paradigms to an understanding of social problems.	✓		
SOCIO 102	4. Demonstrate knowledge about current social problems, including the ability to describe their effects on individuals as well as society at large.			✓

MJC-GE:B CLO's to GELO's/ILO's:

SOCIO 102	5. Critically analyze current societal-level problems impacting various nations, including the United States.		✓	
SOCIO 125	1. Identify and apply the sociological perspective to the study of intimate relationships and families.	✓		
SOCIO 125	2. Utilize and apply sociological theoretical paradigms to an understanding of marriage and family.		✓	
SOCIO 125	3. Recognize the diversity (cross-culturally, historically, and currently within the United States) contained within the institution of the family.		✓	
SOCIO 125	4. Demonstrate knowledge of and the ability to critically analyze topics related to intimate relationships and family life.	✓	✓	✓
SOCIO 125	5. Explain the effects on individuals and society of the conflicts and transitions in families, including domestic violence, marital dissolution, remarriage and blended families.			✓
SOCIO 131 CLO 1	No CLO's Found	TO BE DELETED		
SOCIO 150	1. Formulate arguments to underline the importance of race, ethnicity and diversity and their relevance in the contemporary United States, multicultural society with regard to social dominance.		✓	
SOCIO 150	2. Define and describe the concept of identity as related to ethnicity with regard to social dominance, using insights from sociological literature.		✓	
SOCIO 150	3. Compare their own identity(ies) within the context of their own culture(s) and in contrast to the identities of others.			✓

MJC-GE:B CLO's to GELO's/ILO's:

SOCIO 150	4. Utilize and apply the sociological theoretical paradigms to analyze the concepts of power relations, equity, and social justice in relationship to the concepts of race and ethnicity and find examples of each concept in United States society and/or non-western societies.	✓	✓	
SOCIO 150	5. Synthesize information and engage in critical analysis by investigating and/or evaluating the implications of an issue involving cultural identity construction and/or dominant/non-dominant social group interactions.	✓	✓	
SOCIO 154	1. Develop an understanding of the unique history of African-Americans in the United States.		✓	
SOCIO 154	2. Analyze the part identity formation plays in the African-American experience and the impact of the African-American family unit on managing one's personal identity.		✓	✓
SOCIO 154	3. Analyze the political and economic stakes involved for the African-American community in the United States as population demographics begin to shift in favor of Southeast Asians and Hispanics.		✓	
SOCIO 154	4. Trace the evolving relationship of African-Americans to the political and economic structures of United States society.		✓	
SOCIO 154	5. Articulate how African American literature, film, art and music have helped to shape United States culture and define the African-American community.		✓	
SOCIO 156	1. Develop an understanding of the unique history of Mexican-Americans		✓	

MJC-GE:B CLO's to GELO's/ILO's:

SOCIO 156	2. Recognize the part identity formation plays in the Mexican-American experience and the significant role of language in this process.		✓	✓
SOCIO 156	3. Analyze the political and economic stakes involved in the formation of the Chicano/a movement, and the organization of migrant labor.		✓	
SOCIO 156	4. Analyze the ways in which the border between Mexico and the U.S. acts as a space of negotiation between two worlds thereby appreciating the status that being a U.S. citizen affords the Mexican-American.		✓	
SOCIO 156	5. Trace the evolving relationship between Mexican-Americans and local, state, and national authorities.		✓	
SOCIO 156	6. Analyze how and why the immigration question polarizes Euro-American and Mexican-American communities.		✓	
SOCSC 105	1. define the term feminism both personally and historically by referencing important historic and textual definitions as well as providing rational argumentation for their personal position.	✓	✓	✓
SOCSC 105	2. define the term gender both personally and historically by referencing important historic and textual definitions as well as providing rational argumentation for their personal position.	✓	✓	✓
SOCSC 105	3. comparatively analyze the differences in global, national, and local women's issues.	✓	✓	

#3

1. Identify + apply principles of interpersonal communication theory to build functional relationships
 2. Utilize appropriate verbal and nonverbal messages to promote functional interpersonal relationships

SOCSC 105	4. demonstrate factual knowledge of key political, economic, social and cultural issues related to the discipline of Women's Studies.	✓	✓
SOCSC 110	1. Complete and summarize 30 hours of direct observation in a K-12 classroom	✓	
SOCSC 110	2. Create and maintain portfolio including classroom observations and subject matter competencies.	✓	
SOCSC 110	3. Identify and describe multiple learning styles, intelligences, and propose appropriate lessons based upon student aptitudes.	✓	
SOCSC 110	4. Identify components of a lesson plan; create, deliver and analyze a lesson plan suitable for K-12 students.	✓	
SOCSC 110	5. Identify and describe the credentialing process required to become a K-12 teacher in the state of California.	✓	
SOCSC 103	4. No CLO's found		
SOCSC 130	1. Define central terms, concepts and demonstrate the eight basic tools of SPSC 130 in the study of intercultural competence.	X	X
SOCSC 130	2. Analyze how Fairclough's model of analyzing the symbolic nature of communication and how it interacts with others, intercultural, interpersonal, group and cultural identity.	X	X
SOCSC 130	3. Describe and analyze the symbolic nature of communication and how it interacts with others, intercultural, interpersonal, group and cultural identity.	X	X
SOCSC 130	9. access and evaluate intercultural situations and identify obstacles to effective communication.	X	X

SPSC

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

Faculty Members Present:

- Eva Mo	Susan Kerr	
Steve Miller	Laurie Hatch	
Sandra Woodside	Debbie Laffranchini	
Bill Anelli	Pam Guerra-Schmidt	
Todd Guy		

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

Anthro: Yes, the CLOs reflect the theoretical & application aspects of the courses on human cultures & languages.

→ Yes - however but, note that some of the CLOs have been revised and others will be further revised.

2. Do the general education learning outcomes represent the overall purpose(s) of the program? Please explain why or why not.

Anthro: Yes, the outcomes support the purpose of the program.

→ The GELO #1 and #3 appear to, however there is concern over the wording of #2. Conceptually #2 works.

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes? Please explain.

The CLOs fulfilled, supported, and aligned well with the GELOs. Almost all of the CLOs mapped to the GELOs. In many cases, the CLOs mapped to two or three of the GELOs. However, in some cases the CLOs have been updated.

#3 Participate and report on a variety of exercises highlighting individual introspection and dyadic encounters.

#1 ... #2 ... #3

✓ ✓

X X

X X

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

4. You've mapped your CLOs to general education learning outcomes. You've also been provided CLO assessment data in your packet; now, take some time to reflect on, consider and analyze the data you have. What does your CLO data tell you about your general education learning outcomes?

Anthro: The CLO data show that Anthro 104, 130 + 140 (range between 72% - 93%) students fulfill the GELOs for Area B.

History: Although the CLO data demonstrated that students who passed our courses, passed the CLO's. However, upon practice, we found the actual measure did not reveal a clear picture of learning so we updated all history CLO's - and they will be assessed again this coming year - 2012-13.

Political Science: The CLO data helps show that our students are achieving the GELOs for Area B, but we need to continue to assess. More data is needed to draw more complete conclusions.

Sociology - CLO's indicate a low success rate for all courses apart from measured outcomes - see action plan

5. In reviewing the questions above concerning your CLOs and general education learning outcomes, please identify an action plan.

Action Plan:

PHILO 130 is presently in Area D.B of CSU-GE and Area 4H of IGETC. It therefore should be listed in Area B, Soc & Behavioral Sciences at MJC. G.E. Philosophy will work with curriculum to effect this oversight.

History and Political Science: We will assess all new CLOs - in history this coming year (2012-13).

We will re-think GELO #2 and discuss whether we need to re-word this GELO. There was also concern about the word "Describing" in GELO #1, so that needs more discussion.

Sociology will review the language of all CLOs to better align with the PLOs. Several action plans for specific courses are being implemented and will be reassessed.



Faculty Members Present:

PSYCHOLOGY

BOBBY HUTCHISON	SUZI CORMAN
BECKY GANES	
LISA CARLSTROM	
LEE KOOLER	
SHELLY FICHTENKORT	

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

Definitely, the CLOs were selected to represent the core components of each course. Psych. 104 CLOs will be updated to more accurately reflect course purpose.

2. Do the general education learning outcomes represent the overall purpose(s) of the program? Please explain why or why not.

Yes, psychology courses incorporate almost all GELOs.

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes? Please explain.

GELO Yes, we have data to show that our CLOs align well with the GELO's for psych. 51 & 111. Our other courses will be updated and then evaluated.

51:	5/5	#1
	4/5	#2
	4/5	#3
111:	2/2	1
	2/2	2
	2/2	3

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

4. You've mapped your CLOs to general education learning outcomes. You've also been provided CLO assessment data in your packet; now, take some time to reflect on, consider and analyze the data you have. What does your CLO data tell you about your general education learning outcomes?

The data indicate success rates of 105-87%, 111-88%, 101-78.4% which we are satisfied as an indicative of student success in these courses.

5. In reviewing the questions above concerning your CLOs and general education learning outcomes, please identify an action plan.

Action Plan:

CLOs need to be updated for
psych 101
psych 105
psych 104

INSTITUTIONAL LEARNING OUTCOME: GELO, Area B

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

6. It has been approved by AIE and College Council that our general education learning outcomes are our institutional learning outcomes (ILOs). Below are all of MJC's Institutional Learning Outcomes. Please take a moment to review them and answer the following question: taken as a group, do you think the ILO's accurately represent the overall learning outcomes for our college? What changes would you make to them, if any?

UPON COMPLETION OF AN ASSOCIATE'S DEGREE AT MODESTO JUNIOR COLLEGE, THE STUDENT WILL BE ABLE TO:

Demonstrate proficiency in **NATURAL SCIENCE** by:

- Explaining how the scientific method is used to solve problems.
- Describing how scientific discoveries and theories affect human activities.

Demonstrate proficiency in **SOCIAL AND BEHAVIORAL SCIENCE** by:

- Describing the method of inquiry used by the social and behavioral sciences.
- Describing how societies and social subgroups have operated in various times and cultures.
- Analyzing the ways that individuals act and have acted in response to their societies.

Demonstrate proficiency in the **HUMANITIES** by:

- Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.
- Demonstrating the ability to make well considered aesthetic judgments.

Demonstrate proficiency in **LANGUAGE AND RATIONALITY** by:

- Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.
- Demonstrating critical thinking in the analysis and production of communication.
- Demonstrating the ability to find, evaluate, and use information in a variety of formats.

Demonstrate proficiency in **HEALTH EDUCATION** by:

- Describing the integration of the physiological and psychological human being.
- Analyzing the development of self and making plans for lifelong learning.
- Evaluating the impact of daily decisions on life and health.

MJC-GE:C CLO's to GELO's/ILO's:



Humanities

ILOs/GELOs: (MJC-GE C)
 Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the ~~Social and Behavioral Science~~ Science by:

COURSE ID	CLO#	Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.	Demonstrating the ability to make well considered aesthetic judgments.
✓ ANTHR 104	1. Describe the basic concepts, methods of inquiry, and the theories of anthropological linguistics; and	✓	✓
ANTHR 104	2. Identify significant data and models that contribute to our knowledge of human language	✓	✓
✓ ART 120	1. demonstrate technique and understanding through the act of drawing using one-point perspective.		X
ART 120	2. describe the concepts of symmetrical balance and asymmetrical balance.		X
ART 120	3. describe the concepts of open compositions and closed compositions.		X
ART 120	4. accurately depict form on a flat surface, and demonstrate technique and understanding through the act of drawing using contour lines.		X
ART 120	5. use various drawing media and demonstrate ability to draw representationally with chosen medium.		X
ART 120	6. demonstrate understanding of identification of light source and render the role of light and shadow to create the illusion of form on a flat surface.	X	
✓ ART 124	1. describe the three basic strategies to create balance in two-dimensional design.		X
ART 124	2. Describe the subtractive process of color theory, and demonstrate that knowledge by creating a twelve-hue color wheel using only the primary colors.	X	



ART 124	3. develop the visual and verbal vocabulary necessary to examine and review the strengths and weaknesses of designs created by other students or designers.	X	X
ART 124	4. utilize four different line techniques, and demonstrate their ability to apply contour line, parallel line hatching, scribble and stipple to specific drawing problems.	X	X
ART 124	5. Describe the role of invented texture, and demonstrate that understanding through the execution of a collage portrait using found text.		X
ART 124	6. Utilize the proper terms for and applied vocabulary of compositional and color theory.		X
ART 140	1. describe the proper terms for and applied vocabulary for the theory and practice of sculpture.		X
ART 140	2. describe the technical method of manipulation for creating three-dimensional forms and demonstrate this knowledge through the modeling of plaster over an armature.		X
ART 140	3. explain the technical method of addition.		X
ART 140	4. apply the technical method of subtraction (carving).		X
ART 140	5. develop the visual and verbal vocabulary necessary to examine and review the strengths and weaknesses of sculptures created by other students and artists.		X
ART 160	1. list and define the proper art terms and vocabulary.		X
ART 160	2. list and describe the elements or Art and principles of design.		X
ART 160	3. list and describe the basic media used in two and three dimensional artwork.		X

MJC-GE:C CLO's to GELO's/ILO's:



ART 160	4. evaluate art work based on historical context and intent of the artist.	X	X
ART 162	1. recognize the major monuments of the great art periods of the Renaissance era from c. 1300 to 1600 in the Western Tradition.	X	X
ART 162	2. demonstrate comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.	X	X
ART 162	3. evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.		X
ART 162	4. evaluate original works of art.		X
ART 163	1. recognize the major monuments of the great art periods of the Modern era in the Western Tradition from c. 1776 to the present.	X	
ART 163	2. demonstrate comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.	X	X
ART 163	3. evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.	X	X
ART 163	4. evaluate original works of art.	X	X
ART 164	1. recognize the major monuments of the great art periods from the prehistoric to the Medieval era focusing on the Western Tradition.	X	
ART 164	2. demonstrate comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.	X	
ART 164	3. evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.	X	
ART 164	4. evaluate original works of art.	X	
ART 165	1. recognize the major monuments of the great art periods from the Renaissance to the Modern era in Europe from c. 1300 to the present.	X	

MJC-GE:C CLO's to GELO's/ILO's:

ART 165	2. demonstrate their comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.	X	X
ART 165	3. recognize the general style, composition, color, technique, and medium qualities of a work of art through close examination.	X	X
ART 165	4. evaluate original works of art.	X	X
ART 168	No CLO's Found		
ART 169	No CLO's Found		
ART 170	1. demonstrate how light and chemicals interact with film and paper to create photographic images.		X
ART 170	2. address fundamental visual and/or conceptual themes.		X
ART 170	3. analyze and evaluate artwork from technical and conceptual perspectives.		X
ART 170	4. identify general aesthetic movements and the work of a wide range of culturally and socially diverse photographers in contemporary and historic photography.	X	
ART 170	5. demonstrate fluency in camera operation and introductory darkroom skills (film and print processing, including contrast controls, toning, and other print enhancements) to create original photography as personal expression.	X	X
ART 170	6. demonstrate introductory-level presentation techniques including spotting, dry mounting, and alternative print surface and other appropriate presentation strategies.		X
ART 181/182	1. develop a further understanding of how light and chemicals interact with film and paper to create photographic images.		X

MJC-GE:C CLO's to GELO's/ILO's:



*Cultural literacy
of historic
efforts
of indiv
experiences* *aesthetic
Judgement*

ART 181/182	2. further address fundamental visual and/or conceptual themes.		
ART 181/182	3. develop a deeper understanding of the relationship between form and content, and an introductory level understanding of the principles of design and elements of composition related to photography.		X
ART 181/182	4. analyze and evaluate artwork from technical and conceptual perspectives and to receive responsively suggestions about and criticisms of his or her own work from others.	X	X
ART 181/182	5. develop an appreciation for a wide range of culturally and socially diverse art forms, representations, and practices.	X	
ART 181/182	6. demonstrate a fluency in camera operation and darkroom skills (film and print processing, including contrast control, alternate printing, and print toning) to create original photography as personal expression.		X
ART 181/182	7. demonstrate introductory-level presentation techniques including spotting, drymounting, and alternative print surface.		X
✓ CMPGR 201	1. Identify important animators in history.	X	
CMPGR 201	2. Explain animation's influence on popular culture.	X	
CMPGR 201	3. Analyze animation genres and styles.		X
✓ ENGL 102	1. Demonstrate critical thinking in their analysis of plays, poetry, and fiction;		X
ENGL 102	2. Demonstrate close reading through discussion and debate of literary works;		X
ENGL 102	3. Demonstrate the ability to summarize and paraphrase secondary sources and explain their relevance to assigned literary works;	X	



ENGL 102	<p>4. Write literary analysis that makes reference to primary and secondary works and that demonstrates an understanding of literature as a window onto history, society, humanity and self. Essays should (a) demonstrate the use of quote analysis and persuasive forms of writing; (b) demonstrate correct MLA formatting and documentation style; (c) demonstrate mastery over written language, including syntax, punctuation, grammar, and spelling; and (d) show evidence of drafting, revising, and editing to reflect an academic style and tone.</p>	X	X
✓ ENGL 112	<p>1. Demonstrate the ability to define and use terminology commonly found in the analysis of fiction (e.g., mood, setting, point of view, theme, conflict, plot, and subplot);</p>		X
ENGL 112	<p>2. Demonstrate knowledge of the historical development of prose fiction; and</p>	X	
ENGL 112	<p>3. Demonstrate the ability to 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.</p>		X
✓ ENGL 114	<p>1. Demonstrate the ability to define and use terminology commonly found in the analysis of poetry (e.g. rhythm, rhyme, meter, stanza, verse, symbolism, imagery, allegory, tone, alliteration, etc.).</p>		X
ENGL 114	<p>2. Demonstrate knowledge of major movements, forms and poetic styles from various cultures and recognize impact on contemporary poetry.</p>	X	X

MJC-GE:C CLO's to GELO's/ILO's:

ENGL 114	3. Demonstrate the ability to write a thesis driven critical essay which offers analysis of poetry using explication and/or literary theory.	X	
ENGL 116	1. Define and use terminology commonly found in the analysis of drama (e.g. mood, setting, characterization, theme, conflict, plot, and subplot);		X
ENGL 116	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; and	X	X
ENGL 116	3. Demonstrate the ability to write a thesis-driven essay that analyzes drama using explication and/or literary theory.	X	
ENGL 131	1. Identify and define literary techniques relevant to the study of world literature from its beginnings to 1500;	X	X
ENGL 131	2. Describe genres, periods, and themes relevant to the study of world literature from its beginnings to 1500; and	X	X
ENGL 131	3. Analyze and explain the literary, historical, and cultural significance of world literature from its beginnings to 1500.	X	X
ENGL 132	1. Demonstrate the ability to identify and define literary techniques relevant to the study of world literature from 1500 to the present;		X
ENGL 132	2. Demonstrate the ability to describe genres, periods, and themes relevant to the study of world literature from 1500 to the present; and	X	X

MJC-GE:C CLO's to GELO's/ILO's:

	3. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of world literature from 1500 to the present.		
ENGL 132		X	X
✓ ENGL 135	1. Identify and define literary techniques relevant to the study of early American literature;	X	X
ENGL 135	2. Describe genres, periods, and themes relevant to the study of early American literature;	X	X
ENGL 135	3. Analyze and explain the literary, historical, and cultural significance of important works of early American literature.	X	X
✓ ENGL 136	1. Identify and define literary techniques relevant to the study of American literature from 1850 to the present;		X
ENGL 136	2. Describe genres, periods, and themes relevant to the study of American literature from 1850 to the present; and	X	X
ENGL 136	3. Analyze and explain the literary, historical, and cultural significance of important works of American literature from 1850 to the present.	X	X
✓ ENGL 137	1. Demonstrate the ability to identify and define literary techniques relevant to the study of British literature from its beginnings to the 18th century;		X
ENGL 137	2. Demonstrate the ability to describe genres, periods, and themes relevant to the study of British literature from its beginnings to the 18th century; and	X	X
ENGL 137	3. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of British literature from its beginnings to the 18th century.	X	X
✓ ENGL 138	1. Identify and define literary techniques relevant to the study of English literature from 1700 to the present;		X

MJC-GE:C CLO's to GELO's/ILO's:

ENGL 138	2. Describe genres, periods, and themes relevant to the study of English literature from 1700 to the present; and	X	X
ENGL 138	3. Analyze and explain the literary, historical, and cultural significance of important works of English literature from 1700 to the present.	X	X
ENGL 151	1. Demonstrate the ability to identify and define literary techniques relevant to the study of folklore;		X
ENGL 151	2. Demonstrate the ability to differentiate between folklore and "fake lore"; and	X	X
ENGL 151	3. Recognize various forms, themes and issues in folklore from different ethnicities, cultures, and historical periods.	X	X
ENGL 156	1. Analyze and explain the literary, historical, and cultural significance of a wide selection of books from the Old Testament;	X	X
ENGL 156	2. Identify and discuss the concepts and terminology related to the literary genres, conventions, themes of the biblical texts studied;	X	X
ENGL 156	3. Identify the historical events, culture, and geography that shaped Old Testament writings and analyze and discuss the connections between these and the texts studied;	X	X
ENGL 156	4. Identify major Old Testament personalities and their contributions to the writings and events of their times; and	X	X
ENGL 156	5. Analyze and discuss the effects of various translations on biblical texts.	X	X
ENGL 157	1. Identify and define literary techniques relevant to the study of New Testament literature; :	X	X
ENGL 157	2. Describe genres and themes relevant to the study of New Testament literature;	X	X

MJC-GE:C CLO's to GELO's/ILO's:



ENGL 157	3. Identify major New Testament writers and their contributions to the writings and events of their time;	✗	✗
ENGL 157	4. Analyze the impact history, culture, geography, and ideology had on their writing; and	✗	✗
ENGL 157	5. Identify the various translations of the Bible and their impact on Biblical texts.	✗	✗
✓ ENGL 161	1. Demonstrate the ability to analyze the formal patterns of organization and development that are typically employed in narrative, documentary, and avant-garde films;	✗	✗
ENGL 161	2. Demonstrate the ability to identify and critique a variety of technical devices pertaining to the domains of (a) cinematography and shot composition; (b) mise-en-scene (acting, elements of visual design, special effects, etc.); (c) editing; and (d) sound design;		✗
ENGL 161	3. while focusing on the way each particular device (e.g., optical printing, jump cuts, wide-angle shots, or audio lead-ins) contributes to the composition of a given image on screen;		✗
ENGL 161	4. Demonstrate the ability to interpret the manner in which both the formal patterns of organization and development and the technical devices that compose particular film images function to express particular themes in a given film; and	✗	✗



<p>✓ ENGL 162</p>	<p>1. Demonstrate the ability to explain 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; and</p>	<p>X</p>	<p>X</p>
<p>ENGL 162</p>	<p>2. Demonstrate the ability to 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.</p>	<p>X</p>	<p>X</p>
<p>✓ ENGL 163</p>	<p>1. Demonstrate the ability to identify and define literary techniques relevant to the study of Shakespeare's works;</p>		<p>X</p>
<p>ENGL 163</p>	<p>2. Demonstrate the ability to identify and define genres, periods and themes relevant to Shakespeare's works; and</p>	<p>X</p>	<p>X</p>
<p>ENGL 163</p>	<p>3. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of Shakespeare's works.</p>	<p>X</p>	<p>X</p>
<p>✓ ENGL 168</p>	<p>1. Identify, describe, and analyze various forms, themes, and issues of adolescent literature from different ethnic and cultural sources.</p>	<p>X</p>	<p>X</p>
<p>ENGL 168</p>	<p>2. Analyze and explain how adolescent literature can affect the emotional and intellectual growth of young adults.</p>	<p>X</p>	<p>X</p>
<p>ENGL 168</p>	<p>3. Explain and utilize methods of helping young adults enjoy and understand adolescent literature.</p>	<p>X</p>	



✓ ENGL 169	1. Identify major works, authors, and illustrators of children's literature;	✓	✓
ENGL 169	2. Recognize various forms, themes, and issues of children's literature from different ethnic and cultural sources; and	✓	✓
ENGL 169	3. Describe the basic elements of the history and criticism of children's literature.	✓	
✓ ENGL 171	1. Demonstrate the ability to identify and define literary techniques relevant to the study of African American literature;		✓
ENGL 171	2. Demonstrate the ability to describe genres, periods, and themes relevant to the study of African American literature; and	✓	✓
ENGL 171	3. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of African American literature.	✓	✓
✓ ENGL 172	1. Demonstrate the ability to identify and define literary techniques relevant to the study of Chicano literature;		✓
ENGL 172	2. Demonstrate the ability to describe genres, periods, and themes relevant to the study of Chicano literature; and	✓	✓
ENGL 172	3. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of Chicano literature.	✓	✓
✓ ENGL 173	1. Demonstrate the ability to identify and define literary techniques relevant to the study of important works of Latin American literature;		✓
ENGL 173	2. Demonstrate the ability to describe genres, periods, and themes relevant to the study of important works of Latin American literature; and	✓	✓



ENGL 173	3. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of Latin American literature.	A	A
✓ ENGL 174	1. Identify and define literary techniques relevant to the study of modern Asian literature;		A
ENGL 174	2. Describe genres and themes relevant to the study of modern Asian literature; and	A	A
ENGL 174	3. Analyze and explain the literary, historical, and cultural significance of important works of modern Asian literature.	A	A
✓ ENGL 175	1. Define the impact of the material reality of culture on women's literary production in different periods of history;	A	A
ENGL 175	2. Recognize various forms, themes and issues of women's literature from different ethnicities, cultures and historical periods; and	A	A
ENGL 175	3. Analyze how form affects content in women's literature.	A	A
✓ ENGL 176	1. Demonstrate the ability to identify and define literary techniques relevant to the study of Mexican literature;		A
ENGL 176	2. Demonstrate the ability to describe genres, periods, and themes relevant to the study of Mexican literature; and	A	A
ENGL 176	3. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of Mexican literature.	A	A
✓ ENGL 179	1. Demonstrate the ability to identify and define literary techniques relevant to the study of Native American literature, mythology, and the oral tradition;	A	A

MJC-GE:C CLO's to GELO's/ILO's:

ENGL 179	2. Demonstrate the ability to describe genres, periods, and themes relevant to the study of Native American literature, mythology, and the oral tradition; and	X	X
ENGL 179	3. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of Native American literature, mythology, and the oral tradition.	X	X
FILM 153	No CLO's Found		
FILM 154	No CLO's Found		
FILM 155	No CLO's Found		
✓ FREN 51	1. Respond appropriately to elementary, survival-level conversations in such contexts as daily life situations, travel, and occupation, demonstrating elementary listening comprehension skills and elementary knowledge of grammatical concepts and vocabulary as shown by written, oral, and aural exams;		X
FREN 51	2. Read simple texts in the target language (simplified as well as authentic); and		X
FREN 51	3. Write simple notes and correspondence in the target language.		X
✓ FREN 101	1. Conduct simple conversations in French, demonstrating listening comprehension skills and knowledge of elementary grammatical concepts and vocabulary at the beginner level and as shown by written, oral, and aural exams;		X
FREN 101	2. Read texts in the target language (simplified as well as authentic); and		X
FREN 101	3. Write dialogs, short paragraphs, and simple correspondence.		X

} program eliminated.

MJC-GE:C CLO's to GELO's/ILO's:

✓ GERM 51	1. Respond appropriately to elementary, survival-level conversations in such contexts as daily life situations, travel, and occupation, demonstrating elementary listening comprehension skills and elementary knowledge of grammatical concepts and vocabulary as shown by written, oral, and aural exams;	X	
GERM 51	2. Read simple texts in the target language (simplified as well as authentic); and		X
GERM 51	3. Write simple notes and correspondence in the target language.		X
✓ GERM 101	1. Conduct simple conversations in German, demonstrating listening comprehension skills and knowledge of elementary grammatical concepts and vocabulary at the beginner level and as shown by written, oral, and aural exams;	X	X
GERM 101	2. Read texts in the target language (simplified as well as authentic); and		X
GERM 101	3. Write dialogs, short paragraphs, and simple correspondence.		X
✓ GERM 102	1. Conduct conversations in German with some fluency and accuracy, demonstrating listening comprehension skills and knowledge of grammatical concepts and vocabulary at the high beginner level and as shown by written, oral, and aural exams;		X
GERM 102	2. Read and discuss texts in German (simplified as well as authentic); and		X
GERM 102	3. Write descriptive paragraphs and correspondence in form of personal letters.		X
✓ HIST 104	1. Analyze the defining characteristics of the origin of civilizations.	✓	

MJC-GE:C CLO's to GELO's/ILO's:



HIST 104	2. Compare the rise of organized religion in early Western Civilization.	✓	
HIST 104	3. Explain the development of civilized warfare and organized militarism.	X	
HIST 104	4. Demonstrate knowledge of reasons, other than military defeats, that civilizations fall.	X	
✓ HIST 105	1. Define and provide historical examples of the development and application of political ideals.	✓	
HIST 105	2. Define and provide historical examples of the development and application of economic ideals.	X	
HIST 105	3. Define the concept of revolution, and analyze and interpret the history of major western political revolutions.	X	
HIST 105	4. Trace the cultural, social, political, and economic development of the nation-state and be able to analyze specific historical examples of nation building.	✓	
HIST 105	5. Trace major intellectual, social, and cultural changes in the western world and analyze their impact.	✓	✓
HIST 105	6. Trace and analyze the relationship between the West and the rest of the world.	✓	
✓ HIST 105	1. Describe and interpret contemporary events and issues in light of their roots in the past.	X	
HIST 106	1. Analyze the defining characteristics of the origin of civilizations.	✓	
HIST 106	2. Evaluate the significances of organized religion in early World Civilization.	✓	
HIST 106	3. Describe the intricate links between civilizations and war.	X	
HIST 106	4. Demonstrate knowledge of reasons why Europe colonized the world.	✓	

MJC-GE:C CLO's to GELO's/LO's:



HIST 107	1. Trace global economic connections between major societies and analyze the impact.	X	
HIST 107	2. Trace global political connections between major societies and analyze their impact.	✓	
HIST 107	3. Trace technological and intellectual movement between major societies and analyze their impact.	✓	✓
HIST 107	4. Analyze major human conflicts and trace their origins.	✓	
HIST 107	5. Describe and interpret contemporary events and issues in light of their roots in the past.	✓	
HUMAN 101	1. Discuss, evaluate, and communicate, orally and in writing, the significance of the arts, literature, and philosophy in human life and analyze their cultural implications.	X	X
HUMAN 101	2. Discuss, evaluate, and communicate, orally and in writing, the interdisciplinary nature and methods of the Humanities for examining specific arts and ideas, and their interconnections.	X	X
HUMAN 101	3. Describe major creative and intellectual categories of humanistic endeavors, the characteristics of the medium, form, and content of specific examples (from such areas as painting, literature, sculpture, architecture, music, dance, theatre and film), and the processes by which they were created.	X	X
HUMAN 101	4. Explain the roles that philosophical, imaginative, and religious thinking and traditions play in shaping human culture and social institutions.	X	
HUMAN 101	5. Discuss, evaluate, and communicate, orally and in writing, the dependence of meaning in the arts upon cultural, historical, and individual contexts.	X	X

MIC-GE:CLO's to GELO's/ILO's:

HUMAN 105	1. Discuss, evaluate, and communicate, orally and in writing, the nature, roles, and value of art in human life from Ancient Civilizations through the Renaissance and demonstrate an understanding of the significance of specific art forms to the cultures that created them and adopted them.	X	X
HUMAN 105	2. Analyze ideas of value and meaning in Early Ancient, Greek, Roman, Medieval, and Renaissance cultural epochs, and demonstrate the dependence of meaning in the arts upon the cultural and historical context of each era.	X	X
HUMAN 105	3. Interpret the role of myths, Early Ancient polytheism, Classical Humanism, and Jewish, Christian and Islamic monotheism in shaping human institutions.	X	X
HUMAN 105	4. Discuss, evaluate, and communicate, orally and in writing, how major historical events, such as warfare, disease, natural disasters, and how processes, such as migration, trade and exploration, have affected cultural production from Prehistory to the Renaissance.	X	X
HUMAN 105	5. Discuss, evaluate, and communicate, orally and in writing, independent conclusions about major works of artistic, literary and philosophical expression from Early Ancient, Greek, Roman, Medieval and Renaissance era thinkers and artists.	X	X
HUMAN 106	1. Discuss, evaluate, and communicate, orally and in writing, the nature, roles, and value of art in human life from the 1600's to the present and demonstrate an understanding of the significance of specific art forms to the cultures that create them and adopt them.	X	X



<p>HUMAN 106</p>	<p>2. Analyze and interpret ideas of value and meaning in Baroque, Reformation, Enlightenment, Romantic, Industrial, Modern and Post-Modern cultural epochs, and demonstrate the dependence of meaning in the arts upon the cultural and historical context of these eras.</p>	<p>X</p>	<p>X</p>
<p>HUMAN 106</p>	<p>3. Describe and explain the role of secular humanism and technological advancement in shaping modern human culture and social institutions.</p>	<p>X</p>	<p>X</p>
<p>HUMAN 106</p>	<p>4. Discuss, evaluate, and communicate, orally and in writing, how major historical events, such as warfare, scientific and technological advancement, as well as colonialism and political theory, have affected cultural production from the Baroque to the present.</p>	<p>X</p>	<p>X</p>
<p>HUMAN 106</p>	<p>5. Discuss, evaluate and communicate, orally and in writing, independent conclusions about major works of artistic, philosophical, and literary expression from Baroque, Reformation, Enlightenment, Romantic, Industrial, Modern and Post-Modern era thinkers and artists.</p>	<p>X</p>	<p>X</p>
<p>HUMAN 110</p>	<p>1. Evaluate similarities and differences between Eastern and Western world cultures by discussing and communicating, orally and in writing, examples from literature, visual, applied and performing arts, religion, myths, and philosophy.</p>	<p>X</p>	<p>X</p>
<p>HUMAN 110</p>	<p>2. Interpret the dependence of meaning and value upon cultural and historical contexts and the knowledge and expectations of the interpreter.</p>	<p>X</p>	<p>X</p>



HUMAN 110	3. Discuss, evaluate, and communicate, orally and in writing, ideas such as West, East, Orientalism, Occidentalism, and enlightenment, war, colonialism, revolution, immigration, displacement, tourism, and globalism.	X	X
HUMAN 110	4. Discuss, evaluate, and communicate, orally and in writing, the importance and influence of diversity within and among cultures and societies in both the East and the West.	X	X
HUMAN 110	5. Describe ways in which a given artistic work reflects a way of thinking, a cultural heritage, a larger set of values, or aspects of society in both the Eastern and Western cultural traditions.	X	X
✓ HUMAN 130	1. Describe basic features of three major Western religions—Judaism, Christianity, and Islam—their origins and development and tenets.	X	X
HUMAN 130	2. Develop critical thinking skills by examining philosophical, aesthetic and social issues surrounding each of the religious traditions as sources for intercultural and civic knowledge and engagement.	X	X
HUMAN 130	3. Analyze how practitioners of these Western religions have used language and the arts to express spiritual experience and doctrine, dissent or a desire to reform, communal religious relationships or distance from them, attitudes towards diversity, tolerance, violence, the arts, mysticism, education and ethics.	X	X
HUMAN 130	4. Engage in independent research on a topic related to Judaic, Christian, and Islamic searches for meaning; synthesize and reflect on findings; communicate deeper knowledge and insights.	X	X

MJC-GE:C CLO's to GELO's/ILO's:

HUMAN 130	5. Compare and explain similarities and differences among basic concepts common to Judaism, Christianity, and Islam, such as God, eternity, salvation, messiah, and atonement.	X	X
HUMAN 140	1. Explain the human search for meaning and values through the examination of mythic structures in various cultures of the world.	X	X
HUMAN 140	2. Discuss, evaluate, and communicate, orally and in writing, an understanding of the term "myth" and the differing ways it has been used.	X	X
HUMAN 140	3. Explain the historical and cultural contexts of myth, and artistic expressions that myths have inspired in the past and today, such as storytelling, literature, arts and architecture, music, theater, science fiction and fantasy, movies and games.	X	X
HUMAN 140	4. Analyze major types of myths--creation and destruction stories, tales of heroes, tricksters, goddesses and gods--and their relation to dreams, folktales, and rituals.	X	X
HUMAN 140	5. Use a multidisciplinary approach by applying various learned theories and analytical tools to explain myths in general, and to critically evaluate their data as sources for knowledge.	X	X
INTDS 150 CLO 1	No CLO's Found		
INTDS 155	1. understand the development and integration of Interior Design, Architecture, Furniture and the Decorative Arts, as illustrated in the Neo-Classic period to the 21 st century.	X	X
INTDS 155	2. demonstrate the contributions made by individuals and cultures in the role of influencing present day achievements in Interior Design.	X	X

MJC-GE:C CLO's to GELO's/ILO's:

INTDS 155	3. Current design movements and the creative forces that generate their growth, offering inspiration for individual growth.	X	X
ITAL 101	1. Conduct simple conversations in Italian, demonstrating listening, comprehension skills and knowledge of elementary grammatical concepts and vocabulary at the beginner level and as shown by written, oral, and aural exams;	X	X
ITAL 101	2. Read texts in the target language (simplified as well as authentic); and		X
ITAL 101	3. Write dialogs, short paragraphs, and simple correspondence.		X
MUSG 101	1. Describe and distinguish between the basic elements of music.		X
MUSG 101	2. Describe and distinguish between the prevailing styles of composition of the medieval through the modern eras, as well as the styles of the major composers within those eras.	X	
MUSG 101	3. Use a vocabulary of musical terms to accurately describe music.	X	
MUSG 101	4. Applied the above in critical analyses of musical performances.		X
MUSG 102	1. Describe and distinguish between examples of traditional/folk music of Africa, Asia, Latin America, Europe and the U.S from the perspective of music as culture.	X	
MUSG 102	2. Describe the impact/influence of migratory patterns, social-political processes, and how ethnicities are formed in relation to music.	X	
MUSG 111	1. Identify the sources of popular style.	X	
MUSG 111	2. Summarize the history of popular music.	X	
MUSG 111	3. Define the elements of popular style.	X	
MUSG 111	4. Describe the influence of popular styles upon each other.	X	

MJC-GE:C CLO's to GELO's/ILO's:

MUSG 111	5. Summarize the evolution of genres within a time span.	X	
✓ MUSG 121	1. Describe and distinguish between the prevailing styles of composition of the medieval through the Baroque eras, as well as the styles of the major composers within those eras.	X	
MUSG 121	2. Describe and distinguish between the standard musical genres used during these eras, as well as how they evolved through music history.	X	
MUSG 121	3. Describe trends and anomalies in musical composition and performance over the course of these eras.	X	X
✓ MUSG 122	1. Describe and distinguish between the prevailing styles of composition of the Baroque through the modern eras, as well as the styles of the major composers within those eras.	X	
MUSG 122	2. Describe and distinguish between the standard musical genres used during these eras, as well as how they evolved through music history.	X	
MUSG 122	3. Describe trends and anomalies in musical composition and performance over the course of these eras.	X	X
✓ MUST 121	1. Create harmonic progressions in four parts using musical notation.		X
MUST 121	2. Analyze musical works from various stylistic periods using Roman numerals.		X
MUST 121	3. Compose short musical excerpts representing simple harmonic progressions.		X
✓ MUST 122	1. Create harmonic progressions in 4 parts using musical notation.		X
MUST 122	2. Harmonize a Soprano line using 18th century voice leading guidelines.		X
✓ MUST 122	3. Analyze musical works from various stylistic periods using Roman numerals.		X
✓ PE 194	1. Identify similarities and differences among concert dance, folk dance, and social dance.	X	X

MJC-GE:C CLO's to GELO's/ILO's:



PE 194	2. Demonstrate skill and knowledge of dance and its vocabulary in specific cultures and styles.	X	X
PE 194	3. Critically evaluate a dance performance through written response using Goethe's evaluation method and student's personal aesthetic.	X	X
PE 194	4. Identify influential artists in dance and their contributions to the art form.	X	X
PE 194	5. Develop a time line of dance history.	X	X
PE 194	6. Participate in a specific dance topic presentation through historical research and a minimum of one visual component.	X	X
PHILO 101	1. Analyze and evaluate the issues and possible solutions to the "Great Questions" asked by philosophers.	✓	✓
PHILO 101	2. Synthesize a world view based on an array of the possible solutions to the "Great Questions" asked by philosophers.	✓	✓
PHILO 101	3. Construct arguments in support of, and in opposition to, the world views generated by the possible solutions to the questions asked by philosophers.	✓	✓
PHILO 111	1. Explain and evaluate different theoretical orientations to ethics.	✓	✓
PHILO 111	2. Compare different ethical issues in terms of different theoretical orientations.	✓	✓
PHILO 111	3. Construct and evaluate arguments in support of, and in opposition to, different theoretical orientations in ethics.	✓	✓
PHILO 111	4. Construct and evaluate arguments in support of, and in opposition to, different ethical issues.	✓	✓
PHILO 113	1. Summarize and explain alternative theories of art and aesthetics.	✓	✓
PHILO 113	2. Appraise and estimate the coherence of alternative theories of art and aesthetics.	✓	✓

MJC-GE:C CLO's to GELO's/ILO's:

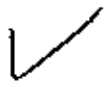
PHILO 113	3. Construct arguments in support of, and in opposition to, alternative theories of art and aesthetics.	✓	✓
PHILO 113	4. Evaluate and justify the desirability of one theory or art and aesthetics over another.	✓	✓
PHILO 115	1. Identify and define common terms and concepts used in religious discourse.	✓	✓
PHILO 115	2. Identify and explain key philosophical issues and questions within various religious traditions.	✓	✓
PHILO 115	3. Explain and assess the philosophic issues and questions within various religious traditions.	✓	✓
PHILO 115	4. Evaluate various religious traditions in terms of their internal unity and coherence.	✓	✓
PHILO 115	5. Analyze and evaluate arguments and claims made on behalf of, or in opposition to, various religious positions.	✓	✓
PHILO 120	1. Analyze and evaluate the historical development of specific philosophical issues and possible solutions to these issues as articulated by philosophers of antiquity: ancient Greece, Rome, early Christianity, and ancient eastern philosophy.	✓	✓
PHILO 120	2. Trace the historical and dialectical development of specific philosophical issues and possible solutions to these issues as articulated by philosophers of antiquity.	✓	✓
PHILO 120	3. Identify and compare various philosophical worldviews of antiquity within their historical context.	✓	✓
PHILO 120	4. Evaluate various philosophical worldviews of antiquity within their historical context.	✓	✓

MJC-GE:C CLO's to GELO's/ILO's:

PHILO 120	5. Construct arguments in support of, and in opposition to, philosophical issues and related worldviews of philosophers of antiquity.	✓	✓
PHILO 120	6. Identify and evaluate the philosophical contributions from antiquity to contemporary worldviews and philosophy.	✓	✓
PHILO 121	1. Explain five problems/issues of modern philosophy that have helped shape contemporary thought.	✓	✓
PHILO 121	2. Define the main areas of philosophy (metaphysics, epistemology, axiology), following the development of at least one of the fields or sub-fields in modern philosophy.	✓	✓
PHILO 121	3. Analyze philosophical arguments from texts in modern philosophy.	✓	✓
PHILO 121	4. Evaluate arguments of modern philosophers in terms of the rigor of their logic and the plausibility of their premises, including developing and effectively presenting counterarguments challenging the positions.	✓	✓
PHILO 121	5. Identify central developments of thought in modern philosophy.	✓	✓
PHILO 121	6. Articulate the interactions of philosophy, natural science, and mathematics in the progression of modern thought.	✓	✓
PHILO 123	1. Summarize and explain the historical development of specific philosophic issues in the 20 th century.	✓	✓
PHILO 123	2. Identify and evaluate the historical development of various philosophical worldviews within the 20 th century.	✓	✓

PHILO 123	3. Situate and assess the influence of modern and 19 th century philosophy on philosophic developments in the 20 th century.	✓	✓
PHILO 123	4. Construct and evaluate arguments in support of, and in opposition to, different 20 th century philosophic issues.	✓	✓
PHILO 123	5. Explain and assess the differences and similarities among the emerging philosophical schools of the 20 th century.	✓	✓
PHILO 135 CLO 1	No CLO's found		
PHILO 140	1. Analyze and evaluate some of the philosophical issues expressed in film.	✓	✓
PHILO 140	2. Analyze and evaluate some of the theoretical problems associated with a philosophy of aesthetics and a philosophy of film.	✓	✓
PHILO 140	3. Assess the place, and judge the meaning and value of, a philosophy of film.	✓	✓
PHILO 51	1. Respond appropriately to elementary, survival-level conversations in such contexts as daily life situations, travel, and occupation, demonstrating elementary listening and comprehension skills and elementary knowledge of grammatical concepts and vocabulary as shown by written, oral, and aural exams;	✓	✓
PHILO 51	2. Read simple texts in the target language (simplified as well as authentic); and	✓	✓
PHILO 51	3. Write simple notes and correspondence in the target language.	✓	✓
SIGN 125	1. Demonstrate the ability to translate the grammar and syntax of ASL at a basic conversational level;	✓	✓
SIGN 125	2. Demonstrate the grammar and syntax of ASL at a basic conversational level; and	✓	✓
SIGN 125	3. Identify the unique characteristics of Deaf Culture.	X	

MJC-GE:C CLO's to GELO's/ILO's:



✓ SIGN 126	1. Demonstrate the ability to translate expanded ASL in conversational and narrative form at the intermediate level;	X	X
SIGN 126	2. Demonstrate consecutive discourse of expanded ASL at the Intermediate level; and	X	X
SIGN 126	3. Identify major roles and ethical responsibilities of professionals working with the Deaf.	X	X
✓ SIGN 127	1. Demonstrate the ability to translate ASL in a variety of professional and formal settings at an introductory level;	X	X
SIGN 127	2. Demonstrate interpreting skills in a variety of professional settings at an introductory level; and		X
SIGN 127	3. Demonstrate the ability to interact appropriately with deaf community members.		X
✓ SOCSC 105	1. define the term feminism both personally and historically by referencing important historic and textual definitions as well as providing rational argumentation for their personal position.	X	X
SOCSC 105	2. define the term gender both personally and historically by referencing important historic and textual definitions as well as providing rational argumentation for their personal position.	X	
SOCSC 105	3. comparatively analyze the differences in global, national, and local women's issues.	X	
SOCSC 105	4. demonstrate factual knowledge of key political, economic, social and cultural issues related to the discipline of Women's Studies.	X	
✓ SOCSC 154 CLO 1	No CLO's Found		

MJC-GE:C CLO's to GELO's/ILO's:



✓ SPAN 51	1. Respond appropriately to elementary, survival-level conversations in such contexts as daily life situations, travel, and occupation, demonstrating elementary listening comprehension skills and elementary knowledge of grammatical concepts and vocabulary as shown by written, oral, and aural exams;	X	X
SPAN 51	2. Read simple texts in the target language (simplified as well as authentic); and	X	
SPAN 51	3. Write simple notes and correspondence in the target language.		X
✓ SPAN 52	1. Conduct and respond to simple conversations in such contexts as daily life situations, travel, and occupation, demonstrating elementary listening comprehension skills and knowledge of elementary grammatical concepts and vocabulary as shown by written, oral, and aural exams;		X
SPAN 52	2. Read texts in the target language (simplified as well as authentic); and	X	X
SPAN 52	3. Write dialogs, short paragraphs, and simple correspondence.	X	X
✓ SPAN 101	1. Conduct simple conversations in Spanish, demonstrating listening comprehension skills and knowledge of elementary grammatical concepts and vocabulary at the beginner level and as shown by written, oral, and aural exams;	X	X
SPAN 101	2. Read texts in the target language (simplified as well as authentic); and	X	X
SPAN 101	3. Write dialogs, short paragraphs, and simple correspondence.	X	X

MJC-GE:C CLO's to GELO's/ILO's:

✓ SPAN 102	1. Conduct conversations in Spanish with some fluency and accuracy, demonstrating listening comprehension skills and knowledge of grammatical concepts and vocabulary at the high beginner level and as shown by written, oral, and aural exams;	X	X
SPAN 102	2. Read and discuss texts in Spanish (simplified as well as authentic); and	X	X
SPAN 102	3. Write descriptive paragraphs and correspondence in form of personal letters	X	X
✓ SPAN 103	1. Demonstrate competency in listening, speaking, and writing at the intermediate level as shown by written, oral, and aural exams;	X	
SPAN 103	2. Read, discuss and research various topics relating to history, culture, and literature of the target language; and	X	
SPAN 103	3. Write compositions in response to questions about readings of literature.		X
SPAN 104	1. Demonstrate competency in listening, speaking, and writing at the high intermediate level as shown by written, oral, and aural exams;		X
SPAN 104	2. Read, discuss, and research various topics relating to history, culture, and literature; analyze authentic selections of texts such as newspaper articles and selections of literary works; and		X
SPAN 104	3. Write analytical responses and essays about topics presented through readings as well as audio and video material.		X
✓ SPAN 109	1. Communicate employing the standard form of verbs, vocabulary and grammatical structures at the intermediate level as demonstrated by aural and oral exams;		X

MJC-GE:C CLO's to GELO's/ILO's:



SPAN 109	2. Read literary works in Spanish and analyze the ideas expressed in the texts as demonstrated by written, aural and oral exams; and		X
SPAN 109	3. Write short reports and essays with minimal orthographic errors and minimal use of Anglicisms.	X	
SPAN 110	1. Write descriptive, narrative, comparison and contrast, and opinion essays in standard Spanish that are free of errors in orthography, anglicisms or colloquial expression;	X	
SPAN 110	2. Recognize the structural elements of a composition, such as ; thesis, supporting paragraphs, and conclusion as demonstrated by written, aural, and oral exams; and		X
SPAN 110	3. Read literary works in Spanish and analyze the ideas and themes expressed in the texts as demonstrated by written, aural, and oral exams.	X	X
SPAN 112	1. Analyze and explain the literary, historical and cultural significance of a wide selection of important works in Spanish or translated into Spanish, of Chicano/a literature; ;	X	X
SPAN 112	2. Identify and discuss connections between information about historical/cultural periods and literary texts studied; and		X
SPAN 112	3. Write analytical and research essays, using rhetorical strategies and documenting sources in MLA format.	X	
SPAN 173	1. Analyze and explain in Spanish the literary, historical and cultural significance of a wide selection of important works of Latin American Literature;	X	X

MJC-GE:C CLO's to GELO's/ILO's:

SPAN 173	2. Identify and discuss connections between information about historical/cultural periods and literary texts studied; and	X	
SPAN 173	3. Write analytical essays, using rhetorical strategies and documenting sources in a MLA format.		X
✓ SPCOM 120	1. Identify and analyze rhetorical messages in drama, poetry, and prose literature.	✓	✓
SPCOM 120	2. identify and demonstrate knowledge of literary form/devices of the above genre.	✓	✓
SPCOM 120	3. apply performance technique and analysis of literature in the selection and performance of prose, poetry, and dramatic literature.	✓	✓
SPCOM 120	4. demonstrate knowledge of literary form, rhetorical analysis, and performance technique in the oral and written critique of in-class student performances.	✓	✓
✓ SPCOM 122	1. adapt any material into a script format.	✓	✓
SPCOM 122	2. interpret literature by using voices and nonverbal communication to enhance the author's message for an audience.	✓	✓
SPCOM 122	describe the Readers Theatre process		✓
✓ SPCOM 123	1. demonstrate an understanding of storytelling principles.	✓	✓
SPCOM 123	2. analyze a story to determine the story's seven logical parts.		✓
SPCOM 123	3. select, analyze, and perform stories utilizing the performance skills of memorization, vocal projection, spatial awareness, and physical expression.	✓	✓
SPCOM 123	evaluate peer story performances in written and verbal forms	✓	✓
✓ SPCOM 124	1. read and analyze material in a variety of disciplines.	✓	✓
SPCOM 124	2. use various directorial techniques to adapt literature to convey their intended message.	✓	✓

MJC-GE:C CLO's to GELO's/ILO's:

✓	SPCOM 124	3. properly cut and edit performance material from larger works.	✓	✓
	SPCOM 124	4. plan, produce, and direct a Readers Theatre program.		✓
✓	THETR 100	1. Analyze a play using Aristotle's six elements of a serious drama.	✓	✓
	THETR 100	2. Describe how theatre artists collaborate in order to create a theatrical production.	✓	✓
	THETR 100	3. Define the specific function of actor, director, playwright, designer, producer, technicians, audience and crew.	✓	✓
	THETR 100	4. Identify the major genres of theatre.	✓	
	THETR 100	5. Use basic theatre terminology in written performance critiques.		✓
✓	THETR 102	1. Analyze a play using Aristotle's six elements of a serious drama.	✓	✓
	THETR 102	2. Describe how theatre artists collaborate in order to create a theatrical production.	Inactivated	
	THETR 102	3. Define the specific function of actor, director, playwright, designer, producer, technicians, audience and crew.	Inactivated	
	THETR 102	4. Identify the major genres of theatre.	Inactivated	
	THETR 102	5. Use basic theatre terminology in written performance critiques.	Inactivated	
✓	THETR 120	1. identify and analyze rhetorical messages in drama, poetry, and prose literature.	✓	✓
	THETR 120	2. identify and demonstrate knowledge of literary form/devices of the above genre.	✓	✓
	THETR 120	3. apply performance technique and analysis of literature in the selection and performance of prose, poetry, and dramatic literature.	✓	✓
	THETR 120	4. demonstrate knowledge of literary form, rhetorical analysis, and performance technique in the oral and written critique of in-class student performances.	✓	✓
✓	THETR 122	1. adapt any material into a script format.	✓	✓

MJC-GE:C CLO's to GELO's/ILO's:

THETR 122	2. interpret literature by using voices and nonverbal communication to enhance the author's message for an audience.	✓	✓
THETR 122	3. describe the Readers Theatre process.		✓
✓ THETR 123	1. demonstrate an understanding of storytelling principles.	✓	✓
THETR 123	2. analyze a story to determine the story's seven logical parts.		✓
THETR 123	3. select, analyze, and perform stories utilizing the performance skills of memorization, vocal projection, spatial awareness, and physical expression.	✓	✓
THETR 123	4. evaluate peer story performances in written and verbal forms.	✓	✓
✓ THETR 124	1. read and analyze material in a variety of disciplines.	✓	✓
THETR 124	2. use various directorial techniques to adapt literature to convey their intended message.	✓	✓
THETR 124	3. properly cut and edit performance material from larger works.	✓	✓
THETR 124	4. plan, produce, and direct a Readers Theatre program.		✓
✓ THETR 150	1. Define the process of playwriting.	Not Activated	
THETR 150	2. Self critique their own playwriting and appraise the plays of other students.		
✓ THETR 160	1. Express how to utilize the body and voice onstage in the context of presenting a character.	No	✓
THETR 160	2. Solve memorization and other problems of scene preparation.		✓
THETR 160	3. Evaluate methods of approaching characterization.		✓
✓ THETR 161	1. Employ advanced acting techniques for character development, physical and vocal warm ups, and performance preparation.		✓
THETR 161	2. Analyze a script verbally and/or in writing in terms of theme, character and motivational units.		✓

MJC-GE:C CLO's to GELO's/ILO's:

✓ THETR 161	3. Demonstrate the ability to improve a performance after receiving criticism from a director.		✓
✓ THETR 165	1. Identify the various musical and theatrical styles of American musical theatre.	Inactivated	
THETR 165	2. Identify the major composer/lyricist teams, compare and contrast their major works.		
THETR 165	3. Identify current trends in musical production values and the evolution of the genre as a whole.		
✓ THETR 194	1. Identify similarities and differences among concert dance, folk dance, and social dance.	✓	✓
THETR 194	2. Demonstrate skill and knowledge of dance and its vocabulary in specific cultures & styles	✓	✓
THETR 194	3. Critically evaluate a dance performance through written response using Goethe's evaluation method and student's personal aesthetic.		✓
THETR 194	4. Identify influential artists in dance and their contributions to the art form.	✓	✓
THETR 194	5. Develop a time line of dance history.	✓	
THETR 194	6. Participate in a specific dance topic presentation through historical research and a minimum of one visual component.	✓	✓

✓

INSTITUTIONAL LEARNING OUTCOME: GELO, Area C
 + Do D
 Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

all classes

Faculty Members Present:

Bill Anelli	Anne Shanto	Joni Byham
Stan Spack	Todd Cox	Lynette Corvelo
Eva Mo	Michael Lynch	Susan Kerr
Chad Redwing	Erin Sam	
Cherie Llewellyn	Tina Duhon	

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

Yes.
 In general the ILO (GELO) statements in the Humanities are general enough to accurately capture CLOs.

2. Do the general education learning outcomes represent the overall purpose(s) of the program? Please explain why or why not.

Yes. The Gen. Ed. outcomes ~~are~~ all reflect the purpose of the program - They speak to cultural awareness and aesthetic judgment.

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes? Please explain.

Yes, every CLO met at least one of the two GELOs.
 This program is a good fit to general outcomes

INSTITUTIONAL LEARNING OUTCOME: GELO, Area C

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

- 4. You've mapped your CLOs to general education learning outcomes. You've also been provided CLO assessment data in your packet; now, take some time to reflect on, consider and analyze the data you have. What does your CLO data tell you about your general education learning outcomes?

One of the enormous challenges of a program this broad is the variety of tools used to assess data. We may develop a small assessment tool to use across disciplines.

- 5. In reviewing the questions above concerning your CLOs and general education learning outcomes, please identify an action plan.

Action Plan:

Philosophy 130 will be added to the ~~Soc Sciences~~ Area for ~~as it is already used~~ ~~in CSU & IGETC~~ ~~graduation~~ ~~elective list~~ ~~will be added to MJC GE Area for~~

✓ All courses will update & revise existing CLOs history literature & revised (and will continue to revise some) CLOs in its program and assess new CLOs in the coming year (2012-13)

✓ to generate a cross-disciplinary assessment tool.

EMOTAD MJC

INSTITUTIONAL LEARNING OUTCOME: GELO, Area C

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

6. It has been approved by AIE and College Council that our general education learning outcomes are our institutional learning outcomes (ILOs). Below are all of MJC's Institutional Learning Outcomes. Please take a moment to review them and answer the following question: taken as a group, do you think the ILO's accurately represent the overall learning outcomes for our college? What changes would you make to them, if any?

UPON COMPLETION OF AN ASSOCIATE'S DEGREE AT MODESTO JUNIOR COLLEGE, THE STUDENT WILL BE ABLE TO:

Demonstrate proficiency in **NATURAL SCIENCE** by:

- Explaining how the scientific method is used to solve problems.
- Describing how scientific discoveries and theories affect human activities.

Demonstrate proficiency in **SOCIAL AND BEHAVIORAL SCIENCE** by:

- Describing the method of inquiry used by the social and behavioral sciences.
- Describing how societies and social subgroups have operated in various times and cultures.
- Analyzing the ways that individuals act and have acted in response to their societies.

Demonstrate proficiency in the **HUMANITIES** by:

- Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.
- Demonstrating the ability to make well considered aesthetic judgments.

Demonstrate proficiency in **LANGUAGE AND RATIONALITY** by:

- Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.
- Demonstrating critical thinking in the analysis and production of communication.
- Demonstrating the ability to find, evaluate, and use information in a variety of formats.

Demonstrate proficiency in **HEALTH EDUCATION** by:

- Describing the integration of the physiological and psychological human being.
- Analyzing the development of self and making plans for lifelong learning.
- Evaluating the impact of daily decisions on life and health.

LO's/GELO's: (MJC-GE D)
 Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:

COURSE ID	CLOs: Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, thinking in the analysis and production of communication.	Demonstrating critical thinking in the analysis and to find, evaluate, and use information in a variety of formats.
AGEC 225	1. Apply spreadsheets to calculate business mathematical problems such as volume, area, ratio, and proper mixture proportions. S11		
AGEC 225	2. Evaluate, predict, report and defend the findings of basic statistical calculations and trends from supplied agricultural data, supported by formulas, graphs, and charts. S11		
AGEC 225	3. Evaluate and compare computer hardware systems against minimum requirements, then propose a choice, and support by writing. S11		
AGEC 225	4. Create an original application for data collection and analysis, which can solve a business need such as calculating feed mixtures or price selling points. Students will also be able to create end user documentation describing how to employ their application. S11		
AGEC 225	5. Demonstrate how to reach a specific market by preparing focused sales communications, advertising pieces, and multimedia sales presentations. S11		
AGEC 225	6. Evaluate and compare computer hardware systems against minimum requirements, then propose a choice, and support by writing. S11		
AGEC 225	7. demonstrate how to calculate and find averages, highest selling items, selling trends, extended pricing, profit margin, and create graphs and charts.		
AGEC 225	8. be able to evaluate current computer advertisements. From this, write a recommendation of which system to purchase, why, and what the components are of said system.		

MJC-GE:D CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE D) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:				
COURSE ID	CLO#: Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
AGEC 225	9. demonstrate how to find prospective clients using the internet. With this target market, students will then create a customized mass mailing sales correspondence, construct a brochure or newsletter to this market, build a multimedia presentation that explains their services, then present the sales presentation in front of an audience.	✓	✓	✓
BUSAD 210	1. Apply the direct and indirect reasoning processes as well as creative approaches to effectively compose and format business documents using specific style guidelines.	✓	✓	
BUSAD 210	2. Prepare and write a personal resume and cover letter that lists education, work experience, personal references, and other topics unique to each student.	✓		✓
BUSAD 210	3. Demonstrate report-writing techniques to research, organize, and develop an informative or investigative report that reaches conclusions or makes recommendations.	✓		✓
CMPS 103	1. Analyze and evaluate the terms and typical problems applicable to analysis using symbolic logic.	✓	✓	
CMPS 103	2. Synthesize, analyze, and evaluate the various justifications given in the development of the rules of both sentential logic and predicate logic.	✓	✓	
CMPS 103	3. Translate into symbolic notation arguments from everyday discourse.	✓	✓	
CMPS 103	4. Determine validity and soundness of arguments.		✓	
CMPS 103	5. Critically analyze and evaluate arguments wherever they occur.		✓	
CMPS 201	1. Articulate the nomenclature of computers, computer activities, and types of computer users.	✓		
CMPS 201	2. Analyze the need for the computer's speed, economy, efficiency, and power.			
CMPS 201	3. Analyze computer problems with respect to the components of problem-solving procedures.		✓	

MJC-GE:D CLO's to GELO's/ILO's:

		ILOs/GELOs: (MJC-GE D) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:		
COURSE ID	CLO#: Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
CMPSC 201	4. Construct one example of each of the three most frequently used applications: word processing, database management, and spreadsheet; and print the output from each.			
CMPSC 201	5. Evaluate and articulate uses of a graphical user interface-based operating system.		✓	
CMPSC 203	1. Evaluate fundamental differences in the structure and usage of data input, processed and output by the three primary general-purpose application programs.		✓	
CMPSC 203	2. Create, save, edit, format, print, and backup various types of word processing documents.			
CMPSC 203	3. Formulate computations and relationships, enter data, save, edit, format, graph, and print spreadsheets.			
CMPSC 203	4. Design, edit, update, copy, format, sort, and index database files.			
CMPSC 203	5. Synthesize multiple data file formats into a comprehensive document.			
CMPSC 205	1. Analyze and evaluate the five steps for software engineering: definition, analysis, design, implementation and testing.		✓	
CMPSC 205	2. Evaluate simple data requirements of a problem and select appropriate data types for their implementation in a high level language.		✓	
CMPSC 205	3. Create input/output control processes using a high-level programming language.	✓	✓	
CMPSC 205	4. Evaluate the implementation of sequence, selection, and iterative control processes using a high-level programming language.		✓	
CMPSC 205	5. Evaluate and implement the principles of top-down problem decomposition.		✓	
CMPSC 213	1. Articulate concepts of object oriented, event driven programming and design.			
CMPSC 213	2. Evaluate programming primitives such as counters, accumulators, and various sorting algorithms.		✓	

MJC-GE:D CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE D) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:				
COURSE ID	CLO#: Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
CMPS 213	3. Articulate methods of data storage including sequential and direct disk-file access and database storage.	✓		
CMPS 213	4. Construct TOE chart application plans, pseudocode and draw flowchart of algorithms.	✓	✓	
CMPS 213	5. Synthesize distribution strategies and create installation and distribution files.	✓	✓	
CMPS 219 CLO 1	No CLO's Found			
CMPS 241	1. Create conversions between and arithmetic operations on various number system representations.	✓	✓	
CMPS 241	2. Articulate the hardware architecture and component functions for a modern microprocessor and systems board.	✓		
CMPS 241	3. Evaluate the purpose of editors, assemblers, linkers, loaders, and operating systems runtime requirements.		✓	
CMPS 241	4. Articulate and utilize a processor instruction set to construct assembly language programs.	✓	✓	
CMPS 241	5. Construct basic and advanced data manipulation and I/O processes within assembly language programs.	✓		✓
CMPS 261	1. Construct and evaluate advanced algorithmic solutions to moderately complex problems.	✓	✓	✓
CMPS 261	2. Evaluate the computational complexity of an algorithm using mathematical formulation and Big O notation.	✓	✓	✓
CMPS 261	3. Evaluate and construct static lists, stacks, and queues using a high-level language.	✓	✓	
CMPS 261	4. Construct and evaluate dynamic binary search trees using a high-level language.	✓	✓	✓
CMPS 261	5. Evaluate and construct recursive algorithms and explain how the run-time stack makes this possible.	✓	✓	
CMPS 264	1. Evaluate workgroup networking and domain networking.	✓	✓	
CMPS 264	2. Build Server Installations using different methods and troubleshoot installation problems.		✓	✓

MJC-GE:D CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE D)

Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:

COURSE ID	CLOs: Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
CMPS 264	3. Evaluate and create an Active Directory bases domain and construct a system security.		✓	
CMPS 264	4. Construct server storage, backup, and performance processes.			
CMPS 264	5. Evaluate and construct a problem solving strategy and demonstrate the use of server resources for troubleshooting.		✓	✓
CMPS 275	1. Analyze and synthesize Database Management Systems (DBMS) capabilities, cost, and convenience.		✓	✓
CMPS 275	2. Articulate typical database operations and applications.			
CMPS 275	3. Evaluate, construct and modify data tables.		✓	
CMPS 275	4. Articulate and evaluate modifications to data sets.		✓	
CMPS 275	5. Evaluate how to use relationships to create multiple table queries, forms, and reports.		✓	
CMPS 276	1. Evaluate star-schemas and other data warehouse objects.		✓	
CMPS 276	2. Create and evaluate materialized views to enhance ad-hoc query performance.	✓	✓	
CMPS 276	3. Create and evaluate dimensions to enhance ad-hoc query performance.	✓	✓	
CMPS 276	4. Perform dimensional analysis of data warehouse information.		✓	
CMGR 264	1. Identify and describe the basic structure of HTML tags.			
CMGR 264	2. Demonstrate the ability to compose a Web document using basic HTML tags.			
CMGR 264	3. Prepare Images for use in a Web document, including choosing the best format, employing the use of a transparent background, using interlacing, and choosing a Web safe color palette.	✓	✓	
CMGR 265	1. Categorize the hardware components used in a multimedia system and analyze equipment needs to produce various forms within specified physical and economical constraints.			
CMGR 265	2. Select appropriate software to use in the creation, formatting and delivery of multimedia on the web.	✓	✓	✓

MJC-GE:D CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE D)				
Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:				
COURSE ID	CLO#: Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
CMPGR 265	3. Select or generate multimedia files, including audio, video and animated graphics capable of delivery and playing on the Internet.	✓	✓	✓
ENGL 101	1. Write papers that demonstrate competent control over written language, academic form, style and tone;	✓	✓	✓
ENGL 101	2. Demonstrate the ability to read and think critically;	✓	✓	✓
ENGL 101	3. Demonstrate the ability to select credible sources; and	✓	✓	✓
ENGL 101	4. Demonstrate the legitimate use of scholarly sources by (a) summarizing, paraphrasing, quoting, and documenting according to MLA conventions, (b) integrating source ideas with their own ideas, and (c) avoiding plagiarism	✓	✓	✓
ENGL 103	1. Demonstrate the ability to analyze and evaluate the major parts of an argument, such as claim, support, and counterargument;	✓	✓	✓
ENGL 103	2. Establish and defend an argumentative thesis in essays that (a) demonstrate advanced, argumentative forms of writing; (b) demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling; and (c) demonstrate avoidance of common logical fallacies.	✓	✓	✓
LIBR 100	1. Find information to support college-level research assignments and enhance life-long learning;	✓	✓	✓
LIBR 100	2. Evaluate information in terms of its relevancy, accuracy, authority, objectivity, and currency;	✓	✓	✓
LIBR 100	3. Use information effectively and ethically to support college-level research assignments and life-long learning.	✓	✓	✓
MATH 101	1. Demonstrate understanding of formal systems of logic		✓	✓
MATH 101	2. Demonstrate familiarity with an overview of the history of mathematics	✓		✓
MATH 105	1. Succeed in Math 106			■
MATH 105	2. Demonstrate proficiency with mathematical problem solving		✓	✓
MATH 105	3. Demonstrate familiarity with mathematical pedagogy for elementary school students	✓		✓

MJC-GE:D CLO's to GELO's/ILO's:

		ILOs/GELOs: (MJC-GE D) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:		
COURSE ID	CLOs: Students successfully completing this course will be able to:	<i>Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.</i>	<i>Demonstrating critical thinking in the analysis and production of communication.</i>	<i>Demonstrating the ability to find, evaluate, and use information in a variety of formats.</i>
MATH 106	1. Demonstrate expertise with mathematical problem solving.		✓	✓
MATH 106	2. Demonstrate familiarity with mathematical pedagogy for middle school students	✓		✓
MATH 111	1. Use mathematical techniques to solve real world business applications		✓	✓
MATH 111	2. Use appropriate technology to model and solve real world applications		✓	✓
MATH 121	1. Succeed in Math 122			
MATH 121	2. Demonstrate mastery of functions and relations			✓
MATH 121	3. Demonstrate mastery of multivariate systems		✓	✓
MATH 121	4. Demonstrate understanding of mathematical proof		✓	✓
MATH 122	1. Succeed in Math 171			
MATH 122	2. Demonstrate understanding of trigonometric functions		✓	✓
MATH 122	3. Solve advanced geometric real world applications		✓	✓
MATH 130	1. Solve Linear programming problems		✓	✓
MATH 130	2. Apply concepts of probability to real world applications		✓	✓
MATH 134	1. Use descriptive statistics to analyze data		✓	✓
MATH 134	2. Use inferential statistics to analyze data		✓	✓
MATH 138	1. Use derivatives to solve real world business and social science applications		✓	✓
MATH 138	2. Use integrals to solve real world business and social science applications		✓	✓
MATH 171	1. Succeed in Math 172			
MATH 171	2. Demonstrate understanding of the mathematic concept of limits		✓	✓
MATH 171	3. Demonstrate understanding of the theory and application of differentiation		✓	✓
MATH 171	4. Demonstrate understanding of the theory and application of integration		✓	✓
MATH 172	1. Succeed in Math 173			
MATH 172	2. Demonstrate mastery of the theory and application of integration		✓	✓
MATH 172	3. Demonstrate understanding of the theory and application of infinite series		✓	✓
MATH 173	1. Succeed in Math 174			

MJC-GE:D CLO's to GELO's/ILO's:

		ILOs/GELOs: (MJC-GE D) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:		
COURSE ID	CLO#: Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
MATH 173	2. Demonstrate understanding of the theory and application of multivariate differentiation		✓	✓
MATH 173	3. Demonstrate understanding of the theory and application of multivariate integration		✓	✓
MATH 173	4. Demonstrate understanding of vector calculus		✓	✓
MATH 174	1. Demonstrate understanding of the theory and applications of first and second order differential equations.		✓	✓
MATH 174	2. Demonstrate understanding of the theory of linear algebra		✓	✓
MATH 174	3. Demonstrate proficiency with techniques for solving differential equations		✓	✓
MATH 80	1. Solve applied and theoretical problems involving geometry and right triangular trigonometry.		✓	✓
MATH 80	2. Demonstrate understanding of basic logic and mathematical proof	✓	✓	✓
MATH 88	1. Apply concepts of probability to real world applications		✓	✓
MATH 88	2. Use algebraic techniques to solve real world applications		✓	✓
MATH 90	1. Succeed in a transfer level math course			
MATH 90	2. Demonstrate understanding of functions and relations			✓
MATH 90	3. Demonstrate proficiency with multivariate systems		✓	✓
PHILO 103	1. Describe the nature, function, and practical applications of first order logic.	✓	✓	✓
PHILO 103	2. Distinguish major systems of modern deductive logic.	✓	✓	✓
PHILO 103	3. Translate ordinary language statements into symbolic form.	✓	✓	✓
PHILO 103	4. Evaluate validity of formal arguments.	✓	✓	✓
PHILO 103	5. Identify and utilize logical rules of inference and rules of replacement in developing formal proofs.	✓	✓	✓
PHILO 103	6. Analyze and critically evaluate arguments wherever they appear.	✓	✓	✓
PHILO 103	7. Construct arguments with careful attention to language and subtleties of reasoning	✓	✓	✓
PHILO 105	1. Understand and articulate the importance of thinking critically in everyday life as well as in scholarly pursuits.	✓	✓	✓

MJC-GE:D CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE D)				
Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:				
COURSE ID	CLOs: Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
PHILO 105	2. Define and recognize in application major argument patterns and their components.	✓	✓	✓
PHILO 105	3. Analyze and clearly articulate the structure and meanings of various common types of argument.	✓	✓	✓
PHILO 105	4. Define and identify the appearance of illegitimate rhetorical devices as they appear in arguments.	✓	✓	✓
PHILO 105	5. Apply the fundamental concepts and techniques of both deductive and inductive logic to the evaluation of arguments.	✓	✓	✓
PHILO 105	6. Construct logically effective arguments in a variety of situation.	✓	✓	✓
PHILO 107	1. Understand and articulate the importance of thinking critically in scientific pursuits as well as in everyday life.	✓	✓	✓
PHILO 107	2. Define and recognize in application major argument patterns and their components as utilized in the sciences.	✓	✓	✓
PHILO 107	3. Analyze and clearly articulate the structure and meanings of various common types of argument in scientific discourse.	✓	✓	✓
PHILO 107	4. Comprehend and critically evaluate arguments utilized in the sciences, not in the technical sense, but in the philosophical sense of correct methodology and sound critical thinking practices.	✓	✓	✓
PHILO 107	5. Identify the differences in methodology between science and pseudoscience, including the fallacies of theory testing displayed in the pseudosciences.	✓	✓	✓
PHILO 107	6. Articulate key philosophical controversies and interpretations of the nature and structure of scientific inquiry.	✓	✓	✓
PHILO 107	7. Identify and compare scientific paradigms and the development of logical systems as used in the sciences.	✓	✓	✓
SPCOM 100	1. create, and effectively deliver, professional and engaging speeches that are cogent, clear and concise.	✓	✓	✓

MJC-GE:D CLO's to GELO's/ILO's:

		ILOs/GELOs: (MJC-GE D) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:		
		Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
COURSE ID	CLOs: Students successfully completing this course will be able to:			
SPCOM 100	2. construct a speech outline demonstrating clarity of ideas, proper source citation, awareness of audience and proper outlining techniques.	✓	✓	✓
SPCOM 100	3. evaluate speeches in written and verbal forms.	✓	✓	✓
SPCOM 100	4. identify and apply effective listening techniques.	✓		
SPCOM 100	5. use the library and other modalities for effective research.	✓	✓	✓
SPCOM 100	1. prepare and deliver speeches which demonstrate adaptation to audience and correct use of research, organizational, and delivery skills.	✓	✓	✓
SPCOM 102	2. (a) identify the various roles occurring in a small group and (b) respond and adapt to the roles displayed in the group.	✓	✓	
SPCOM 102	3. utilize appropriate verbal and nonverbal messages to promote effective interpersonal relationships.	✓	✓	
SPCOM 102	1. recognize the moral aspect as logical, dimensions of rational discourse.			
SPCOM 104	2. differentiate between advocates' and critics' roles in argumentation, recognizing and applying basic logical requirements for a case to prove a proposition, thesis of refutation or defend such a base.			
SPCOM 104	3. differentiate between types of propositions and the discovery of issues inherent to their analysis.		✓	✓
SPCOM 104	4. find, evaluate, and incorporate research materials into written and oral argumentation, as well as cite sources correctly.	✓	✓	✓
SPCOM 104	5. create logically strong arguments and apply principles of fair-minded argument (including how to identify and respond to bias, fallacious reasoning, and propaganda).	✓	✓	
SPCOM 104	6. write evidence-based speech papers, including essays demonstrating logical reasoning and argumentation skills.			
SPCOM 106	1. demonstrate an understanding of organizational and group communication theories and concepts.	✓	✓	

MJC-GE:D CLO's to GELO's/ILO's:

ILOs/GELOs: (MJC-GE D)				
Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:				
COURSE ID	CLO# Students successfully completing this course will be able to:	Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.	Demonstrating critical thinking in the analysis and production of communication.	Demonstrating the ability to find, evaluate, and use information in a variety of formats.
SPCOM 106	2. identify, research, and analyze ineffective organizational and group communication and make recommendations for improvement.		✓	✓
SPCOM 106	3. deliver an individual and/or group presentation effectively using various public speaking techniques.	✓	✓	✓
SPCOM 107	1. demonstrate increased critical thinking.	✓	✓	✓
SPCOM 107	2. demonstrate logical arguments and responses to arguments.	✓	✓	✓
SPCOM 107	3. successfully adapt to judging paradigms in debate.	✓	✓	
SPCOM 110	1. demonstrate knowledge of past and present theories of persuasion.		✓	✓
SPCOM 110	2. demonstrate knowledge by performing three persuasive speeches.	✓	✓	✓
SPCOM 110	3. apply persuasive theories to real world persuasive events in the form of a five page communication analysis.	✓	✓	✓
SUPR 106	1. demonstrate an understanding of organizational and group communication theories and concepts.	✓	✓	
SUPR 106	2. identify, research, and analyze ineffective organizational and group communication and make recommendations for improvement.	✓	✓	✓
SUPR 106	3. deliver an individual and/or group presentation effectively using various public speaking techniques.	✓	✓	✓

INSTITUTIONAL LEARNING OUTCOME: GELO, Area D

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

Faculty Members Present:

Mike Adams	Iris Carroll	Susan Cassidy
Marlies Boyd	Sue Adler	Todd GUY
Bill Anelli	Ellen Dambrosio	Ross McKenzie
Stan Spector	Janelle Gray	
Kathleen Ennis	Chris Briggs	

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

2. Do the general education learning outcomes represent the overall purpose(s) of the program? Please explain why or why not.

attached

see

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes? Please explain.

1. Area D Workgroup recommends that some divisions need to re-examine their CLO verbiage to ensure they accurately represent the overall purpose of the course, and not the content of the course. Some of the outcomes seem very specific, and appear more appropriate to course objectives than course learning outcomes. Frankly, some of the stated outcomes weren't comprehensible to members of the workgroup, which raises concern that students will not be able to easily understand them either. If CLOs are to be published on course syllabi, they should be worded in a way easily understood by a diverse student body.
2. The wording of several of the GELOs/ILOs were vague to members of the workgroup. Specifically, the phrase "interactive nature of communication" was unclear. Does this mean knowing one's audience? Also, the ability to "find, evaluate, AND use information" generated debate, with some Workgroup members believing CLOS should only fit into this column if it involved all three concepts (find, evaluate, use) and others arguing that CLOs that involved students evaluating and using information (but not necessarily finding it) should align.
3. As stated above, some of the CLOs are really specific. Others, however, are clearly written. English, Math, and Library CLOs were clear and appropriately broad, and fulfilled, supported, and aligned with the GELOs/ILOs. A few courses didn't appear to fit the GELOs/ILOs at all (see action plan).
4. It is nearly impossible to compare data since each division/department seems to communicate assessment outcome data in a different format (see Action Plan).
5. ACTION PLAN. Agricultural Economics, Computer Science, Computer Graphics, Business Administration, Speech Communication and Philosophy should reexamine their CLOs to ensure they are true outcomes (core concepts) and not more specific objectives. They might want to consider fewer CLOs as well (some had 7 to 9).

We need to continue to work to get the Outcome module of CURricunet up and running so that all data is in a uniform format. Otherwise it will be extremely difficult to get a clear idea of how the data informs the GELOs/ILOs.

#

~~revisit GELOs/ILO adjusted verbiage~~

INSTITUTIONAL LEARNING OUTCOME: GELO, Area D

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

6. It has been approved by AIE and College Council that our general education learning outcomes are our institutional learning outcomes (ILOs). Below are all of MJC's Institutional Learning Outcomes. Please take a moment to review them and answer the following question: taken as a group, do you think the ILO's accurately represent the overall learning outcomes for our college? What changes would you make to them, if any?

UPON COMPLETION OF AN ASSOCIATE'S DEGREE AT MODESTO JUNIOR COLLEGE, THE STUDENT WILL BE ABLE TO:

Demonstrate proficiency in **NATURAL SCIENCE** by:

- Explaining how the scientific method is used to solve problems.
- Describing how scientific discoveries and theories affect human activities.

Demonstrate proficiency in **SOCIAL AND BEHAVIORAL SCIENCE** by:

- Describing the method of inquiry used by the social and behavioral sciences.
- Describing how societies and social subgroups have operated in various times and cultures.

- Analyzing the ways that individuals act and have acted in response to their societies.

Demonstrate proficiency in the **HUMANITIES** by:

- Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.
- Demonstrating the ability to make well considered aesthetic judgments.

Demonstrate proficiency in **LANGUAGE AND RATIONALITY** by:

- Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.
- Demonstrating critical thinking in the analysis and production of communication.
- Demonstrating the ability to find, evaluate, and use information in a variety of formats.

Demonstrate proficiency in **HEALTH EDUCATION** by:

- Describing the integration of the physiological and psychological human being.
- Analyzing the development of self and making plans for lifelong learning.
- Evaluating the impact of daily decisions on life and health.

ILOs/GELOs: (MJC-GE E)

Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:

COURSE ID	CLO#: Students successfully completing this course will be able to:	Describing the integration of the physiological and psychological human being.	Analyzing the development of self and making plans for lifelong learning.	Evaluating the impact of daily decisions on life and health.
CLDDV 103	1. identify the major theorists, including Piaget, Erikson, Vygotsky, and Bronfenbrenner, describe their theory, and provide examples of the principles of the theories. <i>new wording see attached</i>	✓	✓	✓
CLDDV 104	No CLO's Found	Will be inactivated		
CLDDV 105	No CLO's Found			
CLDDV 111	1. evaluate an actual center menu and then create their own menu that meets nutritional and licensing guidelines. <i>NOT CORRECT - see attached</i>	handout with 2 CLO's		
COLSK 100	1. Identify strategies to promote lifelong health and wellness.	<i>(did not review as presented in Palomar we had the expertise to evaluate)</i>		
COLSK 100	2. Recognize the interrelation of physiological, psychological & social influences on personal and intellectual development.			
COLSK 100	3. Identify and apply learning and personality preferences.			
FAMLF 131	No CLO's Found		✓	✓
HE 110	No CLO's Found <i>see attached</i>	✓	✓	✓
HE 111	1. Analyze health history information to determine personal health risk factors.	✓	✓	✓
HE 118	1. Critique information about body weight issues and nutrition for exercise performance.	✓	✓	✓
PSYCH 104	1. Given lecture and text material on research methods in social psychology, students will be able to correctly answer multiple-choice questions on the experimental method, the survey method, archival research, and observation.			
PSYCH 104	2. Given a "Concept Review Chart", students will be able to correctly answer multiple-choice questions on social psychology's connections to other areas of psychology and to other disciplines.			
PSYCH 104	3. Given lecture and text material on the correlates of high self-esteem, students will be able to correctly answer multiple-choice questions on the definition of self-esteem and main attributes associated with high levels of self-esteem.			

ILOs/GELOs: (MJC-GE E)

Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:

COURSE ID	CLO#: Students successfully completing this course will be able to:	Describing the integration of the physiological and psychological human being.	Analyzing the development of self and making plans for lifelong learning.	Evaluating the impact of daily decisions on life and health.
PSYCH 104	4. Given a table on the four basic categories of helping behaviors, students will be able to correctly answer multiple-choice questions on the four main categories, and apply these categories to actual behaviors.			
PSYCH 110	1. describe experimental method, the survey method, the case study approach, observation, and correlational research.			
PSYCH 110	2. identify the structures and functions of internal female sex organs, external female sex organs, internal male sex organs, external male sex organs and diseases of male and female reproductive systems, by correctly answering multiple-choice questions on this topic.			
PSYCH 110	3. describe the Masters and Johnson Four-Phase Sexual Response Cycle.			
PSYCH 110	4. describe biological theories, developmental theories, sociological theories and interactional theories on the different sexual orientations.			
PSYCH 110	5. describe the three trimesters of a healthy pregnancy.			
PSYCH 110	6. describe describing major problems that may be encountered with pregnancy.			
PSYCH 110	7. Describe barrier and hormonal methods of contraception.			
PSYCH 110	8. describe the causes and treatment strategies of four major types of sexual disorders.			
PSYCH 110	9. describe ectoparasitic infections, bacterial infections and viral infections of the major types of STIs.			
PSYCH 110	10. link paraphilic typology with behaviors.			
PSYCH 130	1. apply concepts from the psychology of adjustment to actual situations in life.		X	X
PSYCH 130	2. discuss the application of the concepts from the psychology of adjustment.			
PSYCH 130	3. Demonstrate knowledge of effective strategies in communication, emotional expression, conflict resolution and stress management.	X	X	X

ILOs/GELOs: (MJC-GE E)

Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in the Social and Behavioral Science by:

COURSE ID	CLO#: Students successfully completing this course will be able to:	Describing the integration of the physiological and psychological human being.	Analyzing the development of self and making plans for lifelong learning.	Evaluating the impact of daily decisions on life and health.
PSYCH 130	Develop a statement of personal values and connect these to the life goals and direction			
PSYCH 141	1. Describe and evaluate the major psychological theories of human development.	X	X	MAMU
PSYCH 141	2. Explain and assess the methods of research used to study human development.	X	WAV	X
PSYCH 141	3. Apply developmental research and theory to real-life situations.	WAV	X	X
PSYCH 141	4. Distinguish between universal influences and culturally specific influences on human development.		WAV	X
PSYCH 141	5. Compare and contrast the characteristics of each stage in the lifespan with preceding and subsequent stages.	X	X	X

Health 110

Student Learning Outcomes: The student will be able to:

- Recognize the broad scope and interplay of the physical, emotional, social, spiritual, intellectual, and environmental influences on oneself.
- Describe three techniques for managing stress.
- Define the five levels of Health and Wellness.

attachment 1





Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

Faculty Members Present:

Bill Newell (HIST 128)		
Dave Shrock (HE)		
Pam Guerra-Schmidt (CLDDV)		
Laurie Hatcher (CLDDV)		
Debbie LaFranchini (CLDDV)		

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

CD HIST 128 (yes) CLOs dovetail in academic context & purpose with S.L.O.s in the study of peoples & institutions in American WEST

HE - yes

2. Do the general education learning outcomes represent the overall purpose(s) of the program? Please explain why or why not.

CD HIST 128 - (yes) outcomes support the relevance program purpose in western American studies

HE - NA

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes? Please explain.

CD HIST 128 (yes) in both span & timeline in understanding relevance of diverse groups in western American expansion (will be revised)

HE stimulates & develops more complete understanding of importance of health in GE SLOs

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

4. You've mapped your CLOs to general education learning outcomes. You've also been provided CLO assessment data in your packet; now, take some time to reflect on, consider and analyze the data you have. What does your CLO data tell you about your general education learning outcomes?

HE - I have identified areas where there is not a clear relationship (direct route map) to OE SLOs. I have taken separate notes to work with colleagues to better establish these relationships.

5. In reviewing the questions above concerning your CLOs and general education learning outcomes, please identify an action plan.

Action Plan:

- go into Curricnet & update wrong/incomplete info.
- update on data table.
- collaborate with colleagues to better link mapping between levels of outcomes and place in respective LOs.

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

Faculty Members Present:

PSYCHOLOGY

LEE KOOLER	SHELLY FICHTENKORT
BOBBY HUTCHISON	
SUZI-CORMAN	
LISA CARLSTROM	
BECKY GANES	

Please provide a brief and cogent narrative in response to each of the following questions. Responses will be used to reflect on learning outcomes and be used for data analysis and planning.

1. Do the course learning outcomes (CLOs) represent the overall purpose(s) of the course(s)? Please explain why or why not.

Psych 110 - CLO's inaccurate on form, "However, current CLO's DO represent overall purpose."
 Psych 130 - CLO's DO represent "
 Psych 104 - CLO's are inaccurate on form, Current CLO's do represent overall purpose.
 Psych 141 - Yes, CLO's are correct & DO represent purpose

2. Do the general education learning outcomes represent the overall purpose(s) of the program? Please explain why or why not.

GELO's represent our current, updated CLO's for Area E in the courses listed in #1.

3. How well did the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes? Please explain.

Based upon the CLO's that we were able to evaluate on the form:
 4 of 7 CLO's fulfilled GELO #1
 5 of 7 " fulfilled GELO #2
 6 of 7 " " " "

INSTITUTIONAL LEARNING OUTCOME: GELO, Area E

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

4. You've mapped your CLOs to general education learning outcomes. You've also been provided CLO assessment data in your packet; now, take some time to reflect on, consider and analyze the data you have. What does your CLO data tell you about your general education learning outcomes?

Psych
110, 104
130, 141

The data indicate success rates of 86% - 91% and successfully support the GELO's for Area E (Note: data based upon current CLO's, not list given)

5. In reviewing the questions above concerning your CLOs and general education learning outcomes, please identify an action plan.

Action Plan:

CLO's need to be updated for:

- Psych 104
- Psych 110
- Psych 130

INSTITUTIONAL LEARNING OUTCOME: GELO, Area E

Qualitative Analysis and Reflection on GELO and ILO WORKSHEET

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