

**San Diego Mesa College  
Committee on Outcomes and Assessment  
Meeting Notes**

October 15, 2019

3:30 p.m. – 5:00 p.m., MC 211B

<b>ATTENDEES</b>	Bridget Herrin, Co-Chair	Mary Gwin
	Kris Clark, Co-Chair	Ed Helscher
	Tina Recalde, Acting Co-Chair (excused)	Linda Hensley
	Leela Bingham	Pam Luster
	Ailene Crakes	Mariette Rattner (excused)
	Donna Duchow (excused)	Saloua Saidane
	Claudia Estrada-Howell	Isabel O'Connor
	Michael Temple	Raquel Aparicio (excused)
	Manuel Velez	
	Anda McComb	
	Administrative Support: Sahar King	Guests: Kyung Ae Jun

**Agenda Item A: Call to Order:** By Kris Clark at 3:48p.m. in MC211B.

<b>DISCUSSION</b>	<p><b>Approval of October 1, 2019 Minutes</b></p> <ul style="list-style-type: none"> <li>• The minutes from October 1, 2019, were emailed to COA members for review prior to the meeting.</li> <li>• The revised minutes were M/S by Leela Bingham and Ailene Crakes and approved.</li> <li>• New member- Michael McLaren as the School of Learning Resources and Academic Support Representative.</li> </ul>
-------------------	---

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. Post approved minutes to the COA website.	1. Mona King	1. Before the next meeting

**Agenda Item B: Reports**

## DISCUSSION

### 1. Student characteristics dashboard (Kyung Ae)

- The purpose of the student characteristics dashboard is to provide demographic information of students who are enrolled in programs and courses.
- The dashboard provides 5-year trends of student demographic data and can be viewed by term or year for trend analysis and has filters that can drill down data to a course level.
- The Intro page provides an overview of how to use the dashboard, types of filters, and foot notes.
- The Summary page provides an overview of the demographic profile of the student group chosen (e.g. FA 2018 students in Accounting, ACCT-116A course).
- Student Characteristics page displays disaggregated demographic data by selected views (gender, ethnicity, age, educational goal, first-gen status, etc.).
- The Program and Course page provides student headcount in each academic discipline at multi-levels (school, program, and course level).
- Question from Isabel O'Connor: It is possible to see course taking patterns? Such as, if a student takes Art 100 in one semester, what else is the same student taking in that semester? This knowledge can inform the mapping and scheduling.
- Bridget Herrin suggested that we need to figure out the best way to do that because there is an infinite number of combinations. Also, decide the best way to structure that data to have what you want to know answered.
- Pam Luster said that the way we ask about the first-gen is not clear to the student.
- Bridget Herrin suggested that with the use of CCC Apply, a lot more data is fed from applications.
- Question from Claudia Estrada-Howell: Can we find out on this dashboard if students are full-time students or part-time students?
- Question from Manuel Velez: Did we ask students about the specific educational goals? Is there a reason why the bachelor's is the highest degree reported?
- The data is fed from the application.
- Bridget Herrin said that IE is working on our graduate dashboard right now from our graduate survey. There we did give students the opportunity to give us a goal that was beyond a bachelor's degree.
- Course modality is online or on-campus courses. We're seeing a greater number of students taking online courses, while the percentage of students taking on campuses is dropping. We are also seeing is the aggregate numbers getting bigger and bigger which means more students are taking courses in multiple modalities.
- Ailene Crakes commented: That's a very important factor to note because, for students who need to take additional courses, it's

	<p>highly likely that it's going to be an online class because they're probably already limited in their time.</p> <ul style="list-style-type: none"> <li>• Please Review the dashboard below <ul style="list-style-type: none"> <li>➤ <a href="http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/StudentCharacteristicsDash.shtml">http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/StudentCharacteristicsDash.shtml</a></li> </ul> </li> </ul>
--	---

ACTION ITEMS	PERSON	DEADLINE
1. Invite Pathways Coordinator to COA Meeting	1. Kris Clark	1. Future meeting

**Agenda Item C: Continuing Business**

<b>DISCUSSION</b>	<ol style="list-style-type: none"> <li><b>1. ILO Outcomes Perception Survey</b></li> <li><b>2. ILO Graduate Survey</b> <ul style="list-style-type: none"> <li>➤ Outcomes Perception survey and the ILO Graduate Survey have been presented in the COA meeting in past for discussion. We are trying out a flipped classroom style discussion because we thought everyone needs more time to digest the information before the meeting. So there's going to be homework around those two items.</li> <li>➤ IE office will send out the ILO survey result to committee members</li> <li>➤ Please review the results and come back with two to three takeaways and how to do these impact the work of the COA Committee.</li> <li>➤ We presented the ILO Outcomes Perception Survey at PIEC and that committee was also really interested in the outcomes conversation and how it impacts planning and program review.</li> <li>➤ <b>DOC report revisions</b></li> <li>➤ Ed Helscher reports out, we had discussions about outcomes at PIEC meeting, a PIEC member asked questions related to DOC presentation and this has expanded into the chairs meeting and we were looking for solutions.</li> <li>➤ The first question was a concern about how different departments are handling DOC assignments and at our next chairs meeting, we are going to ask the question about reassigned time. How do departments compensate for the work of the DOC?</li> <li>➤ The DOC report will be part of the discussion for October 23, at chairs meeting. Ed Helscher will bring back the result of this conversation to the COA meeting.</li> <li>➤ Pam Luster suggested It will be nice if departments acknowledge the labor that it takes to do the outcomes assessment. From a labor perspective, you also have faculty who are not tenured faculty doing</li> </ul> </li> </ol>
-------------------	---

this work and not being compensated.

- Linda Hensley suggested, we might try to be consistent between the DOC report, the information entered in taskstream, and the questions asked for Program review.
- Ed Helscher commented that the following questions were brought up at Chairs meeting:
  - What are the ACCJCC requirements?
  - Can we have outcomes assessment and program review more aligned with DOC presentation requirements?
  - How do we know our majors? That will help faculty assess better?
- Kris Clark suggested that the DOC reports were done once in two years and that it is a report out mechanism. The committee will review all DOC reports and select best practices. We can also use that information to nominate people to present at the Catalyst Conference. The whole idea for the video presentation going forward was presented at the DOC orientation this year, and it was received very well by the actual DOCs, who are the ones that are doing the work. So it's conceivable that if they do a video, this video can be put into program review, outcomes as part of their report out. The point of DOC video is to create a library of best practices and all who are involved in OA can learn from one another.
- Pam Luster suggested that the fact that we're actually talking about outcomes assessment as part of how we see the peer review process of our programs is an exciting thing. I don't know if the video belongs in the program review, but I love this idea of what being part of this assessment. That the faculty or programs doing program reviews are understanding how the students are doing, how the students are benefiting from what happens in that program. It is not always easy to make the nexus of how someone actually assesses their program, having outcomes assessment that's a larger part of program review, not a bad thing. It is a good idea to have in a multi-modality way that would still portray what we're doing.
- Bridget Herrin suggested that COA has been intentionally vague about how we define programs and giving it back to the program's themselves. So, in some cases, a program might be defined by anyone who's taking classes maybe because we don't have a major at the college, or there are only four people who are majoring in this area. Also, the program is defined as the program of study. Then we have to consider how do you then assess the program by that definition when the students only take 18 units of their 60 unit course of study of your classes. Something to consider: if you knew who your majors were what would you do with that information? Students don't really declare majors in the same way in a community college that they do and other higher ed systems, nor do we track those declarations in very formal ways for all students.
- Ailene Crakes suggested that students are very open and willing to share their major, how about a journey 2.0 version that asks about

	majors.
--	---------

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ol style="list-style-type: none"> <li>1. Send out the ILO Outcomes Perception Survey to Committee</li> <li>2. Send out the Graduate Survey to Committee</li> <li>3. Send the homework</li> </ol>	<ol style="list-style-type: none"> <li>1. IE Office</li> <li>2. IE Office</li> <li>3. Kris Clark</li> </ol>	<ol style="list-style-type: none"> <li>1. Before the next meeting</li> <li>2. Before the next meeting</li> <li>3. Before the next meeting</li> </ol>

**Agenda Item D: New Business**

<b>DISCUSSION</b>	➤ N/A
-------------------	-------

ACTION ITEMS	PERSON	DEADLINE
<ol style="list-style-type: none"> <li>1. OA Institute Re-design</li> <li>2. Manager's meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Kris Clark</li> <li>2. Kris Clark, Isabel O'Connor</li> </ol>	<ol style="list-style-type: none"> <li>1. November 2019</li> <li>2. November 2019</li> </ol>

**Agenda Item E: Announcements/Adjournment**

<b>DISCUSSION</b>	<ol style="list-style-type: none"> <li>1. Next meeting, November 5, 2019</li> <li>2. <a href="#">COA Meeting Schedule 2019-2020</a></li> <li>3. COA workshop schedule</li> </ol>
-------------------	--

Thursday, August 15, 2019	1:00pm-3:00pm	TBD	Outcomes Across the Campus
Friday, August 30, 2019	10:00am-NOON	LRC-435	Dept. Outcomes Coordinator Orientation
Friday, September 13, 2019	10:00am-NOON	LRC-435	Integrating Global Consciousness in Your Curriculum
Friday, October 18, 2019	10:00am-NOON	LRC-435	Assignment Charrette
Friday, February 28, 2020	10:00am-NOON	LRC-435	Rubrics, Canvas, and Outcomes
Friday, April 24, 2020	10:00am-NOON	LRC-435	Integrating Critical Thinking into your Curriculum

**Agenda Item F: Adjournment**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>• The meeting was adjourned by Kristan Clark at 4:58 p.m.</li> </ul>
-------------------	---

Submitted by: Sahar King, Senior Secretary  
 Approved on: