



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

**Members Present:** B. Hunt, B. Bailey, J. Todd, K. Ennis, P. Mendez, B. Sanders

**Members Absent:** D. Baggett, G. Wray, T. Ward, C. Redwing, L. Miller, K. Payvar, M. Motroni, A. Herrera, L. Dorn, S. Gumm

**Others Present:** B. Adams (Curriculum Committee Chair), H. Townsend (Administrative Secretary)

### **I. APPROVAL OF ORDER OF AGENDA**

***Hearing no objection, the order of the agenda was approved by the work group.***

### **II. APPROVAL OF MINUTES**

***November 13, 2012***

***M/S/U (B. Hunt, K. Ennis) to approve the minutes of November 13, 2012.***

### **III. NOTIFICATION AGENDA (OAW Approved CLOS)**

***The Work Group was notified of the following courses with approved CLOS from the November 13, 2012 meeting.***

ADJU-212:	Criminal Investigation
ADJU-213:	Patrol Procedures
ADJU-217:	Substance Abuse
ADJU-222:	Profiling Terrorism
ADJU-232:	Juvenile Justice Procedures
ADJU-234:	Crime Causation
ADJU-243:	Domestic Violence Crisis Intervention
ADJU-351:	Elements of Supervision in Public Safety
ART-120::	Basic Drawing 1
ART-124:	Color and 2-D Foundation Design
ART-164:	History of Art 1
ART-169:	Survey of Asian Art
AUTEC-200:	Automotive Service Management



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BIO-101:	Biological Principles
BIO-180:	Introduction to Tutoring Biology
BUSAD-50:	Business Computations
BUSAD-200:	Spreadsheet Skills for Financial Accounting
BUSAD-203:	Computer Accounting
BUSAD-230:	Personal Finance
BUSAD-245:	Principles of Marketing
BUSAD-248:	Introduction to Business
BUSAD-274:	Human Resources Management
BUSAD-336:	Tax Accounting
BUSAD-364:	Total Quality Management
ELTEC-320:	Electrical Safety
EMS-380:	Basic ECG Interp/Intro to Cardia Care
FSCI-302:	Fire Prevention Technology
FSCI-303:	Fire Protection Equipment and Systems
FSCI-304:	Building Construction for Fire Protection
FSCI-323:	Fire Hydraulics
FSCI-327:	Fire Apparatus and Equipment
FSCI-328:	Investigation of Fires
FSCI-332:	Fire Science Tactics and Strategy
FSCI-337:	Wildland Fire Control
FSCI-355:	Fire Prevention 1B
FSCI-356:	Fire Management 1
FSCI-357:	Fire Investigation 1
FSCI-367:	Fire Investigation 1B
FSCI-371:	Fire Command 2A
FSCI-373:	Fire Instructor 2A
FSCI-374:	Fire Instructor 2B
FTECH-310:	Rescue Systems and Operations
HUMAN-106:	Humanities in the Modern World
HUMAN 140:	Introduction to World Mythology
HUMSR 104:	Aging in America
HUMSR 146:	Psychosocial Rehabilitation with Children/Families
MACH 212:	Machine Tool Technology 2
MACH 315:	3D Part Programming for CNC
MATH 88:	Algebra with Applications
MATH 134:	Elementary Statistics
MUSA 162:	Intermediate Strings
NURSE 260:	Nursing Process: Pharmacology
NURSE 261:	Nursing Process: Fundamentals
PLSC 200:	Introduction to Plant Science



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PLSC 205:	Field Crops
PLSC 215:	Vegetable Crops
PLSC 230:	Fruit Science
PLSC 235:	Plant Propagation/Production
PLSC 241:	Viticulture
PLSC 250:	Plant Nutrition and Fertilizer
PLSC 255:	Plant Pest Control
PLSC 260:	Plant Disease Control
RSCR 220:	Introduction to Respiratory Care
RSCR 230:	Clinical 1
RSCR 240:	Advanced Cardiopulmonary Physiology
RSCR 242:	Critical Care Procedures
RSCR 246:	Current Issues in Respiratory Care
NURSE 265:	Nursing Process: Medical-Surgical
NURSE 266:	Nursing Process: Mental Health
OFADM 311:	Business Proofreading and Editing
PEC 102:	Water Aerobics
PEC 162:	Aikido 1 Basic
PEC 163:	Aikido 2 Intermediate
PEC 197:	Advanced Weight Training
PEM 108:	Baseball
PEM 140:	Touch Football and Kanaki
PEM 141:	Advanced Touch Football
PEM 162:	Soccer
PEVW 125:	Women's Varsity Swimming and Diving
PEW 164:	Women's Indoor-Outdoor Soccer
PEW 180:	Women's Softball
PHILO 140:	Philosophy and Film
PHYSO 101:	Introductory Human Physiology
ART 168:	History of Photography
ART 170:	Basic Photography
ART-173:	Digital Imaging for Photographers
ART-175:	Color Photography
ART-181:	Basic Photography 1
ART-182:	Basic Photography 2
ART-191:	Photo Laboratory Technology 2
FAMLF-800:	Parent Education
PEC-127:	Ballet 2
PEVW-145:	Women's Varsity Water Polo
THETR-177:	Ballet 2



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**SDS 203 2:30 PM**

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### **IV. CONSENT AGENDA (CLOS previously withdrawn for revisions and Recent Curriculum Approved Courses)**

#### **OFADM 311: Business Proofreading and Editing**

*Upon satisfactory completion of OFADM 311, the student should be prepared to:*

1. Label and explain punctuation errors in sentences and manuscripts using specific error code.
2. Demonstrate the use of transcription skills to reorganize and correctly format memos and letters.
3. Apply proper capitalization and number usage rules in sentences.

***Hearing no objections, the CLOs for OFADM 311 were approved***

#### **a. Course Modifications Approved by the Curriculum Committee November 6, 2012:**

#### **AGM - 214: Equipment Service and Safety**

*Upon satisfactory completion of AGM 214, the student should be prepared to:*

1. Recognize common agriculture production hazards and be able to correct dangerous situations.
2. Operate lift trucks in a safe, accurate manner.

***Hearing no objections, the CLOs for AGM 214 were approved***

#### **AGM - 241: Diesel Engine Principles**

*Upon satisfactory completion of AGM 241, the student should be prepared to:*

1. Describe diesel engine operation principles used on compression ignition engines through exams, quizzes, and lab assignments.
2. Interpret an industry type job request, perform the needed task, and properly complete the work order, bill materials, order replacement parts, and communicate in written form with the



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**Tuesday, November 27, 2012**

**SDS 203 2:30 PM**

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service writer and the customer exactly what work and or repairs were performed.

AGM 241 pulled from the agenda by J. Todd noting that grammatical revisions are needed. J. Todd will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

**AGM - 243: Heavy Machinery Electrical Systems**

*Upon satisfactory completion of AGM 243, the student should be prepared to:*

1. Troubleshoot, repair and maintain heavy machinery DC electrical systems.
2. Complete a series of labs pertaining to checking, replacing, and adjusting common heavy machinery electrical systems meeting industry standards as judged by the instructor.

AGM 243 pulled from the agenda by J. Todd noting that grammatical revisions are needed. J. Todd will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

**AGM - 245: Diesel Engine Fuel Systems & Diagnosis**

*Upon satisfactory completion of AGM 245, the student should be prepared to:*

1. Identify the common types of modern diesel fuel injection systems; identify the common components of modern diesel fuel injection systems; and diagnose and repair common problems in modern diesel fuel injection systems.

AGM 245 pulled from the agenda by James Todd. James noted that the statement could be broken up. J. Todd will contact instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

**AGM - 280: Mobile Machinery Hydraulic Systems**

*Upon satisfactory completion of AGM 280, the student should be prepared to:*

1. Explain the principles of hydraulic system and component operation. Students will be able to complete a system and component tear down, diagnosis, and reassemble. Students will also be able to complete a system diagnosis using industry standard hydraulic diagnostic tools.

AGM 280 p ulled from the agenda by James Todd. James noted that the statement could be broken up. J. Todd will contact instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

*SDS 203 2:30 PM*

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

**AGM 289/  
AUTEC 289** Principles of Power Mechanics/Sm Engines

*Upon satisfactory completion of AGM 289/AUTEC 289, the student should be prepared to:*

1. Troubleshoot and repair a small gas engine and its system.
2. Describe engine operating principles used on spark ignition engines.

***Hearing no objections, the CLOs for AGM 289/AUTEC 289 were approved***

**AUTEC - 322: A4: Steering, Suspension and Align**

*Upon satisfactory completion of AUTEC 322, 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.

**AUTEC 322 pulled from the agenda by K. Ennis noting that grammatical revisions are needed. K. Ennis will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval**

**AUTEC - 323: A2: Automatic Transmission & Transaxles**

*Upon satisfactory completion of AUTEC 323, 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.

**AUTEC 323 pulled from the agenda by K. Ennis noting that grammatical revisions are needed. K. Ennis will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval**

**AUTEC - 324: A3: Manual Trans and Dr Axles**

*Upon satisfactory completion of AUTEC 324, the student should be prepared to:*



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

**Tuesday, November 27, 2012**

**SDS 203 2:30 PM**

**View the minutes and attachments at:**

<http://outcomesassessment.sites.mjc.edu/index.php>

1. Demonstrate understanding of the construction and operation of automotive manual transmissions and transaxles.

AUTEC 324 pulled from the agenda by K. Ennis noting that grammatical revisions are needed. K. Ennis will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **MACH - 213: Machine Tool Technology 3**

*Upon satisfactory completion of MACH 213, the student should be prepared to:*

1. Produce a graphite electrode for a die sinking type Electrical Discharge Machine (EDM), set all required machine parameters, and cut the cavity in a part as prescribed on the provided print.
2. Given a print with the necessary information, do all of the calculations necessary, turn the blank, set up the milling machine with a dividing head, and produce a gear using the simple indexing method, and inspect the same.
3. Produce a part having a dovetail which must be rough cut using the milling machine and finish ground with a surface grinder to the tolerances stated on the print provided.

**Hearing no objections, the CLOs for MACH 213 were approved**

### **MATH - 111: Applied College Algebra**

*Upon satisfactory completion of MATH 111, the student should be prepared to:*

1. Use appropriate technology to model and solve real world applications.
2. Use mathematical techniques to model and solve real world applications.

**Hearing no objections, the CLOs for MATH 111 were approved**

### **MATH - 121: Pre-Calculus 1**

*Upon satisfactory completion of MATH 121, the student should be prepared to:*

1. Demonstrate mastery of functions and relations.
2. Succeed in Math 122.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

*SDS 203 2:30 PM*

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

3. Demonstrate mastery of multivariate systems.
4. Demonstrate understanding of mathematical proof.

**Hearing no objections, the CLOs for MATH 121 were approved**

**b. Newly Adopted Courses Approved by the Curriculum Committee November 6, 2012:**

**ART - 129: Figure Drawing 2**

*Upon satisfactory completion of ART 129, the student should be prepared to:*

1. **Anatomy:**  
Create drawings that demonstrate a basic understanding of human anatomy on the surface, muscular and skeletal levels. Knowledge in these areas will be demonstrated through properly labeled and accurately rendered images of each of these three layers of the human form.
2. **Control of Anatomy and Structure:**  
Create drawings that demonstrate an understanding of the various methods for depicting the body focusing on drawing the human form without a model. Students will demonstrate their knowledge of the proportional, structural and anatomical aspects of the human body in drawings of the figure from memory, depicting poses that are not schematic in nature.
3. **Gesture Drawing:**  
Create drawings that demonstrate an understanding of the kinetic and static possibilities of the human body and employ the skills for representing those poses through the development of various gestural drawing techniques: contour, modified contour, blind contour, point-to-point and calligraphic.
4. **Value:**  
Create drawings that demonstrate an understanding of the significance of light and shadow in representing volume while depicting the human figure. These drawings will represent the luster points, highlights, half-tones, core shadows, reflected lights and cast shadows as reflected in the specific lighting situations. These properties will also be employed to differentiate between the body's structural tensions and relaxations, and differentiate the fatty areas from the bony protrusions, as well as the surface textures and translucency characteristics of skin, nails, eyes and hair.

ART 129 pulled from the agenda by K. Ennis noting that grammatical revisions are needed. K. Ennis will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval





## Outcomes Assessment Work Group

# APPROVED

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*Tuesday, November 27, 2012*

*SDS 203 2:30 PM*

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**PEC - 142: Exercise For Fitness 2**

*Upon satisfactory completion of PEC 142, the student should be prepared to:*

1. Design and formulate modes of physical fitness and sports skills for improvement of strength, flexibility and cardiovascular endurance.
2. Construct exercise and skills modalities to develop a personal fitness strategy.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for PEC 142***

**PEC - 192: Pilates 2**

*Upon satisfactory completion of PEC 192, the student should be prepared to:*

1. Differentiate between intermediate principles and techniques of efficient body mechanics and posture.
2. Design complex core body strength exercises utilizing abdominal and lower back muscles.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for PEC 192***

**PEM - 163: Soccer 2**

1. Distinguish and utilize intermediate level soccer skills.
2. Evaluate rules and strategies necessary to participate in a soccer match.
3. Create offensive and defensive strategies necessary to successfully compete in game of soccer.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for PEC 142***

**V. NEW BUSINESS: (CLOS from Assessment Chair Approval Stream)**

**BUSAD - 299: Independent Study / Special Problems**

*Upon satisfactory completion of BUSAD 299, the student should be prepared to:*

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## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

*SDS 203 2:30 PM*

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1. Develop enhanced learning in business administration area of interest.
2. Analyze specific area of interest in business administration.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for BUSAD 299**

**BUSAD - 377: Human Relations in Business**

*Upon satisfactory completion of BUSAD 377, the student should be prepared to:*

1. Evaluate the impact of human relations problems on the employee, manager, organization, and client population with 80 percent accuracy as measured by analysis of business case studies.
2. Discuss current employment trends and career forecasts with 80 percent accuracy as measured by completion of research assignments.
3. Identify and discuss human relations concepts and terminology with 80 percent accuracy as measured by objective and essay exams.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for BUSAD 377**

**EMS - 390: Emergency Medical Technician 1**

*Upon satisfactory completion of EMS 390, the student should be prepared to:*

1. Assess recognition and management skills relating to life threatening compromise of airway, breathing, and circulation of the victim of illness or injury through explanation and performance during mock scenarios.
2. Describe current medico-legal considerations and demonstrate appropriate patient care, judgment based on patient welfare and legally acceptable practices.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for EMS 390**

**ENGL - 109: Creative Writing; Scriptwriting**

*Upon satisfactory completion of ENGL 109, the student should be prepared to:*



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

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1. Demonstrate the ability to evaluate and analyze effective dramatic writing in television and movie scripts.
2. Demonstrate the ability to plan and write successful scripts.

### **M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ENGL 109**

#### **ESL - 10: English Language 1**

*Upon satisfactory completion of ESL 10, the student should be prepared to:*

1. Use English grammar and tenses at the elementary level with accuracy and demonstrate their knowledge in structured and un-structured grammar exercises and written exams.
2. Read simplified texts demonstrating knowledge of elementary vocabulary and reading strategies as shown by written exams.
3. Write sentences using the grammar studied with level-appropriate accuracy avoiding excessive errors in capitalization, spelling, and punctuation.
4. Follow basic oral and written instructions without the need of a translator.

### **M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 10**

#### **ESL - 2: ESL: Elementary English for Life and Work**

*Upon satisfactory completion of ESL 2, the student should be prepared to:*

1. Read and write short notes, paragraphs, sentences, messages, schedules, forms, directions, and common vocabulary words related to life skills using correct spelling, conventions of spacing, and punctuation;
2. Demonstrate understanding of and use correct vocabulary, word order, and grammar in sentences and expressions related to a variety of life-skill situations at the elementary level as measured by the CASAS or other standard tests;
3. Read, recite, and improvise simple dialogs of everyday social and personal business using expressions encountered in class and understandable pronunciation.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 2***

**ESL - 20: English Language 2**

*Upon satisfactory completion of ESL 20, the student should be prepared to:*

1. Use English grammar and tenses at the upper-elementary level with accuracy and demonstrate their knowledge in structured and un-structured grammar exercises and written exams;
2. Read and respond to upper-elementary level texts and other current topics in English with some fluency and accuracy orally and/or in writing;
3. Write sentences and short paragraphs using the grammar studied with level-appropriate accuracy (avoiding excessive errors).
3. Read, recite, and improvise simple dialogs of everyday social and personal business using expressions encountered in class and understandable pronunciation.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 20***

**ESL - 23: English Speaking and Listening 1**

*Upon satisfactory completion of ESL 23, the student should be prepared to:*

1. Understand and produce consonants and vowels effectively as syllables in simple words as shown by graded student voice recordings, short presentations, or oral interviews;
2. Identify thought groups and articulate focus words based on common patterns of stress and intonation as shown on exams and quizzes;
3. Understand and use simple expressions and common speech acts that are frequent in English conversations as shown on exams, quizzes, in oral interviews, and/or student voice recordings;
4. Distinguish between and respond appropriately to statements and questions and uses of past and present tense.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 23***

**ESL - 24: ESL Composition and Reading 1**



## Outcomes Assessment Work Group

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*Upon satisfactory completion of ESL 24, the student should be prepared to:*

1. Write simple paragraphs with topic, supporting, and concluding sentences demonstrating elementary-level competency of simple, compound, and complex sentences;
2. Use correct level-appropriate grammar, punctuation, spelling, and capitalization as shown in written assignments;
3. Read simplified texts demonstrating knowledge of upper-elementary vocabulary and reading strategies as shown by written exams.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 24***

### **ESL - 30: English Language 3**

*Upon satisfactory completion of ESL 30, the student should be prepared to:*

1. Use English grammar and tenses at the lower-intermediate level with accuracy and demonstrate their knowledge in structured and un-structured grammar exercises and written exams;
2. Read and respond to lower-intermediate level texts and other current topics in English with some fluency and accuracy orally and/or in writing;
3. Write sentences and paragraphs using the grammar studied with level-appropriate accuracy avoiding excessive errors).

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 30***

### **ESL - 33: English Speaking and Listening 2**

*Upon satisfactory completion of ESL 33, the student should be prepared to:*



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

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1. Understand and produce patterns of common English speech including consonant clusters, vowel location, and diphthongs as shown by student voice recordings or oral interviews;
2. Identify thought groups, stress, intonation, and focus words in spoken sentences that contain linking and reductions as shown on quizzes and exams;
3. Identify from a simplified oral text the main idea and note the basic summary points;
4. Give brief oral presentations on topics of common interest with a clear main idea and basic summary.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 33***

### **ESL - 34: ESL Composition and Reading 2**

*Upon satisfactory completion of ESL 34, the student should be prepared to:*

1. Write a correctly formatted, unified expository paragraph with a clear topic sentence, three major points, specific supporting details and examples, and a concluding sentence using a variety of sentence types and appropriate transition words avoiding excessive errors in grammar and vocabulary at the lower-intermediate level;
2. Use correct-level appropriate grammar, punctuation, spelling, and capitalization as shown in written assignments;
3. Read texts at the lower-intermediate level and identify main ideas and draw basic inferences as shown by written exams.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 34***



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

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### **ESL - 40: English Language 4**

*Upon satisfactory completion of ESL 40, the student should be prepared to:*

1. Use English grammar and tenses at the intermediate level with accuracy and demonstrate their knowledge in structured and un-structured grammar exercises and written exams;
2. Read and respond to intermediate level texts and other current topics in English with some fluency and accuracy orally and/or in writing;
3. Write paragraphs using the grammar studied with level-appropriate accuracy avoiding excessive errors.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL40***

### **ESL - 43: English Speaking and Listening 3**

*Upon satisfactory completion of ESL 43, the student should be prepared to:*

1. Produce and comprehend patterns of common English speech including use of thought groups, focal stress, intonation, connected speech, and word and sentence stress as shown by student voice recordings or oral interviews;
2. Identify and take notes on the main idea, important points, and specific information in an academic lecture; and effectively use patterns of starting, interrupting, and participating in group discussions related to lecture topics;
3. Deliver oral presentations on academic topics in various rhetorical modes incorporating correct use of academic vocabulary and signal words to move from introductory information to main points, details, and conclusions.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 43***



## Outcomes Assessment Work Group

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### **ESL - 44: ESL Composition and Reading 3**

*Upon satisfactory completion of ESL 44, the student should be prepared to:*

1. Write a well-developed, correctly formatted, unified multi-paragraph composition on an abstract topic with a clear main idea statement, clear topic sentences, major points, specific supporting details and examples, and a concluding sentence of analysis using a variety of sentence types and appropriate transition words;
2. Use correct level-appropriate grammar, punctuation, and capitalization as shown in written assignments;
3. Read texts at the intermediate level and identify and summarize ideas and draw basic inferences as shown by written exams.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 44***

### **ESL - 45: English Language 5**

*Upon satisfactory completion of ESL 45, the student should be prepared to:*

1. Use English grammar and tenses at the high-intermediate level with accuracy and demonstrate their knowledge in structured and un-structured grammar exercises and written exams;
2. Read and respond to high-intermediate level texts and other current topics in English with some fluency and accuracy orally and/or in writing;
3. Write multi-paragraph assignments using the grammar studied with level-appropriate accuracy avoiding excessive errors.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 45***





## Outcomes Assessment Work Group

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**SDS 203 2:30 PM**

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### **ESL - 46: ESL Composition and Reading 4**

*Upon satisfactory completion of ESL 46, the student should be prepared to:*

1. Write well-developed, correctly formatted paragraphs, including summary and response, and short essays with clear organization and coherence demonstrating vocabulary knowledge and sentence-level competency avoiding excessive errors at the high intermediate level;
2. Use and compose simple, compound, and complex sentences without excessive fragment, comma splice, and run-on errors as shown on written assignments and exams;
3. Read and discuss authentic texts demonstrating knowledge of vocabulary and reading strategies at the high intermediate level as shown by written exams.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 46***

### **ESL - 47: English Language 6**

*Upon satisfactory completion of ESL 47, the student should be prepared to:*

1. Use English grammar and tenses at the advanced level with accuracy and demonstrate their knowledge in structured and un-structured grammar exercises and written exams;
2. Read and respond to advanced level texts and other current topics in English with some fluency and accuracy orally and/or in writing;
3. Write multi-paragraph assignments using the grammar studied with level-appropriate accuracy avoiding excessive errors.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 47***



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

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### **ESL - 48: ESL Composition and Reading 5**

*Upon satisfactory completion of ESL 48, the student should be prepared to:*

1. Write expository and argumentative essays at the advanced level that demonstrate a focused thesis, clear organization, coherence, and substantial development of abstract ideas using a variety of transitions and sentence types appropriate to the advanced level;
2. Demonstrate competent control over written language by using self-editing techniques to correct a variety of errors including grammar, spelling, punctuation, and capitalization with increasing accuracy;
3. Read and respond to academic material critically with increasing speed and comprehension demonstrating the ability to analyze and summarize the main idea and major points.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 48***

### **ESL - 6: ESL: Low Advanced English for Life and Work**

*Upon satisfactory completion of ESL 6, the student should be prepared to:*

1. Demonstrate accurate understanding, use, and application of most English grammatical structures to meet most needs and demands in a great variety of life and workplace situations using vocabulary at the low-advanced level as measured by the CASAS or other standard tests;
2. Respond confidently, fluently, and accurately to a wide variety of social, personal, and professional situations at the low-advanced level;
3. Read, respond, summarize, and interpret low-advanced reading passages and authentic documentation in varying modes and formats using a wide range of academic reading skills and reading strategies;



**Outcomes Assessment Work Group**

# **APPROVED**

# **MINUTES**

***Tuesday, November 27, 2012***

***SDS 203 2:30 PM***

***View the minutes and attachments at:***

**<http://outcomesassessment.sites.mjc.edu/index.php>**

4. Compose resumes, summaries, reports, evaluations, business letters, e-mails, memos, instructions, and multi-paragraph compositions using academic vocabulary and accurate use of grammar at the low-advanced level.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 6***

**ESL - 906: ESL: Low Advanced English for Life and Work**

*Upon satisfactory completion of ESL 906, the student should be prepared to:*

1. Demonstrate accurate understanding, use, and application of most English grammatical structures to meet most needs and demands in a great variety of life and workplace situations using vocabulary at the low-advanced level as measured by the CASAS or other standard tests;
2. Respond confidently, fluently, and accurately to a wide variety of social, personal, and professional situations at the low-advanced level;
3. Read, respond, summarize, and interpret low-advanced reading passages and authentic documentation in varying modes and formats using a wide range of academic reading skills and reading strategies;
4. Compose resumes, summaries, reports, evaluations, business letters, e-mails, memos, instructions, and multi-paragraph compositions using academic vocabulary and accurate use of grammar at the low-advanced level.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for ESL 906***

**FAMLF - 131: Family Relationships**

*Upon satisfactory completion of FAMLF 131, the student should be prepared to:*



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

1. Identify the different Family Structures as categorized by Types of Marriage, Types of Families, and Authority Patterns
2. Describe the most common and major STIs (Sexually Transmitted Infections) and their impact on interpersonal relationships, including physical health, mental health, and family planning.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for FAMLF 131**

### **FSCI - 399: Independent Study/ Special Problems**

*Upon satisfactory completion of FSCI 399, the student should be prepared to:*

1. Assess new policies and procedures to determine proper application for emergency services.
2. Analyze recent statutory laws and their application for fire and safety personnel

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for FSCI 399**

### **GUIDE - 109: International Student/New American Focus**

*Upon satisfactory completion of GUIDE 109 the student should be prepared to:*

1. Students will develop an accurate Educational Plan based on student educational goal.

**GUIDE 109 pulled from the agenda by K. Ennis noting that grammatical revisions are needed. K. Ennis will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval**

### **GUIDE - 111: Career Awareness**

*Upon satisfactory completion of GUIDE 111, the student should be prepared to:*



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

1. Students will develop an accurate Educational Plan based on student educational goal.

GUIDE 111 pulled from the agenda by K. Ennis noting that grammatical revisions are needed. K. Ennis will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **GUIDE - 112: Job Hunting Skills**

*Upon satisfactory completion of GUIDE 112, the student should be prepared to:*

1. Students will develop an accurate Educational Plan based on student educational goal.

GUIDE 112 pulled from the agenda by K. Ennis noting that grammatical revisions are needed. K. Ennis will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **GUIDE - 116: Orientation for Re-Entry Adults**

*Upon satisfactory completion of GUIDE 116, the student should be prepared to:*

1. Students will develop an accurate Educational Plan based on student educational goal.

GUIDE 116 pulled from the agenda by K. Ennis noting that grammatical revisions are needed. K. Ennis will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **GUIDE - 120: Success Strategies for Transfer Students**

*Upon satisfactory completion of GUIDE 120, the student should be prepared to:*

1. Students will develop an accurate Educational Plan based on student educational goal.
2. Demonstrate the ability to apply physiological, social, and psychological principles to ensure success in college and in life;



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

3. Demonstrate an increased awareness of their personal strengths and blindspots which will assist in the selection of a major and a career.
4. Create a written, individualized plan for transfer to a four year institution incorporating personality, values, interests and skills assessments;

GUIDE 120 pulled from the agenda by J. Todd noting that grammatical revisions are needed. J. Todd will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **HE - 101: Emergency Response/CPR FPR**

*Upon satisfactory completion of HE 101, the student should be prepared to:*

1. Evaluate emergency situations and select and provide the appropriate care to sustain life or minimize the consequences of the situation.
2. Consider the various aspects of a scene to determine scene safety issues and ensure the safety of yourself and bystanders.
3. Analyze the information attained during the initial assessment and develop an emergency action plan.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for HE 101**

### **HUMSR - 142: Introduction to Psychosocial Rehabilitation**

*Upon satisfactory completion of HUMSR 142, the student should be prepared to:*

1. Illustrate the necessary clinical skills, knowledge base, interviewing strategies, counseling techniques, and professional values to effectively work with and provide services for people who have mental health problems.
2. Demonstrate a foundation of knowledge in psychosocial rehabilitation and practice, including the importance of historical movements, stigma, culture,



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

practice models, assessment, evaluation, goal development, theoretical paradigms, and community integration.

3. Differentiate between psychosocial rehabilitation, practice models, and identify symptoms of a major psychiatric disorder.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for HUMSR 142**

### **HUMSR - 143: Psychosocial Rehabilitation Practice**

*Upon satisfactory completion of HUMSR 143, the student should be prepared to:*

1. Demonstrate the core skills, components, and competencies of psychosocial rehabilitation and practice.
2. Identify and display the values of recovery-oriented practice with consumers in public mental health settings.
3. Outline key ethical principles as defined by USPRA, and incorporate cultural influences in the design and delivery of recovery oriented strategies and techniques.
4. Display effective communication skills and body language when conducting individual, family, and group sessions.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for HUMSR 143**

### **MDAST - 326: Medical Assisting Practicum**

*Upon satisfactory completion of MDAST 326, the student should be prepared to:*

1. Transfer knowledge and skills learned in the classroom and laboratory to actual performance in a medical office.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

2. Prepare for and participate in the interview process in preparation for employment.
3. Compose a current, functional resume.
4. Prepare for the AAMA national certification exam.
5. Demonstrate the clinical and administrative duties in the medical office including: rooming patients, obtaining vital signs, assisting with procedures, managing patient records and making appointments.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for MDAST 326***

### **NURSK - 800: Nursing Skills Development**

*Upon satisfactory completion of NURSK 800 the student should be prepared to:*

1. Competently perform skills required of an RN in a healthcare setting.
2. Assess the healthcare environment for patient and staff safety.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for NURSK 800***

### **NURWE - 361: Work Experience-Nursing**

*Upon satisfactory completion of NURWE 361, the student should be prepared to:*

1. Demonstrate initial evidence of critical thinking skills acquired through the ADN program
2. Have the opportunity to experience nursing employment before graduation.
3. Integrate professional communication both verbal and written into their role as nurse extern.





## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

4. Comply with the expectations of a nurse extern as written in the job description of the employing agency.
5. Provide clinically competent nursing care incorporating cultural sensitivity, ethical behavior and adherence to the ADN program's Overriding Concerns.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for NURWE 361***

### **OFADM - 201: Intermediate Keyboarding 1**

*Upon satisfactory completion of OFADM 201 the student should be prepared to:*

1. Demonstrate the ability to keyboard at least 40 wpm on a 5-minute timing with no more than 5 errors.
2. Utilize word processing software features to correctly format and create business documents according to written directions.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 201***

### **OFADM - 202: Intermediate Keyboarding 2**

*Upon satisfactory completion of OFADM 202 the student should be prepared to:*

1. Demonstrate the ability to keyboard at least 44 wpm on a 5-minute timing with no more than 5 errors.
2. Demonstrate the ability to format a report in correct format.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 202***

### **OFADM - 203: Intermediate Keyboarding 3**

*Upon satisfactory completion of OFADM 203 the student should be prepared to:*



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

1. Demonstrate the ability to keyboard at least 48 wpm on a 5-minute timing with no more than 5 errors.
2. Demonstrate the ability to format a business letter in correct format.
3. Identify the missing parts of a business letter or memo and incorporate them into the document.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 203**

### **OFADM - 231: Intermediate Word Processing**

*Upon satisfactory completion of OFADM 231 the student should be prepared to:*

1. Demonstrate competency in using mail merge features to create customized business correspondence in mailable format.
2. Customize documents by managing page numbers, styles, headers and footers, graphic objects, tables, columns, and forms.
3. Protect and prepare documents for multiple users by restricting access, modifying document properties, creating digital signatures, using markup features, and saving files as read-only.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 231**

### **OFADM - 232: Advanced Word Processing and Desktop Publishing**

*Upon satisfactory completion of OFADM 232 the student should be prepared to:*

1. Demonstrate advanced features of word processing software to create a brochure while incorporating the use of specific typographical and design elements.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

2. Evaluate and revise poorly designed desktop publishing documents.
3. Compile a variety of desktop publishing documents for use in

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 232**

### **OFADM - 301: Beginning Keyboarding**

*Upon satisfactory completion of OFADM 301 the student should be prepared to:*

1. Demonstrate the correct hand position and fingering pattern for alphanumeric data entry by touch.
2. Demonstrate the ability to keyboard by using proper techniques.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 201**

### **OFADM - 302: Beginning Document Processing**

*Upon satisfactory completion of OFADM 302 the student should be prepared to:*

1. Demonstrate the ability to keyboard at a rate of 31 wpm on three 3-minute timing with 3 or fewer errors.
2. Identify the correct techniques of keyboarding by the touch system on the alphanumeric keyboard and be able to analyze good and bad elements of technique.
3. Demonstrate skill in the application of correct formatting procedures for business letters, memos, reports, and tables.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 302**



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

### **OFADM - 303: Keyboarding for Speed and Accuracy**

*Upon satisfactory completion of OFADM 303 the student should be prepared to:*

1. Demonstrate and develop correct keyboard techniques as applicable to keyboarding by touch for speed and accuracy.
2. Demonstrate improvement of accuracy on 3-minute or 5-minute timed writing.
3. Demonstrate the ability to keyboard at a rate of 20 wpm on 3-minute timing with 6 or fewer errors.
4. Demonstrate improvement of speed on 3-minute or 5-minute times writings.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 303**

### **OFADM - 304: Professional English for Business**

*Upon satisfactory completion of OFADM 304 the student should be prepared to:*

1. Identify and correct common spelling, grammar, and punctuation errors in sentences.
2. Correctly spell and define common business terms.
3. Compose well-written essays of 200-500 words.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 304**

### **OFADM - 305: Records Management**

*Upon satisfactory completion of OFADM 305 the student should be prepared to:*



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

1. Apply the 10 alphabetic indexing rules for filing names of persons, businesses, and organizations.
2. Demonstrate the use of computer database software to open a file; add, delete, and edit records; sort records; save and delete files; calculate numeric fields; and print reports and labels.
3. Demonstrate indexing, coding, cross-referencing, sorting, storing, and retrieving in the process of filing cards and letters alphabetically, numerically, geographically, and by subject.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 305**

### OFADM - 313: Office Skills

*Upon satisfactory completion of OFADM 313 the student should be prepared to:*

1. Describe at least eight qualities necessary for a well-prepared office employee.
2. Organize a personal educational plan of semester courses to meet the requirements of a particular certificate, degree, or transfer program within a desired time period at Modesto Junior College (MJC).
3. List at least eight skills for a well-prepared office employee.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 313**

### OFADM - 314: Office Procedures & Technologies

*Upon satisfactory completion of OFADM 314 the student should be prepared to:*

1. Demonstrate the ability to make travel and meeting arrangements by completion of a travel itinerary and other necessary activities.



## Outcomes Assessment Work Group

# APPROVED MINUTES

***Tuesday, November 27, 2012  
SDS 203 2:30 PM***

***View the minutes and attachments at:***

***<http://outcomesassessment.sites.mjc.edu/index.php>***

2. Employ the best decision-making techniques, priorities, and critical thinking skills needed to solve real-life professional office situations.
3. Organize, delegate, and work as a team to complete and present an acceptable class project.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 314***

### **OFADM - 315: Today's Office**

*Upon satisfactory completion of OFADM 315 the student should be prepared to:*

1. Demonstrate correct telephone techniques in dealing with customers and co-workers within an office.
2. Solve problems encountered with customers (instructor) within the simulation with appropriate results.
3. Demonstrate appropriate attire, attendance, skills, and attitude when placed in an office internship.
4. Demonstrate appropriate daily office attire throughout the semester..

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 201***

### **OFADM - 320: Telephone Techniques**

*Upon satisfactory completion of OFADM 320 the student should be prepared to:*

1. Demonstrate and/or describe how to execute both a blind and an announced transfer of a call.
2. Describe an appropriate response to a customer when given a certain situation.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

3. Demonstrate positive communication while handling telephone calls.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 320**

### OFADM - 328: Machine Transcription 1

*Upon satisfactory completion of OFADM 328 the student should be prepared to:*

1. Produce error-free, mailable business documents with at least 80 percent accuracy.
2. Develop the ability to reproduce the spoken word (dictation) to create business letters, memos, and other business documents in correct format.
3. Demonstrate correct punctuation, capitalization, and number style in all transcription assignments.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 328**

### OFADM - 329: Machine Transcription 2

*Upon satisfactory completion of OFADM 329 the student should be prepared to:*

1. Develop the ability to reproduce the spoken word (dictation) to create business letters, memos, and other business documents in correct format.
2. Produce error-free, mailable documents.
3. Demonstrate correct punctuation, capitalization, and number style in all transcription assignments.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 329**

### OFADM - 330: Beginning Word Processing



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

*Upon satisfactory completion of OFADM 330 the student should be prepared to:*

1. Identify, list, and describe the uses of word processing.
2. Demonstrate the use of word processing formatting features.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 330**

### **OFADM - 353: Introduction to Computers and Windows**

*Upon satisfactory completion of OFADM 353 the student should be prepared to:*

1. Use Microsoft Windows to organize, retrieve and manipulate digital data stored on a computer.
2. Examine and use Microsoft Windows to perform disk, folder, subfolder, file management, and customize display properties.
3. Write and edit documents using Wordpad application.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 353**

### **OFADM - 356: Introduction to Word Processing**

*Upon satisfactory completion of OFADM 356 the student should be prepared to:*

1. Utilize word to create, edit, save, and print documents.
2. Identify functions and applications of basic word processing using Microsoft Word.
3. Demonstrate the principles of word processing software.





## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 356**

### **OFADM - 359: Introduction to Spreadsheet Software**

*Upon satisfactory completion of OFADM 359 the student should be prepared to:*

1. Demonstrate the use of problem-solving principles to create, edit, save, print, and develop spreadsheets and use automated feature of spreadsheet software for ease in the creation of worksheets (i.e., auto fill, auto sum, auto correct, and auto format).
2. Plan, organize, and build a worksheet, using commands, tabs, and keystrokes.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 359**

### **OFADM - 361: Introduction to Databases**

*Upon satisfactory completion of OFADM 361 the student should be prepared to:*

1. Demonstrate how to create, open and save a databases file of varying sizes and complexities; how to manipulate table column widths; how to create forms for data input; the creation of forms for data input.
2. Plan, develop, and create a database that lists 15 items of historical value that have been donated.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 361**

### **OFADM - 362: Introduction to Business Presentation Software**

*Upon satisfactory completion of OFADM 362 the student should be prepared to:*

1. Create new presentation using the tools of available software; enter, and devise topic outline for an effective business presentation; audit/edit speaker notes and audience handouts.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

2. Demonstration how to add, edit, move, and align textboxes; how to insert, move, and align chart boxes, how to add appropriate graphic(s) to presentations; the use of transitions effects and animation.
3. Plan, organize, and build a slideshow (of at least six slides in length), using commands, tables, keystrokes, and apply appropriate timings to slide transitions.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 362**

### **OFADM - 363: Understanding the Internet**

*Upon satisfactory completion of OFADM 363 the student should be prepared to:*

1. Utilize Internet Explorer to access a variety of Web sites.
2. Identify and explain internet.
3. Compose, attach, and send e-mail communications.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 363**

### **OFADM - 364: Grammar in the Office**

*Upon satisfactory completion of OFADM 364the student should be prepared to:*

1. Analyze sentences to determine if correct grammar has been used and judge whether sentences clearly convey the intended meaning.
2. Revise a business document by applying appropriate proofreader's marks.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 364**



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

### **OFADM - 375: 10-Key on the Computer**

*Upon satisfactory completion of OFADM 375 the student should be prepared to:*

1. Demonstrate the ability to input data using the numeric keypad at a minimum speed of 6000 strokes per hour with 95% accuracy.
2. Demonstrate the ability to input data using the numeric keypad at a minimum speed of 6000 strokes per hour with 95% accuracy.
3. Demonstrate the ability to input data using the numeric keypad at a minimum speed of 6000 strokes per hour with 95% accuracy.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for OFADM 375**

### **PEC - 127: Ballet 2**

*Upon satisfactory completion of PEC 127 the student should be prepared to:*

1. Understand and identify intermediate level classical ballet vocabulary.
2. Demonstrate intermediate level movements of classical ballet technique during barre and center work.
3. Demonstrate the ability to appraise dance as a critical thinker.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for PEC 127**

### **PHILO - 135: Environmental Ethics**

*Upon satisfactory completion of PHILO 135 the student should be prepared to:*

1. Gain critical thinking skills in philosophical discourse in preparation for upper division coursework for a bachelor's degree.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

2. Recognize and think clearly about some of the divergent issues, concepts, and methods used in environmental ethics and philosophy.

PHILO 135 pulled from the agenda by J. Todd noting that grammatical revisions are needed. J. Todd will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **RSCR - 224: Respiratory Care Theory 2**

*Upon satisfactory completion of RSCR 224 the student should be prepared to:*

1. Describe and perform techniques of chest assessment and distinguish between normal and abnormal findings.
2. State the indications/contraindications for, define risks and hazards of, demonstrate the use of and explain methods for evaluating the effectiveness of various lung expansion therapies, secretion clearance techniques and commonly used artificial airways.
3. Describe the structures and functions of the somatic and autonomic nervous systems.
4. Explain and list indications for, generic and trade names of, dosages, contraindications and side effects of commonly used Respiratory Care medications.
5. State the principles behind and indications for pulmonary function testing, while demonstrating the performance of and interpreting the results of commonly used pulmonary function tests.
6. Describe the pathogenesis, diagnosis and treatment of Asthma and COPD.
7. Demonstrate an understanding of clinical practice guidelines and respiratory protocols.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

8. Perform periodical research using computer-based search techniques.

RSCR 224 pulled from the agenda by B. Hunt noting that grammatical revisions are needed. B. Hunt will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **RSCR - 232: Clinical 2**

*Upon satisfactory completion of RSCR 232 the student should be prepared to:*

1. Demonstrate the safe practice of various Oxygen therapies, Aerosol/Humidity therapies, Lung
2. Expansion therapies, Secretion Clearance techniques and Airway Care techniques.
3. Evaluate the effectiveness of Respiratory Care therapies and recommend appropriate changes in therapy based on analysis of the evaluation.
4. Demonstrate proficiency in utilizing clinical practice guidelines in evaluating Respiratory Care therapies.

RSCR 232 pulled from the agenda by J. Todd noting that grammatical revisions are needed. J. Todd will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **RSCR - 251: Neonatal & Pediatric Clinical Practice I**

*Upon satisfactory completion of RSCR 251 the student should be prepared to:*

1. Properly assess and apply knowledge of neonatal/pediatric pathophysiology to neonatal/pediatric patient care situations and render appropriate care in a perinatal/pediatric setting.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

2. Demonstrate skill in the operation of neonatal/pediatric mechanical ventilators and associated airway care techniques.
3. Describe and assess the effect of cultural differences may have on Respiratory Care of the neonatal/pediatric patient.

RSCR 251 pulled from the agenda by B. Hunt noting that grammatical revisions are needed. B. Hunt will contact the instructor with suggested revisions, and this course will come back to the work group on the next agenda for approval

### **RSCR - 253: Neonatal & Pediatric Clinical Practice I**

*Upon satisfactory completion of RSCR 253 the student should be prepared to:*

1. Properly assess and apply knowledge of neonatal/pediatric pathophysiology to neonatal/pediatric care situations and render appropriate care in a perinatal/pediatric setting.
2. Demonstrate skill in the operation of neonatal/pediatric mechanical ventilators and associated airway care techniques.
3. Describe and assess the effect cultural differences may have on respiratory care of the neonatal/pediatric patient.

***M/S/U (K. Ennis, B. Hunt) to approve the CLOs for RSCR 253***

### **THETR - 100: Introduction to Theatre Arts**

*Upon satisfactory completion of THETR 100 the student should be prepared to:*

1. Define the specific function of actor, director, playwright, designer, producer, technicians, audience and crew.
2. Identify the elements of the major genres of theatre.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

3. Use basic theatre terminology in written performance critiques.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for THETR 100**

### **THETR - 129: Jazz 2**

*Upon satisfactory completion of THETR 129 the student should be prepared to:*

1. Develop Intermediate skills in body isolation, working with and against music pulse.
2. Differentiate between Jazz dance and other related styles such as Modern and Ballet technique.
3. Demonstrate improvement in stretch, flexibility, and core strength.
4. Perform the physical characteristics of Intermediate jazz dance; use of plie', battement, grand jete, pirouette, pas de bouree, rhythm, syncopation and body isolations.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for THETR 129**

### **THETR - 131: Fundamentals of Choreography 1**

*Upon satisfactory completion of THETR 131 the student should be prepared to:*

1. Analyze and design dance composition and choreography through the application of choreographic principles including improvisation and critical analysis, culminating in a presentation of choreographic projects.
2. Identify the qualities and dynamics of movement; sustained, percussive, suspend, vibratory, pendular, lyrical
3. Identify the elements of movement composition; time, space, energy, and design.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

**SDS 203 2:30 PM**

*View the minutes and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

4. Create movement studies from a visual theme, a musical theme, literary images, and poetic themes.
4. Participate in movement studies alone, in partnerships, and groups.
5. Identify the elements of conventional composition forms; Theme and Variation, Theme and Development, Duet, Trio, Group, ABA Form, Canon, Rondo, Prop, Confined Space.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for THETR 131**

### **THETR - 195: Movement for the Performing Artist**

*Upon satisfactory completion of THETR 195 the student should be prepared to:*

1. Explore storytelling, physical expression, character development and acting techniques through the use of the body; use improvisation to develop a character, and create a study combining dialogue and movement.
2. Identify movement techniques and exercises that will strengthen, align, and stretch the body.
3. Demonstrate locomotor skills in movement; walk, run, hop, skip, jump, slide, leap, and gallop.
4. Identify movement terms and vocabulary specific to technique and composition
5. Critically evaluate a dance performance through written response.

**M/S/U (K. Ennis, B. Hunt) to approve the CLOs for THETR 195**

### **VI. DISCUSSION ITEMS**

1. Comprehensive Report Draft/Institute Day/Assessment Day Responsibilities J. Todd





## Outcomes Assessment Work Group

# APPROVED

# MINUTES

***Tuesday, November 27, 2012***

***SDS 203 2:30 PM***

***View the minutes and attachments at:***

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James Todd reported that a meeting will be scheduled on Friday, December 14, 2012 to review and discuss the Comprehensive Report and Institute Day/Assessment Day responsibilities. The meeting will be held in Yosemite Room 213 from 9:30 a.m. to 12:00 p.m. James noted that Assessment Day responsibilities will be discussed from 10:00 a.m. to 12:00 p.m. James asked that Kathleen to use some of the time allotted on Institute Day for assessment to discuss and clarify her role as the Curriculum Liaison for assessment on the Curriculum Committee.

2. OAW/Curriculum Liaison

KATHLEEN ENNIS

Kathleen provided the following proposal:

### **Proposal for Outcomes Assessment Workgroup – Curriculum Committee Liaison Role and CLO/PLO Review Procedures**

Proposed by: Kathleen Ennis, Library Curriculum Rep; Barbara Adams, Curriculum Co-Chair  
For Consideration at 12/04/12 Curriculum Committee Meeting

1. The Outcomes Assessment Workgroup-Curriculum Committee (OAW-CC) Liaison role will be designated for the lead person who reviews CLOs/PLOs included with course and program proposals.
2. The OAW-CC Liaison will have “Curriculum Rep” status for all divisions. This permission level will allow the liaison to review courses/programs as soon as authors have submitted them into the CurricUNET approval stream for Curriculum Representative review (Level 2).
3. As soon as a course or program is submitted by the author, the Liaison receives an email notification. CLOs/PLOs are then evaluated using the following basic criteria.
  - a. Are there an appropriate number of outcomes?
  - b. Do they accurately reflect the course?



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

***Tuesday, November 27, 2012***

***SDS 203 2:30 PM***

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- c. Are they distinguishable from the objectives/content?
  - d. Are they clear to someone outside the discipline?
  - e. Do they use Bloom's Taxonomy to express developmental levels of learning?
  - f. Do they NOT include the phrase "Demonstrate the ability to....."?
4. Any problematic outcomes are addressed immediately via an email to author notifying him/her there is an issue with the CLOs/PLOs. The original CLOs/PLOs are included in this email, as well the specific problem(s) identified. When appropriate, suggestions for improvement are made. Copies of this email are sent to the division Curriculum Representative, as well as to the Curriculum Co-Chair. Authors are reminded that all changes must be made by Curriculum Co-Chair, since courses/programs are inaccessible to authors and reps once they enter the approval stream.
  5. E-mail contacts, as well as all subsequent email/telephone/in-person exchanges, are logged in the *CLO/PLO Review* document.
  6. When course/program reaches "Curriculum Committee Member" status (Level 5), the Liaison re-evaluates outcomes to ensure any corrections agreed upon by the author have been made by the Curriculum Co-Chair. For documentation purposes, a brief summary of CLO/PLO improvement process is entered into the "Comments" section at this time. For any CLOs/PLOs that are still in question, the author and Curriculum Representative will be notified via email one last time.
  7. Any courses with problematic outcomes at the time of Curriculum Committee meeting will be identified within the Standing Report and forwarded on to OAW.
  8. Any programs with problematic objectives at the time of Curriculum Committee meeting will be pulled for discussion and, if needed, withdrawn.
  9. Curriculum Committee OAW-CC Liaison Reports will be forwarded to Curriculum Co-Chair for archiving.
  10. All documentation (*CLO/PLO Review*, bi-weekly *Curriculum Committee OAW-CC Liaison Report*, and any requested emails) will be forwarded to OAW Co-Chair for archiving, as well as summarized during the OAW Standing Report.



## Outcomes Assessment Work Group

# APPROVED

# MINUTES

*Tuesday, November 27, 2012*

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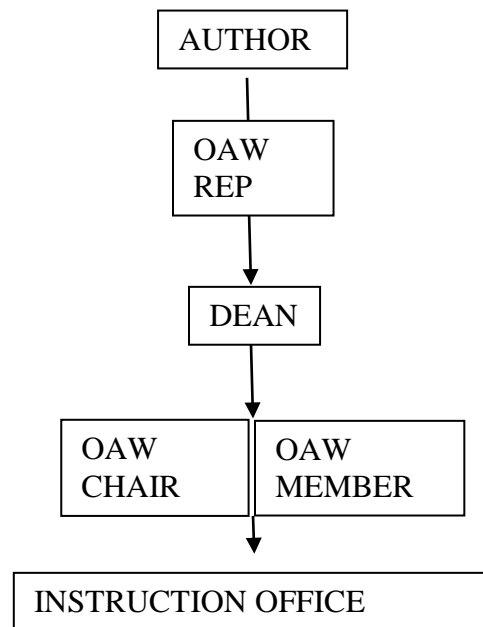
<http://outcomesassessment.sites.mjc.edu/index.php>

**M/S/U (B. Hunt, B. Bailey) to accept the CLO/PLO Review Procedures Draft and forward it to the Curriculum Committee.**

### 3. Recommendation From Deans

B, SANDERS

B. Sanders reported that recently in the Deans Cabinet a recommendation to the OAW was discussed. He reported that it was recommended that the OAW adopt something more thorough for the CNET approval process which would look like:



J. Todd stated that the recommendation to adopt something more thorough would be possible if we had a representative from each division sitting on the Outcomes Assessment Work Group. James suggested that Brian report back to the Deans Cabinet to suggest they find representatives to fill vacant positions on the OAW.