California State University, East Bay
Committee on Academic Planning and Review

Minutes of Subcommittee on Institutional Learning Outcomes
November 7, 2016, SA 1400, 2:00pm - 3:50pm

Present: Martin Castillo, Helen Christian, Sandy Luong, Sarah Nielsen, Balaraman Rajan, Aline Soules, Julie Stein

Guest: Jodi Servatius

Absent: Patrick Huang, Jason Smith

1. Welcome and Introductions

2. Approval of the agenda. M/S/P (Soules/Rajan) to approve agenda. All approved.

3. Approval of minutes from 17 October 2016. M/S/P (Raman/Soules) to approve minutes. All approved.

4. Review of and vote on final draft of written communication ILO rubric. Revisions were made on the written communication ILO rubric in all categories (revised rubric attached).
   ○ M/S/P (Soules/Rajan) to approve Written Communication rubric. All approved.
   ○ ILO representation at CAPR when approval. Stein may get committee on agenda.

5. Discussion of ILO Subcommittee charter. Tabled.
   ○ ILO Subcommittee Charge from CAPR P&P’s: “Responsibilities: The ILO subcommittee will coordinate the development and implementation of an assessment plan for the university’s institutional learning outcomes, coordinate ILO assessment with other campus assessment activities, and advise CAPR regarding ILO assessment.”

6. Discussion of recommendations for CAPR on academic program review procedures. Tabled.

7. Request for volunteer to facilitate our next meeting. Soules volunteered.

NEXT MEETING: 21 November 2016 2-3:50pm in SA 1400

Adjourned 3:41 p.m.

Respectfully submitted,
Helen Christian
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<td><strong>Statement of purpose, thesis or controlling idea(s)</strong></td>
<td>Clearly states a central idea, appropriate to the assignment.</td>
<td>Adequately states a central idea, generally appropriate to the assignment.</td>
<td>Inconsistently or superficially states a central idea, minimally appropriate to the assignment.</td>
<td>Lacks statement of a central idea, or states central idea inappropriate to the assignment.</td>
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<td><strong>Audience awareness</strong></td>
<td>Demonstrates clear understanding of audience, appropriate to the assignment.</td>
<td>Demonstrates adequate understanding of audience, generally appropriate to the assignment.</td>
<td>Demonstrates inconsistent or superficial understanding of audience, minimally appropriate to the assignment.</td>
<td>Lacks an understanding of audience.</td>
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<td><strong>Organization, cohesion, and clarity</strong></td>
<td>Clearly structured around the central idea. Uses a range of transitions to connect ideas, and is easy to follow.</td>
<td>Adequately structured around the central idea. Uses some transitions to connect ideas, and is generally easy to follow.</td>
<td>Has minimal structure around the central idea. Uses few transitions to connect ideas, and is somewhat difficult to follow.</td>
<td>Lacks structure around the central idea. Lacks transitions that connect ideas, and is difficult to follow.</td>
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<td><strong>Presentation of supporting ideas</strong></td>
<td>Presents evidence and ideas that clearly support and develop the central idea.</td>
<td>Presents evidence and ideas that generally support and develop the central idea.</td>
<td>Presents evidence and ideas that minimally support and develop the central idea.</td>
<td>Does not present evidence or ideas that support or develop the central idea.</td>
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<td><strong>Mechanics: grammar, punctuation, and spelling</strong></td>
<td>Shows correct use of grammar, spelling, and punctuation.</td>
<td>Shows mostly correct use of grammar, spelling, and punctuation. May have occasional errors that do not interfere with meaning.</td>
<td>Contains grammar, spelling, and punctuation errors that are distracting or occasionally interfere with meaning.</td>
<td>Contains grammar, spelling, and punctuation errors that are highly distracting or often interfere with meaning.</td>
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