



# Outcomes Committee Meeting Minutes

Zoom Meeting | October 20, 2020 | 2:30–3:30 p.m.

Attendance: Alyson Cartagena (chair), Caroline Durdella, Mike Garabedian, Laura Ramirez, Vann Priest, Cynthia Lewis, Kevin Barman, Gene Blackmun, Melanie Fierro, Scott Jaeggi, Lawrence Seymour, Lydia Gonzalez (guest), Lisette Acevedo, Shaina Phillips, Julio Flores, Bonnilee Kaufman, Mark Littrell

Unable to attend: Robin Babou, Aimee Ortiz, Rachel Garcia

*NB: Motions and action items italicized in RED.*

I. Welcome	A. The meeting commenced at 2:35 p.m.
II. Minutes Approval	<i>A. It was moved and seconded that the minutes from September be approved.</i>
III. Work Since the Last Meeting	<p>A. Since the committee last met, Cartagena has been undertaking outcomes training related to Program Plans and Program Reviews, utilizing <i>Canvas</i> to gather outcomes data, and crafting quality course-level outcomes for faculty new to RHC or revising courses. She also expanded the “New to Rio? New to Outcomes?” training sessions; few attended (only two), but they were productive sessions.</p> <p>B. Cartagena and Garabedian are revamping the Outcomes website, in part to make things more streamlined, efficient, and easy. <i>Cartagena and Garabedian will meet with Albert Bretado this week to begin talking about how to make the Outcomes website better, using the Guided Pathways pages as aesthetic and architectural inspiration.</i></p> <p>C. Curriculum Technical Review: CLOs and PLOs. Cartagena has been attending Curriculum Committee Technical Review meetings biweekly in order to follow up about outcomes with faculty members revising courses or preparing new ones; and she and Garabedian have met with several faculty representatives to wordsmith existing PLOs.</p> <p>D. Cartagena attended the Association for the Assessment of Learning in Higher Education webinar <i>Self-Reflective Writing to Support Equity in Online Assessments of Student Learning</i>.</p> <ol style="list-style-type: none"> <li>1. Commendation—Aimee Ortiz. Ortiz has led the charge in Nursing to get all outstanding CTL forms for Fall 2019 submitted.</li> <li>2. Commendation—Gene Blackmun. Blackmun worked with Cartagena and Garabedian to revamp PLOs in Business.</li> <li>3. Commendation—Cynthia Lewis. Last week during the Planning Retreat a faculty member had a question and Lewis helped: this is key because Outcomes reps are the most informed folks on campus when it comes to outcomes. Cartagena noted that reps are there to lead the charge in their areas. Lewis, she said, was extremely helpful, and these seemingly small things can make a big difference.</li> </ol>
IV. Committee To-Do List	A. Support Faculty in <i>Taskstream</i> . Outcomes reps should make certain to support faculty in accessing <i>Taskstream</i> . Cartagena said that if reps start to make sure faculty know to go

	<p>through the IT Help Desk, and type “Taskstream” in the subject line, this will help out tremendously.</p> <p>B. Support Faculty Resource Center (FRC) Access. Similarly, reps can support faculty members in accessing the FRC: If faculty need access they should click the star in their <i>Canvas</i> courses to enable, or this failing, get in touch with the Office of Distance Education at <a href="mailto:desupport@riohondo.edu">desupport@riohondo.edu</a>.</p> <p>C. Support Faculty in Completing Close the Loop (CTL) Forms for Fall 2019. Please advise faculty with outstanding (i.e., late) CTL forms to send these completed forms to Cartagena.</p> <p>D. Be Prepared to Answer the Most Frequently Asked Questions. Outcomes reps need to be able to answer the questions in the FRC Powerpoint presentation: these FAQs are indeed the most commonly asked questions of Cartagena, and affecting a shift whereby faculty will get in touch with their area Outcomes rep rather than Cartagena is a goal.</p> <p>E. Be Open to Recommendations. At the last Senate meeting, a part-timer had never heard they were responsible for outcomes work; Cartagena said she was surprised, but the upshot is many part-timers have not been getting her outcomes-related emails. As a result, deans are now going to be sending out outcomes information specifically to their part-timers. Priest said he just sent an email to a part-timer who was using a personal email address—and that when you have to take care of “70-something adjuncts, some of whom are one-person departments, things slip through the cracks” Priest suggested that individual departments need to stay on top of this work, but also said it is the responsibility of part-timers to check their email accounts for the colleges at which they work. Durdella suggested it would be advantageous to have resources to use a different email account for the adjuncts, because many of them teach at multiple colleges so they’re logging in to multiple email addresses, which can be rough. At the same time, she said, RHC is also under-resourced, and this would require a list of division deans to keep a list of personal emails, thus she ultimately agreed with Priest’s convention: if you are going to be an employee of the college, you should check your email for that institution (or at least set up forwarding). <i>Cartagena will seek guidance from Ramirez about this issue</i>; Jaeggi thanked Priest, noting that although it is a “balancing act” to check multiple messages, it is “a personal responsibility if you’re going to say ‘yes’ to teaching.”</p>
<p>V. Program Review</p>	<p>A. Outcomes Committee Members Needed for November/December. Cartagena encouraged Outcomes Committee reps to serve by way of gaining this experience before undertaking their own program review; Ramirez agreed, noting that there are a number of reasons to do this work, including the value of having colleagues look at our work and give us feedback, and also telegraphing the positive idea that outcomes work is about continuous improvement, not punishment. Fierro asked and Durdella answered that if she, Fierro, is serving in her capacity as a faculty member on Monday, then she can’t serve as an Outcomes rep. Durdella noted she and IRP recognizes what a huge commitment it is to serve the whole day, but that the value is that when one sits for the whole day, having read program reviews prior to meeting with the programs, one makes quality assessments with respect to one’s representative capacity, based on a list of things one should be looking for; patterns and common themes emerge, and program and institutional recommendations obtain as a result. It is, she said, for the betterment of the institution, and it really matters. These processes are used to help with standards I and II for accreditation.</p> <p>B. Program Review Schedule</p>

	<ol style="list-style-type: none"> <li>1. Monday, November 30 (8:30 a.m. to 4:35 p.m.): Cartagena, Fierro, Priest</li> <li>2. Tuesday, December 1 (8:30 a.m. to 4:35 p.m.): Osman</li> <li>3. Wednesday, December 2 (8:30 a.m. to 4:35 p.m.): Barman</li> <li>4. Thursday, December 3 (8:30 a.m. to 3:25 p.m.): TBD (a possible Dance Program prevents Cartagena participating); possibly Phillips, Acevedo, or Lewis depending on schedules</li> </ol>
<p>VI. Good/Bad Ongoing</p>	<p>A. The job of outcomes development and assessment is never finished, and SLOs should not be seen as fixed or unchangeable. A growth mindset and an approach that emphasizes the learning experience aspect of SLOs is perhaps a way to think about this process—and perhaps an approach Outcomes reps can bring back to their areas.</p> <p>B. For SLO data to be effective in informing decision making at all levels of the College, the SLO assessment process should be revised as necessary to reflect changes in RHC’s curriculum, needs, and culture. Cartagena said that with the support of IRP the committee has been doing a nice job with closing the loop process and linking these processes to equity, resource allocation, and curriculum. We are definitely headed in the right direction, she said.</p> <p>C. Aim high! Cartagena said her goal given the impending accreditation assessment is for there not to be any outcomes recommendation in the ACCJC report. However, she noted too that <i>80% of schools have issues with outcomes/assessment</i>. Thus, we still want to aim high, but it is helpful to keep these kinds of figures in mind: when the accreditation report is finished, there’s an 80% chance outcomes will be addressed for improvement, and if so the committee should not be discouraged or disheartened.</p>
<p>VII. Senate, Misinformation</p>	<p>A. Cartagena noted that almost every Senate meeting reveals that there is much misinformation around outcomes work (e.g., the ideas that objectives and outcomes are the same, Cartagena developed the CTL form, and part-time faculty continuing not to know about expectations and outcomes obligations).</p> <ol style="list-style-type: none"> <li>1. “Objective vs. Outcomes.” Cartagena asked the group to articulate the difference between outcomes and objectives. Jaeggi said one comes at the beginning and one at the end; one is a goal and one is where you end up. Fierro suggested and Cartagena agreed that outcomes are more “overarching”—outcomes are a large umbrella that could comprise many objectives. She suggested that objectives are like ingredients, and outcomes like the cake.</li> <li>2. Close the Loop. Cartagena was credited with coming up with “closing the loop”—the phrase and the process—but it actually comes from the Senate: it’s part of the SLO Terminology Glossary (ASCCC, 2010), which notes the importance of establishing an assessment cycle and of “closing the loop.” The ASCCC glossary defines “close the loop” as: <p style="margin-left: 40px;"><i>the use of assessment results to improve student learning through collegial dialogue informed by the results of student service or instructional learning outcome assessment. It is part of a continuous cycle of collecting assessment results, evaluating them, and using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, &amp;c.</i></p> </li> </ol>

	<p>And, from <i>Guiding Principles of SLO Assessment</i>:</p> <p><i>In order to best inform institutional planning, SLO assessment should be an ongoing activity rather than a periodic exercise. To be most useful, data must be current, and for data to remain current the collection of that data must become a regular and consistent aspect of instructional practices.</i></p> <p>Cartagena noted that contractually, faculty are not obliged to include data, so there is a bit of a problem because we don't always have all the data we need: If a faculty member is teaching synchronously but they're not inputting the data for those two modalities, then they're not able to see what improvements might need to be made for an online course. The committee should think about best practices for this area.</p> <p>3. Part-Timers "Don't Know About It." Cartagena noted earlier during the meeting members had taken up this issue. She said she would reach out to Ramirez to talk about messaging solutions for part-timers, and send out the training schedule to deans to be forwarded. She offered kudos and thanks to Priest for personalizing his forwarded message from Cartagena, which she suggested made a difference—in particular his writing to MSE faculty, "All faculty, full-time and adjunct, are obligated to gather data for your sections. So the next 4 meetings will certainly be helpful. I strongly encourage you to attend."</p>
<p>VIII. Question to the Committee: What is your answer when faculty ask you, "Why can't we just use grades for outcomes assessment data?"</p>	<p>A. Grades versus Outcomes Assessment. Cartagena asked the group how they might respond to faculty erroneously suggesting grades can be a criterion of outcomes assessment. Seymour observed grades are informed by different kinds of things, not all of which are outcomes-related. Cartagena agreed, and said that grades are "overarching" but do not say anything, necessarily, about the extent to which outcomes are being mastered; for most faculty members don't have outcomes written in this way. Barman said years ago he changed attendance points to <i>completing</i> work, and that this combination has been a more holistic way to assess students. Durdella noted it is possible to pass a class without having mastered outcomes, and vice versa (i.e., to fail a class while mastering outcomes), and that discrete outcomes allow faculty members to "disentangle" or disaggregate grades.</p>

IX. Guided Pathways	<p>[<i>This discussion occurred earlier in the meeting to accommodate Gonzalez’s schedule. —MG</i>]</p> <p>A. Student Success Teams (SSTs). This semester the Guided Pathways (GP) Committee is in the beginning stages of forming SSTs. They will comprise the dean for the area, a classified staff member (usually the secretary or clerk), a lead counselor and possibly a support counselor (depending on the size of the area), and librarians. The next step is to bring in faculty, and to this end on Friday, November 6 at 9 a.m., there will be a meeting to discuss this faculty role.</p> <p>B. Integration. Lydia Gonzalez shared a GP Planning Implementation and Evaluation document (see supplement 1, below, which will also be uploaded to the FRC along with the FLEX Day video about the GP website). Gonzalez went over the page, noting there are essential conditions the College is struggling with, e.g., technology infrastructure, and access to automated data. However, she noted the College has made a lot of headway in the last couple of years and also quite recently, drawing attention to the new GP website and sample ed plans there. Gonzalez drew the groups’ attention to pillar 4 (“Ensure Students are Learning”), noting the first and final point there suggests that assessing and enriching student learning is in part contingent upon the practice of “program-specific learning outcomes” and “systems/procedures for the college and students to track masters of learning outcomes ...” Generally, then, the point of ensuring learning and outcomes is that faculty members “assess whether students are mastering learning outcomes as they progress through a program and use the results to improve instruction in their programs.” Gonzalez observed Cartagena and Durdella and IRP have worked very hard to these ends, but that part of using the results to improve instruction is the purview of faculty members. When there is negativity around outcomes, including <i>Taskstream</i> complaints, but people tend to forget their charge is to make outcomes meaningful, and this is how outcomes work is connected to GPs: ensuring learning, and taking the time to make sure outcomes work is meaningful. In part to this end, Gonzalez is working in <i>Canvas</i> to connect outcomes with assessment: as has been noted by others, after the work of an initial setup, this integration makes things much easier. Gonzalez described the ways in which the Distance Education Office can help set this up.</p>
X. Curriculum Committee	<p>A. Challenges. This is the first year the Outcomes Coordinator has been allowed to look at courses going through the Curriculum Committee process in order to provide feedback to these faculty members. She said because this is happening at the same time as program plans and reviews, many questions have come up, for example, about closing the loop and related processes. Cartagena has been doing her best to reach out to faculty, but it will require follow-up after the semester, particularly as she turns her attention to updating the Outcomes website.</p> <p>B. Opportunities. On the plus side, faculty members who have met with Outcomes leadership (Cartagena and Garabedian) for feedback have been really open to it, and these meetings have proved beneficial. <i>However, implementation of this new process does not feel full yet, so it will take time and necessitate following up.</i></p>
XI. Institutional Learning Outcomes Assessment	<p>A. The College has not been looking at ILOs or assessing them. Durdella suggests looking at the data to present at the April planning retreat. At the end of February Cartagena will work with IRP to get this information; the committee will likely spend a whole Outcomes meeting taking up this issue.</p>
XII. Directed Studies: 290s and 299s (Fierro)	<p>A. Currently there are no set processes for directed studies (299) courses. One problem is these courses have no routine schedule, so generating an assessment timeline (COAT) is impossible, and also outcomes differ from course to course. Fierro related she has been trying</p>

	<p>to clean up the CTL forms from Fall 2019, which is why she brought up this issue. Alyson asked and Fierro said she is not able to see all courses, but there doesn't appear to be any data for (at least ) BIOL 299s; Cartagena suggested Fierro might have to write "NA" for these courses. Priest said that aside from BIOL, the only 299 course that is offered with any frequency is PHYS 299—but there's never been one taught in CHEM, MATH. He asked: How do you assess a course that only has one student, and whose outcomes change every time? Cartagena shared some potential outcomes statements she and Garabedian developed over the summer and which are listed on the Outcomes Template they produced:</p> <p style="padding-left: 40px;"><i>Based on directed students topics agreed upon with a faculty member; or As participants in a cooperative work experience/internship, students will successfully develop, manage, and complete all internship tasks as agreed upon with a faculty member; or As participants in a cooperative work experience/internship, students will successfully design and fulfill all internship projects agreed upon with a faculty member.</i></p> <p>B. What Committee Recommendation is Needed? Durdella asked and Cartagena answered that if students pass the task they fulfill the outcome, and as such <i>that</i> could be the assessment tool. Durdella said the way it is phrased here is conducive to the grade being the assessment: i.e., it is project-based. Ramirez suggested that common language would help to streamline the process regardless of the subject matter, and have the added benefit of generating data over a short period of time. Fierro asked about how to create a timeline document if we do not know if or when we will have enrollment: should we create a separate program for all 299s and 290s? Durdella suggested that for these courses, it could be noted that assessment is driven by student demand, and that if they are not offered during the six-year cycle, it is not the responsibility of the assessor. After more discussion, Durdella suggested the easiest way to do handle directed studies is to keep assessment within the disciplines in which they are housed, leave outcomes statements very general as per Cartagena and Garabedian's suggestions, and keep in mind this will be the one instance where outcomes are attached to a grade: the assumption is that the outcomes are embedded in those assignments, and that if they pass the class then they've mastered the outcomes. Priest agreed, suggesting the contract in each case is the outcome. <i>Fierro asked Cartagena to share the Outcomes Template with suggested directed studies outcomes, and Priest to share the contracts for MSE.</i></p> <p>C. Conclusion. Durdella reiterated that directed studies are fundamentally different from other courses because they are not offered all the time, and they are different courses every time they are offered. She said it is important to get the consensus of the committee around these courses, and to codify whatever the group decided, because the College will need a record of this discussion and the result for accreditation purposes. <i>The motion to tie directed studies outcomes to a grade, keep outcomes documents related to these courses within their division, and use general statements about directed studies outcomes, was unanimously approved.</i></p>
<p>XIII. Close the Loop Forms</p>	<p>A. <i>Taskstream</i> Challenges. All the late CTL forms are being sent to Cartagena, and it is cumbersome for her to upload them to <i>Taskstream</i>, begging a question: Is it possible to store CTL forms in an area (e.g., <i>Sharepoint</i>) that is accessible to faculty to obviate this problem, and for the purposes of program reviews and plans? One objection to this approach might be that everyone would be able to see everyone else's forms—though Cartagena noted this could also be beneficial because folks could then review good CTL models. Seymour said he thought this was a good idea. Lewis suggested one problem might lie in migrating this information, if need be: it's a nice security blanket, she said, to know that CTL forms are always in program reviews, and multiple areas where CTL forms are housed might make things confusing.</p>

	<p>Durdella said the issue for IRP in making forms available from past years is that IRP staff has to go in to <i>Taskstream</i>, “unlock” everything, wait for everyone to upload their forms, and then re-lock, and faculty hasn’t been consistent in doing these things. The complication is that it’s for past years: going forward, she said, if everyone wanted to comply and put everything in <i>Taskstream</i>, that’s fine, but the issue is about the past years. Lewis asked whether it is possible to store hard copies of CTL forms in division files like syllabi? It would be extra work for secretaries, she said, but they could house it and make sure it’s on file in case we need to refer to previous years. Durdella noted it would also be possible to do this work in <i>Sharepoint</i>. <i>Cartagena suggested the committee needs to think about this issue a little more: the group will circle back.</i></p> <p>B. Small Departments. “The Outcomes Committee needs to establish and communicate a protocol or recommendation for small or one person departments to dialogue about course outcomes assessment and record the dialogue and action plan as part of closing the loop” (IEC Recommendation). For the purposes of brainstorming, Cartagena shared two ideas to make things more manageable for faculty in these areas.</p> <p>Option 1. The same type of courses could be grouped together and discussed at the same time. In Dance, Cartagena said, she could look at all the courses and divide them into technique, performance, and lecture, enabling her to look at the data for similar courses, and the curriculum and resource recommendations would be the same. This would enable her to have three discussions with faculty in her area, not one for each course</p> <p>Option 2. Look at all the courses in a small department and then divide them into thirds. IN this way, 1/3 of the program could be taken up one year, the second 2/3 in the second year, and final third in the third year before the cycle repeated—i.e., twice in one six-year review cycle.</p> <p>Lewis, who is in a small area, noted that just as in Dance, many outcomes for different courses are the same, and so organically conversations ended up centering around these shared outcomes rather than the individual courses. It was advantageous to start “large,” and then narrow down based on data. Durdella observed that if there is just one CTL document for multiple courses, it makes it difficult to disentangle this data for each course. Cartagena suggested the CTL form certainly would have to be adjusted; Durdella replied that the method still would make it difficult to derive information for a given course if the same CTL form was uploaded for multiple courses. Cartagena asked and Fierro answered that there are a few one-person departments in MSE, and that dialoguing is difficult in these cases—it falls on the Outcomes reps, she noted, to help with this, but that “getting singletons together” seems like it could work. Barman said having adjuncts with whom to collaborate is advantageous and helpful. <i>Cartagena said she’d type up the two options above, and Fierro’s third option of having faculty members from other areas to discuss “singeltons” to bring back to the next meeting.</i></p>
<p>XIV. Potential of Self-Assessment and Peer Assessment</p>	<p>[Tabled. Cartagena asked committee members to read the following notes, noting how self- and peer assessment can bridge equity gaps. —MG]</p> <p>A. The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course learning objectives.</p>

	<p>B. Self-assessment facilitates a sense of ownership of one’s learning and can lead to greater investment by the student. It enables students to develop transferable skills in other areas of learning that involve group projects and teamwork, critical thinking and problem-solving, as well as leadership roles in the teaching and learning process.</p> <p>C. Could this be utilized in your area?</p>		
<p>XV. Strategy for Summer Courses</p>	<p>[Tabled. —MG]</p>		
<p>XVI. Discussion: Training Session for Last Four Weeks</p>	<p>A. Upcoming opportunities follow; Week 15 is Thanksgiving, so Cartagena did not schedule any trainings.</p>		
<p><u>Week 9</u> Thursday, Oct. 15 6–7 p.m.</p>	<p>New to Rio? New to Outcomes? (Outcomes Overview for New Full-Time and Adjunct Faculty Members)</p>	<p><a href="http://ccconferzoom.us/j/98985436878">http://ccconferzoom.us/j/98985436878</a></p>	
<p><u>Week 10</u> Friday, Oct. 23 10–11 a.m.</p>	<p>Utilizing Canvas to Gather Outcomes Data</p>	<p><a href="http://ccconferzoom.us/j/96276190638">http://ccconferzoom.us/j/96276190638</a></p>	
<p><u>Week 11</u> Wednesday, Oct. 28 6–7 p.m.</p>	<p>New to Rio? New to Outcomes? (Outcomes Overview for New Full-Time and Adjunct Faculty Members)</p>	<p><a href="https://cccconfer.zoom.us/j/96501129283">https://cccconfer.zoom.us/j/96501129283</a></p>	
<p><u>Week 12</u> Friday Nov. 6 10–11 a.m.</p>	<p>Reporting Data in <i>Taskstream</i>: Summary of Findings; or, Improving the Narrative</p>	<p><a href="https://cccconfer.zoom.us/j/96501129283">https://cccconfer.zoom.us/j/96501129283</a></p>	
<p><u>Week 13</u> TBD</p>	<p>New to Rio: New to Outcomes (Outcomes Overview for new faculty and adjunct faculty.)</p>	<p><a href="https://cccconfer.zoom.us/j/96501129283">https://cccconfer.zoom.us/j/96501129283</a></p>	
<p><u>Week 14</u> TBD</p>	<p>New to Rio? New to Outcomes? (Outcomes Overview for New Full-Time and Adjunct Faculty Members)</p>	<p><a href="https://cccconfer.zoom.us/j/96501129283">https://cccconfer.zoom.us/j/96501129283</a></p>	
<p><u>Week 16</u> Tuesday, Dec. 1 4–5 p.m.</p>	<p>Inputting Fall 2020 Measures and Findings Data</p>	<p><a href="https://cccconfer.zoom.us/j/96501129283">https://cccconfer.zoom.us/j/96501129283</a></p>	
<p><u>Week 16</u> Wednesday, Dec. 2 1–2 p.m.</p>	<p>Inputting Fall 2020 Measures and Findings Data</p>	<p><a href="https://cccconfer.zoom.us/j/96501129283">https://cccconfer.zoom.us/j/96501129283</a></p>	

	<table border="1"> <tr> <td><u>Week 16</u></td> <td></td> <td></td> </tr> <tr> <td>Thursday, Dec. 3 11 a.m.–12 p.m.</td> <td>Inputting Fall 2020 Measures and Findings Data</td> <td><a href="https://cccconfer.zoom.us/j/96501129283">https://cccconfer.zoom.us/j/96501129283</a></td> </tr> </table>	<u>Week 16</u>			Thursday, Dec. 3 11 a.m.–12 p.m.	Inputting Fall 2020 Measures and Findings Data	<a href="https://cccconfer.zoom.us/j/96501129283">https://cccconfer.zoom.us/j/96501129283</a>
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XVII. Inspiration from Lawrence’s Syllabi	A. Seymour shared examples of syllabi (see supplement 2, below) where each week is composed of a table of four columns that map outcomes, objectives, learning activities, and graded activities.						
XIX. Adjournment	A. The meeting adjourned at 3:44 p.m.						
XX. Next Meeting(s)	A. The next meeting will be November 17 at 2:30 p.m.						

Respectfully Submitted,  
Mike Garabedian, 11/16/2020

# Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. **The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.**



Contributors to this model for Guided Pathways are: American Association of Community Colleges (AACCC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for Inquiry and Improvement (NCII), and Public Agenda.

Supplement 2. Snips from Seymour's Syllabus



Mt. Sierra College – CCC0101

## Introduction to Computers and Lab

Winter | 17

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**Instructor**  
Lawrence Seymour

**Email**  
lseymour@mtsierra.edu

**Office**  
Mt. Sierra College  
Academics Department

**Office Hours**  
Arrange with Instructor

**Professor Telephone**  
(909) 238-7857

**Prerequisite(s)**  
None

**Credit Hours**  
4

**Quarter**  
Winter 2017  
January 10 through March 21, 2017

**Classroom**  
Room 112

**Day/Time**  
Tuesday, 1:00PM - 6:00PM

### Course Description

This course covers the basic operation of Macintosh and PC computers for both desktop and mobile environments. Students will learn file types, file management, and file compression. Document creation (including text, spreadsheet and PDF), cloud computing, networking and peripheral devices will also be included.  
Lecture: 3 Hours  
Lab: 2 Hours

### Student Learning Outcomes

After successfully completing this course, students will be able to:

- ✓ describe the functionality of hardware, software and how they work together;
- ✓ describe the relationship of electricity as it relates to computer processing;
- ✓ describe the fundamentals of how computers function within a network;
- ✓ identify the basics of common operating systems;
- ✓ identify the basics of productivity software; and
- ✓ recognize the importance of ethics, safety and security on the Internet.

Week One			
Course Outcome	Instructional Objectives	Learning Activities	Graded Activities
<p>Describe the functionality of hardware, software and how they work together</p> <p>Discuss the relationship of electricity as it relates to computer processing</p>	<ul style="list-style-type: none"> <li>Define the purpose and elements of information systems</li> <li>Recognize the different types of computers</li> <li>Distinguish the main software types</li> <li>Identify the components of a computer system</li> <li>Discuss how computers communicate</li> <li>Recognize how data is processed</li> <li>Define and distinguish different processors</li> <li>Identify memory types and functions</li> <li>Identify and use ports and busses</li> <li>Troubleshoot common system unit problems</li> <li>Define input and describe the available types of keyboards and pointing devices</li> <li>Describe scanning and image-capturing device types and features</li> <li>Define output and explain the types of output devices available</li> <li>Differentiate between types of monitors and explain their features</li> <li>Differentiate between types of printers and identify the best printer for a task</li> <li>Classify storage devices according to their capacities, interface, and media</li> <li>Explain cloud and network storage, and identify online and network-based storage technologies</li> </ul>	<p><b>Class Lecture:</b></p> <p>Overview of Syllabus, policies, and assignments</p> <p><b>Computing Fundamentals</b> Chapters 1, 2, 3</p> <p><b>Class Activities:</b> Think it over P.29-30,61, 103-4</p>	<p><b>Assignment</b></p> <p>Test Yourself :</p> <p>Fact Check Matching Sum it up</p>