



Outcomes Assessment Work Group
Approved Minutes

Dec. 5, 2014

1:00 - 2:30pm

Yosemite Hall, Room 213

View the minutes and attachments at:

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

Members Present: Belen Robinson, Beth Bailey, Eileen Kerr, Gerald Wray, Heather Townsend, Kathleen Ennis, Lynette Borrelli, Milan Motroni, Nita Gopal, Patrick Bettencourt, Paul Muncy, Pedro Mendez

Members Absent: Brian Sanders, Deborah Brayman, Gail Brumley, James Dorn, Jennifer Hamilton, Jillian Daly, Lorena Dorn, Mark Anglin, Michael Sundquist, Sonny Gumm

Others Present: Kathy Haskin

I. APPROVAL OF MINUTES (November 7, 2014)

The approval of the November 7, 2014 minutes was postponed until the next meeting. Kathleen Ennis volunteered to review the minutes and the recording and clean up the wording for Accreditation purposes. A Word document of the minutes and the recording of the meeting will be provided to Kathleen for her review.

II. NOTIFICATION ITEMS

None

III. CLOs Originating Through Course Updates or Revisions

A. Status Reports

- 1. CLOs Pulled for Revision at Previous OAW Meetings - Updates on Status of Revisions

PHILO 130: Political Philosophy (3/7/14) (Paul)

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

1. Revised CLOs Pulled Previously - Ready for Approval None

2. NEW CLOs for Approval (11/8, Curriculum Committee Meeting)

Per discussion regarding the Demonstrate in the following CLOs, Gerry Wray will change the CLOs with Describe or Explain and will forward changes to Eileen Kerr for approval at the next meeting. The following was Withdrawn from the Agenda: AUTEK 311, AUTEK 317, AUTEK 319, AUTEK 320, AUTEK 321, AUTEK 322, AUTEK 323, AUTEK 324, AUTEK 369.

CLOs pulled for discussion: AG 120, AG 130, EMS 389, CLDDV 292

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

12 Ayes, 0 Opposed, 0 Abstentions

AG - 115: Introduction to Agricultural Education & Careers

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

- 1. Identify opportunities and requisite skills for employment in the agriculture industry.
- 2. Create an employment portfolio.



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CLO's Blanket approved AG 115 by OAW, Dec. 5, 2014.

M/S (K. Ennis, P. Bettencourt) Move to approve, AG 120, AG 130, CLDDV 292, and EMS 389.

AG - 120: Introduction to Agriculture Education

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

1. Describe the responsibilities of the secondary school agriculture teacher.
2. Outline the required steps to achieve the Agricultural Education Single-Subject Teaching credential.

AG - 130: Agriculture Education Early Field Experience

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

1. Explain the role, duties and working environment of the agriculture teacher.
2. Articulate their philosophy for teaching at the secondary level.

AG 120 – N. Gopal was concerned if the stated outcomes justify the overall work done because the statements seem the amount of time required to describe something or outline something isn't very much.

B. Bailey mentioned this is introduction to Agricultural Education and is guessing they are just learning what a secondary agricultural teacher does. Describing what someone does could take weeks. She believes describing responsibilities is a big thing when you are just introducing the topic. She understands and agrees it needs to cover the size of the class, but learning the responsibilities and explaining the responsibilities of a secondary agricultural teacher, it is understood why it could be a two unit course.

E. Kerr said that CLO #1 is probably what happens during most of the class. That level of an education course is really that basic of what does happen in the classroom and what is the basic components. She doesn't believe it will take long to outline the required steps to achieve the degree.

K. Ennis said outcomes are supposed to be really broad and not detailed. B. Bailey said possibly at the end of an introduction to an education program a student may ask about what this job entails and how do they get a credential.

AG 130 - E. Kerr said looking at AG 130 she thinks these courses go in conjunction with each other and probably take it at the same time. B. Bailey was wondering about AG 130 because it is Field Experience. You would think they would be participating in a classroom experience. E. Kerr said most of the observations are designed as observations and if the student does something more that is extra added on. In an introduction course it is appropriate to spend 30 hours to sit, watch, think about what they learned and then reflect on it.

After discussion the final decision was to leave AG 120 and AG 130 CLOs as is with no changes.

M/S/C (K. Ennis, P. Bettencourt) Move to approve, AG 120, AG 130, CLDDV 292 and EMS 389 with changes.

12 Ayes, 0 Opposed, 0 Abstentions

AGEC - 200: Agricultural Accounting and Analysis

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



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1. Use the debit/credit system to prepare financial reports including a balance sheet and income statement.
2. Analyze records and make financial decisions.,
3. Explain methods of depreciation used in agriculture
4. Calculate payroll, employee deductions and employer taxes.

CLO's Blanket approved AGEC 200 by OAW, Dec. 5, 2014.

AGEC - 210: Elements of Agricultural Economics

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

1. Describe the characteristics of various types of market structures.
2. Evaluate the efficiency of various market structures.

CLO's Blanket approved AGEC 210 by OAW, Dec. 5, 2014.

ANSC - 224: Dairy Feeds & Feeding

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

1. Describe the nutrient needs for the various ages of dairy cattle.
2. Formulate a dairy cow ration that will meet the requirements for protein, energy, calcium and phosphorus.
3. Explain the importance of dairy cattle comfort and nutrient utilization.

CLO's Blanket approved ANSC 224 by OAW, Dec. 5, 2014.

AUTEC - 200: Automotive Service Management

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

1. Identify the six basic types of automotive service facilities and construct a flow diagram for a basic management structure for each type.
2. Analyze business profitability, efficiency and productivity and determine an appropriate managerial course of action.

CLO's Blanket approved AUTEC 200 by OAW, Dec. 5, 2014.

AUTEC - 311: Basic Automotive Systems

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

1. Demonstrate a basic understanding of workshop safety.
2. Demonstrate a basic understanding of the operating characteristics of major automotive systems.

AUTEC 311 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 317: Auto Heating & Air Conditioning

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

1. Demonstrate an understanding of the construction and operation of automotive heating and air conditioning systems.



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2. Demonstrate an understanding of diagnostic procedures for automotive heating and air conditioning systems.

AUTEC 319 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 319: A8: Engine Performance

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

1. Demonstrate an understanding of the construction and operation of automotive fuel and ignition systems.
2. Demonstrate an understanding of diagnostic procedures for automotive fuel and ignition systems.

AUTEC 319 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 320: L1: Advanced Engine Performance

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

1. Demonstrate an understanding of the construction and operation of automotive emission systems.
2. Demonstrate an understanding of advanced diagnostic procedures for automotive engine performance.

AUTEC 320 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 321: A5: Brakes Systems

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

1. Demonstrate an understanding of the construction and operation of automotive braking systems.
2. Demonstrate understanding of diagnostic procedures for automotive braking systems.

AUTEC 321 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 322: A4: Steering, Suspension and Alignment

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

1. Demonstrate understanding of the construction and operation of automotive steering and suspension systems.
2. Demonstrate understanding of diagnostic procedures for automotive steering and suspension systems.
3. Perform maintenance on automotive steering and suspension systems.

AUTEC 322 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 323: A2: Automatic Transmission & Transaxles

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

1. Demonstrate understanding of the construction and operation of automotive automatic transmissions and transaxles.
2. Demonstrate understanding of diagnostic procedures for automotive automatic transmissions and transaxles.
3. Perform maintenance on automotive automatic transmissions and transaxles.



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AUTEC 323 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 324: A3: Manual Transmissions & Drive Axles

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

1. Demonstrate understanding of the construction and operation of automotive manual transmissions and transaxles.
2. Demonstrate understanding of diagnostic procedures for automotive manual transmissions and transaxles.
3. Perform maintenance on automotive manual transmissions and transaxles.

AUTEC 324 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 368: A6: Automotive Electricity/Electronic Systems 1

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

1. Demonstrate understanding of the construction and operation of automotive starting and charging systems.
2. Demonstrate understanding of diagnostic procedures for automotive starting and charging systems.

AUTEC 368 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 369: A6: Automotive Electricity 2

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

1. Demonstrate understanding of the construction and operation of automotive computer control systems.
2. Demonstrate understanding of diagnostic procedures for automotive computer control systems.

AUTEC 369 WITHDRAWN FROM OAW AGENDA, 12/5/14

AUTEC - 373: Clean Air Car Course

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

1. Describe the rules and regulations necessary to become a clean air technician.
2. Perform emissions related operational tests according to B.A.R standards.

CLO's Blanket approved AUTEC 373 by OAW, Dec. 5, 2014.

CLDDV - 292: Math & Science Curriculum for Young Children

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

1. Recognize developmentally appropriate teaching strategies for math and science consistent with the California State Transitional Kindergarten Standards.
2. Identify play based curriculum models and approaches for supporting children's concrete learning in math and science

CLDDV 292 – P. Muncy pulled because of the term Recognize in CLO #1. To him recognize didn't seem active enough and there wasn't an actual action that could be measured. P. Bettencourt said there is a list of many teaching strategies and this would recognize which of those strategies are appropriate for Math and Science, like a multiple choice question.



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The final decision was to leave CLDDV 292 as is with no changes.

M/S/C (K. Ennis, P. Bettencourt) Move to approve, AG 120, AG 130, CLDDV 292 and EMS 389 with changes.

12 Ayes, 0 Opposed, 0 Abstentions

EMS - 389: Emergency Medical Technician 1- Clinical

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

1. Assess and determine proper treatment of the critically ill or injured patient.
2. Properly move the critically ill or injured patient.

EMS 389 – There was discussion about the Demonstrate the ability to assess in the CLO. P. Mendez authorized the changing of the CLO. The final decision was CLO 1. Assess and determine proper treatment of the critically ill or injured patient. CLO 2. Properly move the critically ill or injured patient.

M/S/C (K. Ennis, P. Bettencourt) Move to approve AG 120, AG 130, CLDDV 292 and EMS 389 with changes.

12 Ayes, 0 Opposed, 0 Abstentions

ENSCI - 108: Environmental Conservation

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

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

CLO's Blanket approved ENSCI 108 by OAW, Dec. 5, 2014.

NURSE - 276: Nursing Process: Advanced Medical-Surgical

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

1. Clinically apply the major concepts, theoretical perspectives and clinical application in the scope of nursing practice.
2. Apply the nursing process which includes assessment, nursing diagnosis, planning, implementation and evaluation in all aspects of patient care.
3. Use critical thinking, skeptical inquiry and evidenced-based practice to solve problems related to nursing practice.

CLO's Blanket approved NURSE 276 by OAW, Dec. 5, 2014.

NURSE - 277: Nursing Process: Leadership and Preceptorship

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

1. Apply the nursing process which includes assessment, diagnosis, planning, implementation, and evaluation in all aspects of care in the management of groups of patients.
2. Evaluate current issues and trends in the changing health care environment and nursing practice.
3. Describe and demonstrate professional behavior and role development.

CLO's Blanket approved NURSE 277 by OAW, Dec. 5, 2014.



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IV. CLOs Originating through CLO Update Only Process

A. Status Reports

1. CLOs Pulled for Revision at Previous OAW Meetings - Updates on Status of Revisions

HUMSR 101 - Introduction to Human Services (2/7/14) (Eileen)

HUMSR 111 - Counseling in Chemical Dependency (2/7/14) (Eileen)

HUMSR 116 - Drugs and Alcohol in Society (2/7/14) (Eileen)

HUMSR 118 - Pharmacology of Abused Substances (2/7/14) (Eileen)

HUMSR 119 - Intro Group Ldrshp/Grp Process (2/7/14) (Eileen)

E. Kerr is letting the HUMSR courses stay in Process as other Assessment work is currently being done. She is letting these courses go into next semester.

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

E. Kerr to contact Bill Anelli.

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

As there is a new faculty, E. Kerr decided to wait until next semester to discuss with her.

B. CLOs for Approvals (includes revisions from previous meetings and new submissions through CLO Update Only Process)

1. Revised CLOs Pulled Previously - Ready for Approval

None

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

V. ACTION/DISCUSSION ITEMS

1. Due Dates for Fall CLO, PLO, ILO, GELO Assessments

January 31, 2015

E. Kerr will send out to OAW, Deans and faculty involved what is outstanding and as a reminder to get them completed. For the Spring 2015 people, if any of those people are in your division make sure they are aware they will receive an email with an invitation for an Assessment Day Workshop.

There was a discussion about Program Review. E. Kerr said Program Review has been in stasis because no one was working on Program Review last year. There has been a vacancy and there has been no movement on Program Review.

E. Kerr thinks the place where we are right now, is if we can't get into the system all you can do is the best you can do.

E. Kerr wanted to talk about what has been in discussion is the new Accreditation Standards. It looks like there will be a more thorough requirement for us in terms of looking at our CLOs and how individual students are doing and breaking down the demographics of that student. J. Todd has heard the CLO



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assessments will be broken down as to how the class did but also how individual groups did. It is now in the standards and will be part of the CLOs assessments.

The conversation in the mix was we could have bought a system for assessment. J. Todd decided not to due to the concerns about CurricuNet's ability to really give what was promised. We started a piece by piece thing, CurricuNet for CLOs but Excel for everything else and the purpose was to wait and see what other companies were going to create, what gets tested, and what would work. There is a system called eLumen that looks like we may be adopting at some point. If we are going to do this it will happen fast because we are up for Accreditation in 2017. What does that mean for us? OAW will be training faculty on the use of the new program and that could be as early as Fall 2015. OAW will need to design a process so we are ahead of the game. E. Kerr said she is determined to keep in place this stuff and to keep in place the basic processes we have and have eLumen as the data gathering vehicle. CurricuNet would not be used for Outcomes. All the data we already have will be uploaded to eLumen. eLumen will take our data. There was some discussion of trying to do the Math program but it involves a lot of work from the start, a lot would have to be done, but it is also homegrown. There is value in paying someone else to take care of problems.

P. Mendez said for any transition of systems it is important for us to recognize that moving that data won't be perfect so we need to set expectations appropriately so faculty will understand.

E. Kerr said there has been no official notice, but she thinks it will happen. She thinks it would be to our advantage to get ourselves prepared at least a semester ahead of implementation and be prepared as a group and to make it as easy as possible for faculty.

K. Ennis wanted to mention how challenging it is for faculty, but when it moves up to ILOs, she thinks the administrator's part of their function is to have the big picture. This seems when we are going to a new system that we should codify that and define our role.

E. Kerr said she will be meeting with an eLumen rep early in January 2015 to talk to them. J. Todd is probably pressing this faster because he has concerns what the accreditors are going to do when they look at institutional effectiveness and make that decision.

B. Bailey said this is not the standard we know up to this point. If there is a new standard there has to be some time. Possibly we could demonstrate we are moving on addressing this new standard. That question was asked if the standard existed yet.

E. Kerr said people are beginning to shake it out and try to figure out the meaning behind certain statements. People have just begun how to parse it out and figure out how these things link in terms of what they will be looking at. They are going to be looking at and wanting to know things at a drill down level. They may want to know in the future how does your 86% rate on your CLOs match the fact that your students passed at a 50% rate. They may be making linkages with what happens in your class and how do you explain those things. It is pretty clear that they will become very data hungry in what they are looking for. The sooner we are poised to be able to dig that out with the data we gather, the better off we will be.

E. Kerr thinks both the standard and the desire to move quickly is being guided by the initiatives that have come out.



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P. Mendez said when we set up the SAO, CLO, PLO and AUO process we created Administrative Unit Goals and initially there was some evaluations of those but we did not consistently do those. He has been involved with this for a little while and he agrees what was said earlier and the way we set up our system is pretty linear and mechanical. That linear structure allows us to do the horizontal stuff but we cannot do the holistic evaluations of how our students are moving through the program. Even when you look at how a CSU approaches outcome assessments it is a very different model. We need to recognize that and there are challenges we are going to have in looking at disproportionate perspectives on how our students are doing. There are tools out there, but it would be a homegrown tool. Then we would have to manage that homegrown tool. It is going to present challenges. It is not vertical or horizontal. It is spherical.

E. Kerr said it is exciting to think about knowing that information. Sometimes it can be scary because you might find out things that you did not know what was happening in your class. We all want to try to figure out how to help students and this could help and if it helps us with Accreditation then that is even better. E. Kerr said that eLumen has a Non-Instructional section to it and she does not know how it is structured.

K. Ennis wanted to express a concern. There are some things, for example, information literacy for the Librarians. We are interested in having cross disciplinary conversations with other people who are mapping to the same ILO; let's get a big picture of what we are doing as a college. Her concern is when we start mapping the students she feels limited. Her fear is she may be asked "what are you doing for the foster students?"

N. Gopal mentioned doing a program called Act I which is an online class and she did a practicum recently. In doing the practicum they take you through a lot of discussions and then you create this whole thing about your classes and it is an elaborate process. One of the discussions is "how would you as an online instructor reach out to a student who has ADHD, or has dyslexia?" That is part of how she will be assessed as an online instructor. She would figure something out but there would be another group that she is not reaching and then she will have her grade deducted.

K. Ennis said that is where her fear is and wants to have faith that the administration will use this data to help students and not use this data to punish her.

P. Muncy asked if we are talking about lowering our standards. Comments were yes and no.

B. Bailey said it is not lowering standards, it is successive approximation. Successive approximation is taking steps toward getting to a certain point, but not in one step. It is rewarding the moves that are headed in the direction you want them to go.

E. Kerr said as we go forward she thinks OAW should be thinking seriously about providing a set of what our expectations are and how the data will be used. OAW is thinking about having our processes, once we have all this data available, and still maintain the fundamental pieces that we do but also say if we are looking at foster youth and the problems they have that we do not look at one certain area. It needs to be looked at as a whole thing and at this point it is up to other people to take care of that and somehow OAW guides this process before we get the data in and stating a set of policies coming out of this workgroup.

B. Robinson said at a meeting yesterday, one of things discussed was a concern of what might be happening at home that could be affecting them, and part of the student equity is collecting some of that information



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on students and documenting it for future use. They would have something to look at, for example, like what would have made an impact on their education. Counselors already gather and document information. One of the things being worked on is a First Year Experience program that targets a certain amount of students and all of those things are taken into consideration.

B. Bailey did not go to the follow-up Student Equity meetings other than the one that had a presenter, but she feels there was an important concept that he talked about which was successful institutions implementing equity plans don't attack ten things all at one time. They look at the data and decide on one or two items to start on. In the spirit of that day and that conversation it felt like that is what the focus was, how are we as an institution going to do this together in a way that really connects with people at that level and understanding what is happening in their lives and how much they have to go through to actually get themselves here is overwhelming. Understanding those things and developing systems that help us get the information and connecting with students in a way that helps them stay here so they can get to the place of understanding a "due date". Her experience in that meeting was the sense of where we need to go and what we want to do.

E. Kerr said this is definitely a conversation that will keep going. She will send out the portion of the Accreditation that needs to be looked at.

2. Spring 2015 PLO/ILO/GELO Assessments - Reminder

PLO/ILO/GELO only

- Administration of Justice - PLO only
- Computer Graphics - PLO only
- Environmental Sciences - PLO only
- Human Services - PLO only
- Natural Resources - PLO only

PLO/ILO/GELO plus Program Review

- Animal Science - PLO plus Program Review
- Earth Science - PLO plus Program Review
- Geology - PLO plus Program Review
- History - PLO plus Program Review
- Meteorology - PLO plus Program Review
- Music - PLO plus Program Review

Next Meeting: February 6, 2015 in Yosemite Hall 213 1:00pm